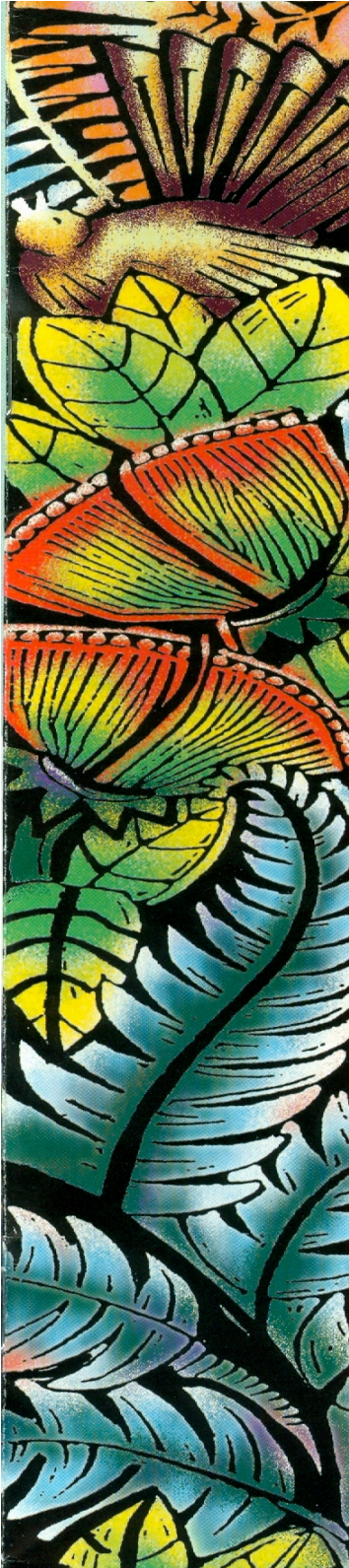




THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

FACULTY OF EDUCATION AND SOCIAL WORK



Bachelor of Education (Teaching)
Primary Specialisation

Practicum Handbook

EDPRAC 101

EDPRAC 201

EDPRAC 305

Revised version 2017

Page	
2 – 3	Bachelor of Education (Teaching) Primary Practicum Courses
3	English Language Skills Assessment: DELNA Requirements
4	Professional Expectations
	- Student Teachers' Professional Conduct and expectations during Practicum
	- Professional Responsibilities
	- School Policies
	- Vulnerable Children Act 2014
	- Maintaining Documentation
6	The Associate Teacher's Role during Practicum
7	The Professional Supervisor's Role
9	- Requirements, Expectations and Procedures
	- Attendance during Practicum
	- Requests for Leave during Practicum
10	Confidentiality on Practicum
11	Procedures for Resolving Concerns during Practicum
12	Concerns during Practicum
13	Guidelines
	- Focused Observations
14	- Assessing, Planning, Implementing and Evaluating Learning and Teaching
15	- Teaching as Inquiry and Reflective Practice
16	Assessing Student Teacher Preparedness to Enter the Profession
	- The Professional e-Portfolio
17	Practicum Assessment
	- Assessment of Student Teachers' Learning
	- Formative assessment
18	- Summative assessment - the Professional Conversation
19	References
20	Graduating Teacher Standards: Aotearoa New Zealand
21	Good Character and Fit to be a Teacher' Policy (November 2007)
22	Reminders
23	Overview of Bachelor of Education (Teaching) programme

EDPRAC 101		EDPRAC 201		EDPRAC 305	
Learning Outcome	Assessment Criteria	Learning Outcome	Assessment Criteria	Learning Outcome	Assessment Criteria
1. Demonstrate an ability to communicate and establish professional relationships	<p>1.1 appropriate communication with learners and colleagues is demonstrated competently</p> <p>1.2 appropriate relationships with learners and colleagues are established positively</p>	1. Communicate effectively with children and adults and establish professional relationships within the school community	<p>1.1 effective communication with children, colleagues, parents/whanau is practised consistently and reflected upon regularly</p> <p>1.2 effective professional relationships within the educational community of the school are practised consistently</p>	1. Communicate effectively and establish professional relationships within the professional educational community	<p>1.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon</p> <p>1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon</p>
2. Demonstrate emerging pedagogical practice that contributes to children's learning	<p>2.0 different ways of teaching to suit children's interests, abilities and learning requirements are identified and discussed</p> <p>2.1 planning is informed by: - analysis of focussed observations and discussion about children's learning, interests, and abilities - relevant curriculum documents, theory, research and Ministry of Education initiatives</p> <p>2.2 bicultural practices and diversity are identified when planning for learning</p> <p>2.3 teaching/learning experiences that enhance children's learning are carefully planned, implemented and evaluated</p> <p>2.4 children's learning is monitored, analysed and evaluated to inform subsequent planning</p> <p>2.5 strategies for managing the learning environment are demonstrated positively, fairly and consistency</p>	2. Demonstrate effective pedagogical practice that promotes children's learning	<p>2.1 planning is informed by discussion about and thoughtful analysis of focussed observations and assessment information in accordance with policy documents</p> <p>2.2 bicultural practices and diversity are considered when planning for learning</p> <p>2.3 a variety of teaching/learning approaches to promote children's learning are selected in an informed manner when planning and enacted in an on-going manner</p> <p>2.4 children's learning is monitored, analysed and evaluated using specified assessment procedures</p> <p>2.5 Sequential teaching/learning experiences are planned, implemented assessed and evaluated (across a range of curriculum areas) with multiple groups and the class</p> <p>2.6 a range of strategies for managing the learning environment are demonstrated positively, fairly and consistency and justified with regard to their effectiveness within the specific context</p>	2. Demonstrate effective pedagogical practice that enables learning and achievement	<p>2.1 planning is informed by analysed assessment information, curricula and content knowledge, research and policy documents and initiatives</p> <p>2.2 bicultural practices and diversity are evident when planning for learning and demonstrated in teaching practice</p> <p>2.3 teaching is characterised by inclusive practice using a variety of thoughtfully selected learning and teaching approaches which are evaluated in terms of their effectiveness in enabling learning</p> <p>2.4 children's learning is consistently monitored, analysed and evaluated through a range of assessment procedures</p> <p>2.5 extended teaching/learning experiences are effectively planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class</p> <p>2.6 strategies for managing the learning environment are ethically selected, effectively implemented and critically evaluated</p> <p>2.7 pedagogical practice is critically reflected upon and refined in relation to an emerging personal, professional philosophy</p>
3. Consider and demonstrate what it is to be an emerging professional in Aotearoa/New Zealand	<p>3.1 positive personal and professional requirements stipulated by the Education Council <i>Fit to be a Teacher Criteria</i> are demonstrated appropriately</p> <p>3.2. responsibilities to Māori learners are recognised and some implications for teachers' practice are identified and discussed</p> <p>3.3 next steps' for practicum-related professional learning are identified through own and others' evidence and actioned and evaluated with support</p> <p>3.4 opportunities for professional growth are recognised, actioned and reflected upon with beginning insight</p>	3. Consistently demonstrate the behaviour and dispositions expected of a professional teacher in Aotearoa/New Zealand	<p>3.1 positive personal and professional requirements stipulated by the Education Council <i>Fit to be a Teacher Criteria</i> are demonstrated appropriately</p> <p>3.2 responsibilities to Māori learners are recognised and implications for teachers' practice are identified and discussed</p> <p>3.3 next steps' for practicum-related professional learning are identified through own and others' evidence and actioned to refine practice</p> <p>3.4 opportunities for professional growth are recognised, actioned and critically reflected upon</p>	3. Consistently demonstrate and reflect upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand	<p>3.1 professionalism and professional agency are appropriately exercised and critically reflected upon</p> <p>3.2 responsibilities to Māori learners are recognised and implications for own practice are actioned and evaluated critically</p> <p>3.3 'next steps' for practicum-related professional learning are identified through own and others' evidence and critically reflected on to refine practice</p> <p>3.4 opportunities for professional growth are initiated, actioned and critically reflected upon</p>
4. Discuss factors within the school/community context which impact the work of teachers	<p>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</p> <p>4.2 social, cultural and political factors that impact on the teaching/learning process in the practicum school context are identified and discussed thoughtfully</p>	4. Explain factors with the school/community context which impact the work of teachers and own teaching	4.1 the implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner	4. Critically analyse own teaching and the effectiveness of own responses to contextual factors in the school/community	<p>4.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision making and personal practice</p> <p>4.2 legislative requirements and school policies are discussed and implemented</p>

