

# BACHELOR OF EDUCATION (TEACHING) PRIMARY PRACTICUM



## EDPRAC 305 (PART A): Enabling Achievement: Primary 3

[note: students' Part A dates will vary dependent on individual school start dates]

Student Teacher: \_\_\_\_\_

Associate Teacher: \_\_\_\_\_ Year level: \_\_\_\_\_

Practicum School: \_\_\_\_\_ School Term 1 start date: \_\_\_\_\_

### EDPRAC 305 (Part A) Purpose

The purpose of this **15 days in-school and on-campus practicum** component is to **explore the roles and responsibilities of a teacher** within the class, syndicate, school and community and to gain first-hand experience of what happens at the start of a school year. This practicum component lays the foundation for the subsequent Part B component of your practicum. It is during Part B that a student teacher's achievement of the EDPRAC 305 Learning Outcomes and ability to demonstrate the Education Council's Graduating Teacher Standards (GTS) is formally assessed. While Part A has no formal summative assessment **on-going, explicit, formative discussions with the associate teacher are essential to the student's ability to review her/his own progress.**

### Practicum Themes

Four recurring themes have been identified as critical to student teacher development during practicum placements. These themes are developed through EDPRAC101, 201 and 305

- 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

**During Part A student teachers are expected to:**

**- demonstrate responsibility for her/his own learning**

**- understand and support the associate teacher's first responsibility to their class and school undertakings**

	Mon	Tues	Wed	Thurs	Fri
<b>TOD attendance?</b>					
Week beginning 30 Jan	<b>Auckland Anniversary</b>	<b>31 January</b>	<b>1 February</b>	<b>2</b>	<b>3</b>
Week beginning 6 Feb	<b>Waitangi Day</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Week beginning 13 Feb	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
Week beginning 20 Feb	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>

**NOTE: School term can start between 30 January and 7 February**

During Part A you will set up your **practicum file in a way that would be expected of a beginning teacher in the school.**  
This must be done early in the practicum and in consultation with your associate teacher.

**Aim for quality** rather than quantity.

Work on your practicum file is to be done **outside** of school hours.

<b>Focusing on Themes for Development:</b>	<b>Part A MINIMUM REQUIREMENTS: read carefully</b>
<p><b>FOCUS 1: Forming professional relationships (including effective communication)</b></p> <ul style="list-style-type: none"> <li>▪ What do teachers do?</li> <li>▪ How do they do it?</li> <li>▪ Why do they do what they do?</li> </ul> <p><b>FOCUS 2: Focusing on purposeful teaching and learning</b></p> <p>Hagger and McIntyre (2006) “suggest that priority in initial professional teacher education should be given to three tasks relating to the classroom teaching expertise of beginning teachers [one being]:</p> <ul style="list-style-type: none"> <li>▪ the development of an initial level of teaching competence sufficient to make them satisfactory classroom teachers” (p. 37).</li> </ul> <p>The National Administrative Guidelines (1) requires teachers to...</p> <p>on the basis of good quality assessment information, identify students and groups of students;</p> <ul style="list-style-type: none"> <li>▪ (a) who are not achieving;</li> <li>▪ (b) who are at risk of not achieving;</li> <li>▪ (c) who have special needs*</li> <li>▪ (d) in a particular curriculum area</li> </ul> <p>* including gifted and talented students</p> <p>The Education Council’s Graduating Teacher Standard Two requires graduating teachers to know how to develop metacognitive strategies of diverse learners.</p> <p>You are preparing to <b>think like a teacher about all of the children</b> in your class and all of their needs.</p> <p>There may be a child in your class:</p> <ul style="list-style-type: none"> <li>- for whom English is a second language?</li> <li>- who appears disengaged?</li> <li>- who has visual impairment?</li> <li>- who is gifted at mathematics?</li> <li>- with particular behaviour concerns?</li> <li>- who is a recently arrived refugee?</li> </ul>	<p><b>Reflect on the following</b> and be prepared to discuss this at on-campus sessions.</p> <ul style="list-style-type: none"> <li>▪ What are you doing to ensure that <b>you are establishing</b> professional relationships with children, your associate teacher, other teachers and the wider community?</li> <li>▪ How effective is this approach?</li> </ul> <p><b>Consider</b> how you will maintain professional contact with your class in order to prepare for EDPRAC 305 Part B and discuss/negotiate this with your associate teacher.</p> <p><b>Use all opportunities available to gain an understanding of the children as learners.</b></p> <ul style="list-style-type: none"> <li>- <b>Interact</b> with children and <b>engage</b> with their learning</li> </ul> <p><b>Observe, support collate and analyse</b> data from assessment that occurs. <b>FILE</b></p> <p><b>Consider, record and file as appropriate:</b></p> <ul style="list-style-type: none"> <li>- Use of previous school/class records</li> <li>- How initial grouping of children occurs</li> <li>- How each curriculum area is established at the beginning of the year</li> <li>- Class/syndicate/school curriculum overviews</li> <li>- Weekly timetabling</li> <li>- Approaches to planning in the school – use the expectations of a beginning teacher as the expectation that you should follow</li> <li>- school policies/procedures</li> </ul> <p><b>View, discuss</b> and <b>FILE examples</b> of long term, daily and weekly planning.</p> <p><b>Discuss and practice</b> deliberate acts of teaching (DATS)</p> <p>At the end of Part A <b>COMPLETE A CLASS DESCRIPTION</b> using the school expectation for this document (your associate teacher’s or a beginning teacher’s) as your model. <b>FILE</b></p> <p>The more you are able to consider individual children’s needs, the more useful and connected to purposeful teaching and learning this class description will be.</p> <p><b>Consider</b> children in your class whom you believe will help you learn about children with diverse learning needs. In consultation with your associate teacher <b>select</b> a minimum of <b>FOUR</b> children to observe closely. Have these children in mind when you attend on-campus sessions.</p> <p><b>Think about and discuss</b> the range of needs that must be considered when <b>focusing on purposeful teaching and learning</b> for the children in this class.</p>