Bachelor of Education (Teaching) Primary Practicum Courses

Within the Bachelor of Education (Teaching) Primary qualification, there are three EDPRAC (practicum) courses, each comprising on-campus sessions and a school-based practicum placement.

Practicum placements

There are four practicum placements - two in the first year for EDPRAC 101 (a two-week orientation in the first semester, followed by a four-week placement in the second semester - commonly in the same school); a five-week placement in the second year for EDPRAC 201; and a ten-week placement in the third year for EDPRAC 305 (comprising 3 weeks at the beginning of the school year followed by a further seven weeks later in the year at the same school).

Practicum learning outcomes are based upon four recurring themes:

- forming professional relationships - including effective communication
- focusing on purposeful teaching and learning
- being a professional teacher in Aotearoa/New Zealand
- understanding the complexity of the teacher's role and the educational context

Each EDPRAC course has a specific purpose:

EDPRAC 101 - The Professional Teacher: Primary 1 provides opportunity for student teachers to consider the teacher's professional role when providing learning within a school environment.

EDPRAC 201 - The Professional Teacher: Primary 2 provides opportunity for student teachers to focus on effective pedagogical practice that promotes the learning of children.

EDPRAC 305 - Enabling Achievement Primary: Primary 3 provides opportunity for student teachers to create and sustain purposeful learning that enables achievement for all learners. During this practicum, student teachers synthesise their learning from the Bachelor of Education (Teaching) as they prepare for their beginning years as a provisionally registered teacher.

English Language Skills Assessment: DELNA Requirements

Students who have not met this language requirement will not be able to go out on the final practicum.

Further information please refer to the programme handbook –

<http://www.education.auckland.ac.nz/en/about/programmes/programme-handbooks.html>

PROFESSIONAL EXPECTATIONS

Student Teachers' Professional Conduct and Expectations during Practicum

Student teachers must demonstrate professional behaviour and responsible practice through all of their practicum experiences. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections entitled 'Practicum Placements' and 'Confidentiality on Practicum'. Student teachers should also refer to the Education Council's Graduating Teacher Standards, Code of Ethics for Registered Teachers, and definition of 'Good Character and Fit to be a Teacher' (refer <https://educationcouncil.org.nz/content/conduct-competence>). Student teachers are expected to be fully involved in the corporate life of the school and demonstrate collaboration with others, equitable practices, and positive involvement. They should preserve confidence at all times.

Professional Responsibilities

- **being fully conversant** with the particular practicum course brief, expectations and requirements
- **being fully prepared** for the practicum placement in terms of class attendance, pre-practicum tasks, contact with the school and professional supervisor
- **complying with** school policies, procedures and the school's professional expectations of staff
- **presenting** an ethical, responsible and professional attitude in all contact with school staff, students, parents and whānau
- **respecting** the personal effort and constructive professional advice provided by the school, associate teacher and professional supervisor
- **communicating** in a professional and timely manner when there is a concern to be discussed

Student teachers are therefore expected to:

- contact the associate teacher/school before practicum commences to confirm placement requirements e.g. reporting on first day, parking, dress code
- forward the URL link for their Ko wai au to their associate teacher before the practicum placement begins, and to their professional supervisor prior to beginning work with them
- attend school for approximately eight hours each day as appropriate to meet the expectations of the practicum. The starting and finishing times are to be negotiated with the associate teacher (usually between 8.00am - 4.00pm), although commitment to fulfil the full-class-responsibility component of the practicum, staff and team meetings may extend this
- ensure their own availability for time to seek guidance and discuss their learning and development
- give the associate teacher positive support at all times
- avoid extremes of fashion and be conservative in appearance when they first arrive at school. Student teachers should seek information about school expectations for professional dress and practices
- avoid situations where they may be left alone with a child
- avoid any situation where they would be in bodily contact with a child
- refrain from borrowing or taking teachers' property or school records from the school without permission
- contribute to tea money and related expenses as required (e.g. photocopying)
- demonstrate awareness of professional and ethical boundaries

School Policies

Student teachers should become familiar with school policies, particularly those about:

- being alone with pupils
- sexual harassment
- physical contact with pupils
- giving comfort and first aid to pupils
- school discipline
- children's safety
- publication of children's images and work
- use of ICT – student teacher and children

Vulnerable Children Act 2014

Every student applying for admission or admitted to an Initial Teacher Education programme will be subject to safety checks under the Vulnerable Children Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children's worker. If a student enrolled in an Initial Teacher Education programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Vulnerable Children Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme. Please refer to the legislation for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children's workers under the Vulnerable Children Act 2014, even if it would normally permit that person to conceal their criminal convictions.

Maintaining Documentation (refer individual practicum briefs for requirements)

Student teachers are expected to maintain a high standard of documentation as would be expected of a professional beginning teacher in the school. Quality, rather than quantity, should be a key feature of all documentation. While notes may be taken during classroom hours, the final documentation should be completed outside this time.

Student teachers are required to carry their student (photo) ID as proof of identity when entering their practicum school.

The Associate Teacher's role during Practicum

The monitoring, guidance, and assessment of student teachers' professional growth is a collaborative process. While the professional supervisor has overall responsibility for the assessment of the specific learning outcomes (Education Council, 2010), the Faculty of Education and Social Work recognises that the associate teacher undertakes the day to day mentoring of the student teacher. Communication and liaison between the student teacher, associate teacher and professional supervisor are therefore critical.

The associate teacher extends to the student teacher the courtesies expected for adult learners and junior professional colleagues. This includes:

- **providing an introduction** to the class and a space in the classroom that communicates his/her professional status
- **creating opportunities** for the student teacher to meet the specific requirements of the practicum period while taking into account the class programme and the student teacher's stage of development
- **modelling** quality teaching and learning practice and demonstrating knowledge of: how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- **gaining understanding** of the specific practicum requirements
- **providing a plan** for the student teacher to observe, teach, and discuss the classroom programme; including short and long term planning, preparation, marking, administration, and assessment and evaluation
- **liaising** with the professional supervisor
- **providing opportunities** for the student teacher to try out new ideas, reflect upon his/her practice, and to be actively involved in his/her own learning
- **providing regular oral and weekly written feedback** on the student teacher's teaching throughout the practicum in order to guide the student teacher's ongoing professional learning
- **providing samples** of planning appropriate to the specific practicum requirements and aligned with classroom/school expectations
- **negotiating assigned times** outside class hours for regular discussions relating to the practicum.
- **helping** the student teacher to interpret what s/he sees and what s/he does
- **checking the** student teacher's planning file and ensuring that ownership of planning work is clearly identified
- **discussing and documenting** areas requiring attention
- **contacting** the professional supervisor and/or the EDPRAC Course Co-ordinator if the student teacher is experiencing difficulties or is in need of additional support
- **participating** in the summative assessment process
- **making recommendation** to the professional supervisor regarding a pass/fail for the practicum
- **completing the assessment report** and discussing this with the student teacher and professional supervisor at the end of the practicum

Important note:

Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth.

It is a Ministry of Education requirement that a class remains under the supervision of an employed teacher at all times when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the *in loco parentis* role and carries the responsibility for what occurs in that room.

The Professional Supervisor's Role

The professional supervisor has overall responsibility for the assessment of the specific learning outcomes during the practicum (Education Council, 2010).

The professional supervisor is the Faculty of Education and Social Work's representative for liaison with principals, practicum coordinators, associate teachers and student teachers prior to, during and after the practicum placement. This includes:

- **being** an advocate for quality teaching practice that is based on current theory and research
- **contributing** to student's professional learning during the practicum placement by modelling quality teaching and learning practice including a knowledge of: how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- **collaborating** with associate teacher(s) and other school-based staff to ensure effective and coordinated support, guidance and developmental opportunities are provided to students
- **maintaining** contact with, and undertaking a number of visits to, the student depending on the structure of the particular practicum. These contacts may include:
 - liaison which generally involves speaking to the student teacher(s) and associate teacher(s) about expectations and progress but usually not observing in the classroom; and/or
 - a mentoring session which aims to more fully facilitate the learning of the student teacher(s) during the practicum and this may involve an observation of teaching and completion of an observation report; and/or
 - facilitation of peer learning: which aims to encourage students to support each other's development as research-informed inquiry-based practitioners.

Note: When more than one student teacher is in a school the professional supervisor may at times work with the student teachers as a group to facilitate peer learning.

The professional supervisor extends to the student teacher the courtesies expected for adult learners and junior professional colleagues. This includes:

- **ensuring** that email contact is established and maintained with the student teacher (the student teacher should initiate this)
- **encouraging** the student teacher to try out new ideas, reflect upon his/her practice, and to be actively involved in his/her own learning
- **enhancing** the student teacher's professional learning through informal discussion and written feedback following classroom observations (in person and/or via email/phone) and evidence-based focused written feedback following classroom observation(s), as required for the specific practicum (refer PS notes)
- **confirming with the associate teacher** that the student teacher's planning files meet school expectations aligned with faculty requirements (as outlined in the specific practicum brief)
- **checking the student's reflections and observation documents** meet the specific practicum requirements
- **providing feedback** on the student's early reflection and observation work during the practicum. Refer concerns related to the student's reflection and observation work to the EDPRAC Course Co-ordinator.
- **discussing and documenting** areas requiring attention
- **facilitating** the summative assessment process

- **completing the assessment report** and discussing this with the student teacher at the end of the practicum
- **liaising with the EDPRAC Course Co-ordinator** when there are concerns regarding the student's progress during the practicum

For all assessed practica, the professional supervisor should make contact during the first week to arrange an initial visit. At the time of the initial visit, arrangements should be made for observation visit/s and the final professional conversation (see page 18). Where contact has not been made, student teachers should email or phone their professional supervisor.

Important note: Throughout the practicum, the professional supervisor should be the first point of contact for all professional matters.

Professional supervisors must carry some form of photo ID (for example, driver license) as proof of identity when entering the practicum school.

REQUIREMENTS, EXPECTATIONS AND PROCEDURES

Attendance

Pre-practicum on-campus classes are structured to prepare student teachers for their practicum experience in schools. These classes are an important and integral part of preparing student teachers for practicum and their future in the teaching profession. In our experience, student teachers who miss on-campus sessions are often inadequately prepared for their practicum. **We reserve the right not to allow student teachers a place in practicum where we determine that they are not sufficiently prepared.** This could result in the student teacher receiving a 'Fail' grade in a practicum course in which they are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to communicate with their practicum course lecturer as soon as possible.

Attendance during Practicum

Once practicum dates are confirmed an agreement exists between the student, the faculty and the school in which the student is placed. Full attendance is expected during practicum. Non-attendance will put a student's ability to meet learning outcomes at risk.