Once you have discussed your ‘next steps’ with your associate teacher please ensure that your EDPRAC 305 Part A Completion Form is finalised.  
**THE STUDENT TEACHER IS RESPONSIBLE FOR HANDING THE COMPLETION FORM INTO THE PRACTICUM OFFICE ON/BEFORE THE FIRST CLASS AFTER PART A.**

**FOCUS 3: Being a professional teacher in Aotearoa New Zealand**

Hagger and McIntyre (2006) “suggest that priority in initial professional teacher education should be given to three tasks relating to the classroom teaching expertise of beginning teachers [the other two being] ...

- 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).

**FOCUS 4: Understanding the complexity of the teacher’s role and the educational context**

- What do teachers do?
- How do they do it?
- Why do they do what they do?

What is expected of a teacher at the start of a year? Student teachers are expected to work in collaboration with the associate teacher to utilise every possible opportunity to begin to:

- **Understand** the educational context for this class at this school
- **Establish** a teacher-persona in the class/school
- **Contribute** to class and school life
- **Identify** areas of uncertainty and plan to address them

Begin to **identify and discuss** social, cultural and political factors which impact on the teacher’s role as a professional in the school context.

**Ensure** that you are establishing a habit of in-depth evaluation and reflection.

**Consider, and discuss** with your associate teacher the similarities, differences and purposes of evaluation, reflection and critical reflection.

**Write ONE** reflection (minimum) on your readiness for full-class-responsibility and the steps that are necessary to prepare you for this. **FILE**

**Review** the Education Council’s Graduating Teacher Standards and begin to record possible opportunities for collecting evidence for your e-Portfolio.

**Ensure full compliance with your school’s policy/s in relation to use of ICT, publication of children’s (and other’s) images and their work.**

**Ensure** that you have a habit of collecting evidence electronically (for example; text files, photos, video clips, scanned items).

**You will need to:**

- Observe/engage in discussion
- Consider issues such as school culture, policy, routines, class and school-wide systems, decisions, confidentiality.... and be prepared to contribute to discussions on-campus
- Gather, plan and record

**You will need to consider** (for example):

- the relationship between the classroom, school and community
- Government policy (e.g. NEGs and the National Standards)
- curriculum and key competencies
- school policy
- educational achievement of Māori
- equity and diversity

**Identify and critically reflect** on ethical and professional dilemmas that occur (or may occur) for you during this practicum.

**Ensure that you establish a ‘Next Steps’ plan for your professional learning during Part A and discuss your plan with your associate teacher. You would be wise to create yourself a template to use, for example:**

WEEK	‘NEXT STEPS’ FOR PROFESSIONAL LEARNING
1	
2	
3	

Once you have discussed your ‘next steps’ with your associate teacher please ensure that your EDPRAC 305 Part A Completion Form is finalised.  
**THE STUDENT TEACHER IS RESPONSIBLE FOR HANDING THE COMPLETION FORM INTO THE PRACTICUM OFFICE ON/BEFORE THE FIRST CLASS AFTER PART A.**

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### Reference:

Hagger, H., & McIntyre, D. (2006). *Learning Teaching from Teachers: realizing the potential of school-based teacher education*. Maidenhead: Open University Press.