Prior to commencement of the practicum, it is the student's responsibility to ensure that s/he:

- acquaints him/herself his/her with the practicum dates for the proposed enrolment via the usual programme and Practicum Office avenues (e.g., programme announcements, Annual Schedule)
- has no conflicting commitments during the confirmed practicum dates
- has no conflicting course enrolments during the confirmed practicum dates
- has the required pre-requisites for practicum before enrolling in the practicum course
- completes the Practicum Placement Request form
- contacts the EDPRAC Course Co-ordinator and Practicum Placement Co-ordinator immediately in the event of any unforeseen changes in his/her circumstances which may impact his/her ability to undertake the practicum placement during the dates confirmed. (Note, the EDPRAC Course Co-ordinator may request that the student completes a Request for Leave during *Practicum form as part of the document in this event.*

When a student requests a change to his/her confirmed practicum placement dates the practicum is placed on hold so that the agreement between the student, the faculty and the school can be reviewed by all parties. Changes to a confirmed practicum placement are sometimes possible. However, students must be aware that changes to the original placement agreement may result in the student's placement being rescinded. In such events, each situation is different and it is important that the student works with the EDPRAC Course-Co-ordinator to find the most appropriate course of action. At times, unforeseen changes in a student's circumstances may mean that the most appropriate course of action is for the student to undertake a practicum placement at another time.

Requests for Leave during Practicum

At times, students require leave during practicum. In all cases the EDPRAC Course Co-ordinator has oversight over leave that is approved. Applications for leave are made on the **Request for Leave during Practicum** form available from the Practicum Office and Bachelor of Education (Teaching) Primary Information Canvas - *Forms*.

Anticipated leave (e.g., 1-day examination leave, specialist appointment):

- the Request for Leave during Practicum form is submitted to the EDPRAC Course Co-ordinator immediately the event is known
- submission of an application for anticipated leave does not infer that the leave will be approved
- the student's responsibility to the agreement between the student, the faculty and the school (refer, Attendance during Practicum, *Prior to commencement of the practicum*) will be reviewed
- the impact on the student's opportunity for success must be deemed by the EDPRAC Course Co-ordinator to be minimal
- there must be no alternative course of action available for the student

Unanticipated leave (e.g., sick leave, tangihanga/bereavement leave). Students:

- are expected to manage unanticipated absences in the same way that they would once they are employed as a teacher
- must use a professional and reliable method of communication to notify their associate teacher and professional supervisor as soon as possible and before 8am on the day of the absence
- the Request for Leave during Practicum form is submitting to the EDPRAC Course Co-ordinator as soon as possible

It is vital that all absences are adequately and professionally explained. Documentation is required to support applications for leave (e.g., medical certificate, bereavement notice, dated travel arrangements). A medical certificate is required for absences of more than 5 days. All documentation is sent to the EDPRAC Course Co-ordinator. Students should discuss all absences during practicum with their school colleagues as a matter of professionalism and courtesy however, leave is approved by the EDPRAC Course Co-ordinator.

Part-day absences are sometimes arranged through the school in the case of an immediate need (e.g., sickness, family emergency). Should the need for further leave be necessary the student must contact his/her professional supervisor to keep him/her informed and discuss next steps.

Important note (refer Bachelor of Education (Teaching) Handbook): It is the University of Auckland's responsibility to confirm that graduates meet 'satisfactory teacher' criteria for registration and provisional certification by the Education Council. The university must have confidence that graduates are reliable (e.g., can "take on responsibilities with due regard for time and place") and professional (e.g., is unlikely to be "absent from duty without valid excuse").

Confidentiality during Practicum

Student teachers should preserve confidence at all times (refer to Bachelor of Education (Teaching) Handbook).

PLEASE NOTE:

- Permission must be obtained to collect all records, including photographs and videos.
- The school, associate teacher, and children must not be identifiable on any records retained.
- The Education Council's Code of Ethics applies to teachers all the time, including when using social media
- Student teachers' comments about, photographs/video of, or materials relating to: learners; parents/guardians and family/whānau; schools and their staff members; and faculty/professional supervisor/s IN ALL MEDIA must comply with The Education Council's Code of Ethics.

(Refer: <http://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0>; <http://www.teachersandsocialmedia.co.nz/>)

Procedures for Resolving Concerns during Practicum

When the student teacher has a concern regarding his/her associate teacher

- 1.i The student teacher expresses concern to the associate teacher. Resolution may be achieved by professional discussion.
- 1.ii If the concern is unresolved, the student teacher seeks advice and guidance from a school senior leader and/or the professional supervisor who will mediate, facilitating discussion between the student teacher and associate teacher. Ideally, a way forward will be found.
- 1.iii If the concern remains unresolved, the professional supervisor will contact the EDPRAC Course Co-ordinator for help facilitating a resolution and to discuss recommendations. A senior leader from the school may also be consulted.
- 1.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the student teacher

- 2.i The associate teacher expresses concern to the student teacher. Resolution may be achieved through professional discussion.
- 2.ii If the concern is unresolved, the associate teacher seeks help from a school senior leader and/or the professional supervisor who will mediate, facilitating discussion between the associate teacher and student teacher. Ideally, a way forward will be found.
- 2.iii If the concern remains unresolved, the professional supervisor will contact the EDPRAC Course Co-ordinator for help facilitating a resolution and to discuss recommendations. A senior leader from the school may also be consulted.
- 2.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the professional supervisor

- 3.i The associate teacher expresses concern to the professional supervisor. Resolution may be achieved through professional discussion.
- 3.ii If the concern is unresolved, the associate teacher will contact the EDPRAC Course Co-ordinator for help facilitating a resolution between the associate teacher and the professional supervisor. A senior leader from the school may also be consulted. The associate teacher may wish to have a senior leader from the school present.

When the professional supervisor has a concern regarding the associate teacher

- 4.i The professional supervisor expresses concern to the associate teacher. Resolution may be achieved through professional discussion.
- 4.ii If the concern is unresolved, the professional supervisor will contact the EDPRAC Course Co-ordinator for help facilitating a resolution between the professional supervisor and the associate teacher. The associate teacher may wish to seek support from a senior leader at the school.

When the student teacher has a concern regarding the professional supervisor

- 5.i The student teacher expresses concern to the professional supervisor. Resolution may be achieved by professional discussion.
- 5.ii If the concern is unresolved, the student teacher may address concerns to the EDPRAC Course Co-ordinator who will help facilitate a resolution.

Concerns during Practicum

If a situation of concern arises within the school you must remain at the school until the situation has been dealt with. Students should not leave the school without confirmation (from the EDPRAC Course Co-ordinator or professional supervisor or principal) that this is the appropriate course of action. Leaving the school without confirmation under any circumstances may amount to voluntarily terminating the practicum and may result in a failure for the course.

As a student teacher, you are placed in the school on the basis of an invitation from the school for you to be there. If, for any reason, the school wishes to rescind your invitation and to terminate your placement, this may also be grounds for a failure in the EDPRAC course.

Guidelines for Focused Observations

The purpose of observation is to develop awareness of the teacher's role in the teaching process and to develop insight into the impact of the teacher's actions on children's learning. Observations are not intended to initiate a process of imitation. Rather, they are an opportunity for student teachers' professional learning. Carefully planned observations should provide opportunities for discussion, analysis, and reflection to support student teachers' developing practice (Cameron, Baker, & Lovett, 2006). Final documentation should occur outside school hours.

Process for student teachers' focused observations

In order to maximise student teacher opportunities for professional learning, it is expected that student teacher observation will be ongoing throughout the practicum. In consultation with the associate teacher, further observations will often be incorporated as part of 'next steps'.

- **Before** a planned observation, the student teacher and associate teacher identify and discuss the specific focus;
- **During** observation, the student teacher focuses on and records information relevant to the specific focus in an appropriate format;
- **After** observation, the student teacher discusses information collected with the associate teacher and raises questions to help clarify his/her understanding. Key points from the discussion are recorded, and 'next steps' identified.

Purpose of post-observation analysis

To develop the student teacher's understanding of the significance of evidence-based teaching.

Cumulatively, post-observation analyses will contribute to the student teacher's ability to answer the following questions...

- What does effective teaching look like?
- Is learning occurring? What evidence is there?
- What are the implications for my practice?
- What are my 'next steps'?

Associate teacher observation of student teacher

Ongoing associate teacher observation of student teachers throughout the practicum will also support student teacher opportunities for professional learning. Associate teacher verbal and written feedback to students provides opportunities to identify appropriate 'next steps', thus guiding student teachers in refining and developing particular aspects of their practice.

Guidelines for Assessing, Planning, Implementing and Evaluating Learning and Teaching

Assessment for learning should be part of effective planning for teaching and learning. A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work (Assessment Reform Group, 2002). Evaluation utilises assessment data by requiring teachers to decide whether or not students have learned what was intended, to what extent this has occurred, and the impact of the teacher's actions on children's learning. These judgements should inform ongoing planning for teaching and learning (Hill, 2016).

When planning, consideration should be given to establishing a purposeful learning environment and ensuring safe practices. Student teachers must use an appropriate planning format that clearly shows the learning sought (learning intentions), preparation/organisation, lesson sequence/s incorporating teacher questions to promote learning, assessment strategies, and evaluations of the learning and the teaching. Learning intentions should show links to *The New Zealand Curriculum* (Ministry of Education, 2007), assessment information, and the planned learning experiences. Success criteria could be identified to assist with the monitoring/assessment process.

Opportunities for teaching should be negotiated with the associate teacher, e.g. as part of 'next steps'. It may be preferable for student teachers to initially experience success and develop confidence with groups of children and single class lessons, leading to management of the whole class in a range of curriculum areas for specified time periods (refer specific EDPRAC Course briefs).

During practicum, student teachers are encouraged to use **information and communication technologies (ICT)** purposefully and as appropriate to enhance children's learning. They should seek opportunities to increase their knowledge and use of ICT, and their awareness of the different ways ICT is incorporated into teaching and learning in the classroom, and within the school/community.

Teaching as Inquiry and Reflective Practice

“Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students” (Ministry of Education, 2007, p.35).

Inquiring into the impact of one’s **own** actions with the goal of improving one’s **own** professional practice involves **reflective practice**.

People generally reflect on their experiences instinctively. Being a **reflective practitioner** involves constantly thinking about and analysing teaching and learning and viewing “reflection as a means of enhancing personal strengths and possibilities” (Korthagen & Vasalos, 2009, p.13). It can include:

- reading relevant literature to help highlight important gaps in professional knowledge
- talking with expert teachers and so comparing different sorts of evidence of practice
- individual, private framing and reframing of episodes of teaching
- viewing experiences through others’ observations (Harrison, 2004).

In order to maximise student teacher opportunities for professional learning, it is expected that student teachers will reflect throughout the practicum. This, together with specific feedback/feedforward related to the student teacher’s practice from their associate teacher, will promote the identification of authentic ‘next steps’ in their development of effective pedagogy.

Through regular discussion and examination of the student teacher’s practice, associate teachers support the process of reflection. It is also helpful when associate teachers articulate their beliefs about teaching and learning and the reasons for the decisions they make, particularly during post-observation analysis with student teachers.

There are a number of different models that can be used for reflecting on practice. Student teachers are required to reflect regularly on their own teaching, learning, and interactions.

Professional Reflection Framework

During the Bachelor of Education (Teaching) Primary practicum courses student teachers will be guided to use the following framework. This framework acknowledges and synthesises the work of key literature in this field (Brookfield, 1995; Korthagen & Vasalos, 2009; Peters, 1991; Smyth, 1989). **Student teachers use this framework during all practica** to support their developing skill in reflective practice; following the model carefully and with professional supervisor guidance during EDPRAC 101 through to deeper, critically reflective independent work during EDPRAC 305 (refer individual course content).

- **DESCRIBE – What happened? What did I do?**
 - succinctly describe what occurred
- **CONSIDER PERSPECTIVES – Why did I act/respond in this way? How did this make me feel? How were others affected?**
 - carefully consider your own and others’ perspectives
- **UNDERSTAND – What do I now understand about myself as a teacher? What has informed my understanding?**
 - make links to literature, theory, and discussions with your associate teacher and other colleagues
- **ACT – What actions could I have taken? Why? What action/s will I take in future?**
 - consider different possible actions, then briefly outline your selected action plan

Assessing Student Teacher Preparedness to Enter the Profession

The aim of the Bachelor of Education (Teaching) Primary degree is to prepare student teachers for entry into the teaching profession. Student teachers' preparedness to enter the profession is assessed against the Faculty of Education and Social Work's Teacher Education Graduate Outcomes (expressed through individual course learning outcomes), in tandem with the Education Council's Graduating Teacher Standards: Aotearoa New Zealand (refer p.20).

The Graduating Teacher Standards (GTS) are a requirement of the Education Council who act on behalf of the profession to ensure that beginning teachers have the knowledge, skills, and dispositions required to be effective teachers. The GTS are arranged in three themes with 29 aspects in total. All of the aspects of the standards have been cross-referenced against the courses that student teachers will complete for their degree. Passes in all courses in the degree ensure that these standards will have been met by the end of the programme.

The Professional e-Portfolio

A professional portfolio designed to showcase teachers as professionals is "*a planned and organised collection of artefacts and reflections on those professional qualities and practices that illustrate who one is as a professional*" (Goodfellow, 2004, p. 66). For the dual purpose of documenting student teachers' progress over time and attesting to their achievement against the GTS, the development of a professional portfolio requires a fusion of both process and product.

The process of collating a professional portfolio provides each student teacher with opportunities for examination and reflection throughout the journey of their teacher education programme. The professional portfolio will provide evidence of the student teacher's achievement against the Faculty of Education and Social Work's Teacher Education Graduate Outcomes and the GTS. It draws on all aspects of the Bachelor of Education (Teaching) Primary programme and will be referenced by each student teacher during EDPRAC Courses (refer individual course briefs).

During each practicum, student teachers collect evidence and be able to clearly articulate a justification for their inclusion of that evidence in their professional portfolio. Some evidence/ artefacts (for example, a longer term plan/unit of work that student teachers have planned and taught) might demonstrate more than one Faculty of Education and Social Work Graduate Outcome and/or meet more than one aspect of the GTS.

Development of an electronic portfolio that reflects all aspects of the Bachelor of Education (Teaching) Primary degree programme is a student teacher's professional responsibility. The Faculty of Education and Social Work utilises Mahara (**My Portfolio**) as the electronic platform, accessible by student teachers from 'Quick Links' on the Faculty website home page (<http://www.education.auckland.ac.nz/uoa/>).

Assessment of Student Teachers' Learning

Hagger and McIntyre (2006) state "...that priority in initial professional teacher education should be given to three tasks relating to the classroom teaching expertise of beginning teachers:

- the development of an initial level of teaching competence sufficient to make them satisfactory classroom teachers;
- the development of their capacity for continuing development through their own personal professional learning;
- the development of their capacity for critical engagement with suggested innovations in classroom practice" (p.37).

These aspects of student teachers' learning are assessed both formatively and summatively for all EDPRAC courses, except the two-week orientation in EDPRAC 101 (non-assessed) and EDPRAC 305 Part A (formative assessment only). The learning outcomes for each practicum, linked to associated GTS, are outlined in each of the course briefs. Associate teacher contribution to evidence-based assessment in relation to course learning outcomes and GTS is integral to the overall assessment of student teachers in the practicum.

Formative assessment

In the practicum context, formative assessment (assessment for learning) involves seeking and interpreting evidence for use by student teachers and their associate teachers to decide where the student teachers are in their learning, where they need to go, and how best to get there (Assessment Reform Group, 2002). This process guides decisions about a student teacher's 'next steps' and provides feedback so that student teachers can improve their practice.

Regular written and verbal feedback:

- is vital for student teachers' learning and professional growth;
- assists student teachers to provide evidence that the learning outcomes have been met.

Discussion of learning and progress:

- will enable student teachers to identify and plan implementation of 'next steps';
- encourages student teachers to self-evaluate and reflect upon their learning and teaching.

Questions to guide discussion might include:

- What did you hope to achieve?
- What was the basis for your decisions?
- What would you do differently next time?
- How will you do this?
- What do you anticipate?
- What are the challenges that arise for you out of this?
- How will/did your decisions influence... (e.g. children's learning; what occurred)?
- What have you learnt about yourself/about the children as a result?
- What do your practices say about your assumptions, values and beliefs about teaching?
- Where did these practices come from?
- Whose interests do they seem to serve?
- What might constrain your views of what is possible?
- How will this information inform your future planning for this group of children?

Summative assessment - the Professional Conversation

It is an Education Council requirement that the practicum has specific learning outcomes that are supervised and assessed by the Professional Supervisor, recognising the advice and feedback provided by the associate teacher (Education Council, 2010). Summative assessment of the student teacher's learning in the practicum will be based upon professional judgement in relation to their achievement of the learning outcomes and assessment criteria for each course.

To gain a pass for the course, student teachers must achieve all of the learning outcomes. Towards the end of the practicum, student teacher performance is jointly reviewed by the associate teacher, the student teacher, and the professional supervisor. While the final assessment is made by the professional supervisor (and subsequently authorised by the course co-ordinator/director), the contribution of **all** parties to this summative assessment meeting is particularly important. A three-way, evidence-informed, summative assessment meeting (**Professional Conversation**) is an effective forum for this purpose.

Prior to the Professional Conversation, the student teacher and the associate teacher should each complete a pre-assessment of performance, as demonstrated at that time, using the assessment reports provided. At the summative assessment meeting, the associate teacher, student teacher, and professional supervisor will each contribute his/her informed professional judgement of the student teacher's work in relation to the learning outcomes, as demonstrated through the assessment criteria.

For each of the practica the Professional Conversation is facilitated by the professional supervisor. Student teachers will be expected to take a role in leading aspect/s of the Professional Conversation, referencing evidence from their professional e-Portfolio.

For **EDPRAC 305**, the student teacher will take greater responsibility for **leading** the Professional Conversation, providing evidence from their professional e-Portfolio of having met the learning outcomes of the practicum, as well as aspects of the GTS.

Assessment evidence may include...

From the student teacher	Documentation of observations, assessment, planning, teaching evaluations and reflections; records of self-determined professional activity; self-assessment report (required)
From the associate teacher	Documentation of regular written and verbal feedback/forward; associate teacher assessment report
From the professional supervisor	Documentation collected from the observation/s and the student's file

For **EDPRAC 101 and 201**: Where it is not possible for all parties to attend the Professional Conversation, an alternative arrangement may be negotiated, or the following procedures implemented:

- Student teacher and associate teacher each complete pre-assessments prior to the professional supervisor's visit
- Professional supervisor and associate teacher discuss performance demonstrated by the student teacher, as indicated on the associate teacher's report and in notes/observations made by the professional supervisor
- Professional supervisor and student teacher discuss performance demonstrated, referring to associate teacher and student teacher pre-assessment reports, and professional supervisor notes/ observations

Following the Professional Conversation:

The professional supervisor records the provisional assessment as discussed. At the end of the practicum, where performance has been maintained, the provisional assessment is affirmed by the associate teacher in their report. When necessary, further visits may be made, additional evidence required, and/or ongoing contact maintained. Associate teachers should continue to add comments to their report until the end of the practicum and discuss these with the student teacher. The final report should be given to the student teacher to bring to the professional supervisor, who records the final practicum placement assessment when the student teacher returns to the Faculty.

For all EDPRAC courses the ultimate responsibility for a student teacher's assessment rests with the Faculty of Education and Social Work. Final assessments are moderated/confirmed by the practicum coordinator and course director prior to release of course grades at the end of the semester.

References

- Assessment Reform Group. (2002). *Assessment for learning: 10 principles: Research-based principles to guide classroom practice*. Cambridge, England: Cambridge University, Faculty of Education.
- Cameron, M., Baker, R., & Lovett, S. (2006). *Teachers of promise: Getting started in teaching*. Wellington: New Zealand Council for Educational Research.
- Goodfellow, J. (2004). Documenting professional practice through the use of a professional portfolio. *Early Years* 24(1), 63-74.
- Hagger, H., & McIntyre, D. (2006). *Learning Teaching from Teachers: realizing the potential of school-based teacher education*. Maidenhead: Open University Press.
- Harrison, J. 2004. *Professional learning and the reflective practitioner*. London: Sage.
- Hill, M. (2016). Using classroom assessment for effective learning and teaching. In D. Fraser & M. Hill (Eds.). *The professional practice of teaching* (5th edition) (pp.154-179). South Melbourne: Cengage Learning.
- Korthagen, F., & Vasalos, A. (August 2009). *From reflection to presence and mindfulness: 30 years of developments concerning the concept of reflection in teacher education* Paper presented at the European Association for Research on Learning and Instruction Amsterdam.
- Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media.
- Education Council. (2016). *Teachers and social media*. Retrieved from <http://www.teachersandsocialmedia.co.nz/>.
- Education Council. (2016). *Policy Documents*. Retrieved from educationcouncil.org.nz/content/section-three-policy-documents#fn:82
- Peters, J. (2009). DATA-DATA: A model for practitioner-researchers. *The International Journal of Interdisciplinary Social Sciences*, 4(3), 147-151.
- Peters, J. (1991). Strategies for effective practice. In R. Brockett (Ed.). *Professional development for educators of adults. New directions for adult and continuing education*. San Francisco: Jossey Bass.
- Smyth, J. (1993). A socially critical approach to teacher education. In T. Simpson (Ed.). *Teacher Educators Handbook 1993*. Brisbane: QUT.

Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners. (Refer <http://educationcouncil.org.nz/content/graduating-teacher-standards>)

Professional Knowledge

Standard One: Graduating Teachers know what to teach

- a. have content knowledge appropriate to the learners and learning areas of their programme.
- b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

- a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- c. know how to develop metacognitive strategies of diverse learners.
- d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

- a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- b. use and sequence a range of learning experiences to influence and promote learner achievement.
- c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

- a. systematically and critically engage with evidence to reflect on and refine their practice.
- b. gather, analyse and use assessment information to improve learning and inform planning.
- c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

- a. recognise how differing values and beliefs may impact on learners and their learning.
- b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- c. build effective relationships with their learners.
- d. promote a learning culture which engages diverse learners effectively.
- e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

- a. uphold the Education Council's Code of Ethics/Ngā Tikanga Matatika.
- b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

Good Character and Fit to be a Teacher Policy

(Refer: <http://educationcouncil.org.nz/content/section-three-policy- documents#fn:82>)

The Education Council has a statutory responsibility under the Education Act 1989 to register, issue and renew practising certificates to suitable applicants to the teaching profession. To fulfil this obligation the Education Council must be satisfied that an applicant for registration **and** any type of practising certificate or a Limited Authority to Teach (LAT) is of good character and fit to be a teacher.

Student teachers should be aware that the Education Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must: (a) have a police vet satisfactory to the Education Council; (b) display respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily.

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is 'Fit to be a Teacher' should have the personal qualities to operate in four domains: in the **teaching/learning** space (e.g. classroom), in the **learning centre** (e.g. school, kohanga reo), in the **community**, and in the teaching **profession**. In each domain, a teacher will interact with **learners** (students), **parents/whanau/caregivers**, **employers**, and **colleagues**, and should at all times maintain high standards of:

Trustworthiness, to

- work independently and without supervision
- meet any reasonable requirements for the protection and safety of others
- preserve confidences

Honesty, to

- demonstrate integrity to all contacts
- respect persons and property
- report clearly and truthfully

Reliability, to

- take on responsibilities with due regard for time and place
- meet the expectations of caregivers and the learning centre when supervising learners
- accept, plan and execute a variety of tasks and professional responsibilities

Sensitivity and compassion, to

- respect other cultural and social values
- recognise and respect others as individuals
- care for the learning of those who are disadvantaged and those with learning difficulties
- demonstrate firmness when necessary

Respect for others, to

- demonstrate respect for the law
- adopt accepted codes of language, dress and demeanour
- accept and carry out collegial and employer decisions
- respect the views of others

Imagination, enthusiasm and dedication, to

- support and inspire others in their work
- generate excitement and satisfaction in learning
- engage in co-curricular tasks which expand learning opportunities
- show respect for learning and inspire a love of learning

Communication, to

- communicate easily and lucidly in the English or Māori official languages of New Zealand
- exercise discretion
- give and receive constructive criticism
- seek advice when needed

Physical and mental health, to

- carry out duties safely and satisfactorily
- show emotional balance and maturity
- display warmth and humour

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.

(Retrieved from: <http://www.teacherscouncil.govt.nz/required/goodcharacter2007.pdf>).

Student teachers should also be aware of the Education Council's Code of Ethics (Refer <http://www.teacherscouncil.govt.nz/content/code-of-ethics-certificated-teachers-0>)

Reminders

Reminders for associate teachers (please also refer, Frequently Asked Questions for Associate Teachers at: <http://www.education.auckland.ac.nz/uoa/primary-resources>)

Associate teacher actions that will support student teachers achieve the learning outcomes of the practicum:

- ensure student teacher awareness of school policies and his/her responsibilities
- become familiar with the learning outcomes, assessment criteria and essential requirements of the practicum
- discuss practicum requirements and key questions with student teacher during week one
- schedule regular opportunities to discuss and monitor learning outcomes with student teacher
- check and discuss student teacher's documentation/file regularly
- make associate teacher planning/assessment records available for discussion
- plan for/discuss student teacher observations of teaching and learning as per requirements
- identify with student teacher 'next steps' in their professional learning (ongoing), and support implementation of these, together with regular student teacher reflection
- provide regular written and verbal feedback on student teacher's teaching and learning
- prepare associate teacher provisional assessment prior to the lecturer observation/ summative assessment visit
- discuss provisional assessment and confirm final comments with student teacher at end of practicum

Reminders for student teachers (please also refer, individual practicum briefs and course information)

To assist successful achievement of the learning outcomes, student teachers will need to:

- refer to learning outcomes, assessment criteria and key questions regularly
- be familiar with all requirements in the Practicum Handbook and EDPRAC Course brief
- engage in professional dialogue and negotiation with the associate teacher
- complete all specific requirements of the EDPRAC Course
- use all opportunities to extend personal professional growth
- ensure preparation is effectively carried out
- present planning to the associate teacher in advance of teaching
- reflect on own learning and teaching regularly
- identify and action 'next steps' in collaboration with associate teacher
- maintain a professional file that documents teaching and learning
- email any reflections/tasks as required
- complete the self-assessment report in time for the summative assessment meeting
- be professional at all times; demonstrating ethical behaviour, initiative and active involvement
- collect and organise artefacts for your e-Portfolio as evidence of GTS achievement

Reminders for Professional Supervisors (please refer individual practicum briefs as well as: <http://www.education.auckland.ac.nz/uoa/primary-resources>)

The professional supervisor will arrange an initial visit to:

- clarify requirements with both associate teacher and student teacher
- check that a file has been established
- arrange observation and assessment visit(s)
- provide support where required

During the practicum the professional supervisor will:

- observe a minimum of one planned lesson (approx 45 minutes - 1 hour – refer individual practicum requirements)
- check that the associate teacher is confident that the student teacher's practicum file meets school and EDPRAC Course requirements
- facilitate a summative assessment meeting (approx 30 minutes)
- indicate a provisional assessment on the assessment report
- discuss 'next steps' and recommendations as required
- plan for further visit/s as required
- maintain contact with the EDPRAC Course Co-ordinator as necessary

At the conclusion of the practicum the professional supervisor will:

- view the associate teacher's completed report
- ensure that the student teacher's next steps for professional learning are recorded
- complete the professional supervisor's report
- confirm and record the final assessment result
- conclude discussions with the EDPRAC Course Co-ordinator as necessary

Overview of Bachelor of Education (Teaching) programme

An overview of course content: it is important to note that, for a wide range of reasons, student teachers do not always progress through the programme in this order.

Year One papers

Course Title	Brief Course Description
Development, Learning and Teaching (EDUC 119)	<ul style="list-style-type: none"> - an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings - creating effective learning environments which foster high levels of motivation for all learners - behavioural, cognitive, constructivist and social approaches to teaching and learning
Arts Education Primary (EDCURRIC 101)	- knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art.
Primary Mathematics and Statistics Education 1 (EDCURRIC 104)	<ul style="list-style-type: none"> - knowledge and understanding of the nature of mathematics and statistics - purpose and role of mathematics and statistics in the New Zealand Curriculum Framework - the components of, and key concepts in, the national curriculum
Hapai Akonga (EDPROFST 100)	<ul style="list-style-type: none"> - the importance of Maori language and culture in New Zealand Education - developing ability in Te Reo and Mātauranga Māori - incorporating Maori culture and language into pedagogical practices to be productive for Maori educational aspirations as well as the education of all students
Language and Literacy Education Primary 1 (EDCURRIC 102)	- knowledge, skills and attitudes associated with planning, teaching and assessing for students' learning in the English curriculum
History and Society in NZ Education (EDUC 118)	<ul style="list-style-type: none"> - the wider context of New Zealand education through a historical and contemporary overview - learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.
General Education	Student teachers select one from a range of General Education papers
The Professional Teacher Primary 1	EDPRAC 101

Year Two papers

Course Title	Brief Course Description
Assessment for Learning and Teaching (EDPROFST 214)	<ul style="list-style-type: none"> - assessment for learning, for teaching, and of learning with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each - appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning
Health and Physical Education (EDCURRIC 103)	- understandings of the theories, concepts and practices that support learning and teaching in health and physical education
Social Studies Education Primary (EDCURRIC 106)	- knowledge and skills associated with planning for teaching and learning in Social Studies
Practicum Primary 2	EDPRAC 201
Promoting Achievement for Diverse Learners (EDPROFST 205)	<ul style="list-style-type: none"> - diversity in the New Zealand context and its implications for teaching and learning - strategies to address identified underachievement - psychological and sociological theory and research - examines practices that create effective teaching and learning environments for diverse/all learners
Science Education Primary (EDCURRIC 105)	- the nature of science that supports conceptual understandings and quality teaching and learning approaches in science education
Primary Mathematics and Statistics Education 2 (EDCURRIC 204)	<ul style="list-style-type: none"> - knowledge, skills and understanding for designing quality learning experiences for diverse learners - the concepts and learning progressions in the national curriculum - theoretical models of teaching, learning and assessment which inform teachers about the growth of understanding
Technology Education Primary (EDCURRIC 107)	- knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in Technology Education

Year Three papers

Course Title	Brief Course Description
Politics, Philosophy and Education (EDUC 321)	<ul style="list-style-type: none"> - the relationship between local, national and global politics, and education in Aotearoa New Zealand - philosophical perspectives on teaching and the relationship between educational theory and practice
Languages and Literacy Education Primary 2 (EDCURRIC 202)	<ul style="list-style-type: none"> - knowledge, skills and attitudes associated with planning, teaching and assessing for individual students' learning in the English curriculum - effective literacy practices for working with individual learners - concepts of literacy, including bilingualism and biliteracy
Enabling Achievement	EDPRAC 305
The Professional Teacher (EDPROFST 313) <i>Generally studied concurrently with EDPRAC 305 Part B</i>	<ul style="list-style-type: none"> - theories, evidence informed practices, and attitudes that are critical to being a professional teacher - concepts such as teacher self-efficacy, teacher inquiry, knowledge building and reflection - factors that support the transition from student teacher to teacher - professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements
3 optional papers	Student teachers self-select three options in their second semester