

## EDPRAC 101 PRACTICUM: notes for professional supervisors

Dear Colleague

Thank you for your contribution to the BEd(Tchg) practicum as a professional supervisor (PS) for our student teachers enrolled in **EDPRAC 101** (8 May – 2 June, 2017), a **four-week school placement**.

These notes summarise key elements of this practicum placement and are accompanied by:

- Practicum Brief – EDPRAC 101 The Professional Teacher 1
- EDPRAC 101 Professional Supervisor Assessment Report form
- Student Support Referral Form (Oral Communication)

On our Faculty of Education website <http://www.education.auckland.ac.nz/uoap/primary-resources> you will find:

- An electronic copy of the Practicum Handbook Bachelor of Education (Teaching) Primary Specialisation – revised 2016
- Templates provided for use by student teachers to complete practicum requirements

**The purpose of EDPRAC 101** is to provide opportunities for student teachers to **develop understanding of the teacher's professional role**. During their nine on-campus sessions prior to the school placement, student teachers have explored aspects of professional learning, including the process of focussed observation, professional reflection, the teaching/learning cycle, and professional relationships. The cyclical process of *"teaching as inquiry"* (refer *The New Zealand Curriculum*, p.35) has been introduced as the framework underpinning practicum requirements.

The development of **effective professional communication and relationships** is a key focus on this practicum. Student teachers are required to develop a *Ko wai au* (personal professional profile) and include in this a section outlining their beliefs about what it means to be a teacher (Pre-Practicum Compulsory Task 1). Each student teacher should have provided you with a link so that you are able to view their *Ko wai au* prior to your initial visit. During the practicum, please provide feedback to student teachers about their communication and relationships (refer LO 1).

### Practicum requirements...

• **Observation** is a particular focus for this practicum as student teachers become familiar with how teachers plan for and facilitate purposeful teaching and learning to promote valued student outcomes (refer Practicum Brief, p.10-11). Learning arising from observation focus tasks must be evident in the practicum file, including notes summarising the student teacher's discussions with their associate teacher about analysis of observations, any conclusions they have drawn about the teaching process and children's learning, and 'next steps' for their own professional learning. Templates for recording observations have been made available on Canvas for student teachers to use.

• **Assessing, Planning, Teaching, Evaluating** - During EDPRAC 101, student teachers are asked to focus initially on **teaching small groups**, planning **single lessons** but building as soon as possible to planning **lesson sequences**. They are also required to plan, teach, and manage sessions for the whole class. They need to work towards managing the classroom for blocks of time before taking **full class responsibility for one day** (refer Practicum Brief, pp. 3, 13).

Student teachers should work in collaboration with their associate teacher to gather and interpret assessment data to inform planning of learning intentions and learning experiences. Following each teaching session, they should consider evidence of children's learning and evaluate the effectiveness of their teaching (refer Practicum Brief, p.12-13). Planning templates have been made available to student teachers on Canvas.

Student teachers are expected to maintain a **daily/weekly workplan** to show evidence of their engagement in their professional role throughout the practicum. They should also ask their Associate Teacher for copies of all weekly planning and relevant long-term plans.

• **Reflecting on personal practice** (refer Practicum Brief, p.14) - Student teachers have been provided with an organiser on which to maintain a record of **'next steps'** in their professional learning throughout the practicum. Please encourage them to make a regular, weekly meeting time with their associate teacher to identify and evaluate their 'next steps'.

Student teachers must also complete **three written professional reflections**. They should reflect on a significant aspect of **their own practice** that has caused them uncertainty. Student teachers have been introduced to a model of professional reflection during pre-practicum sessions but will need support with this requirement. Student teachers should **share their written reflections with their associate teacher** and this may also help them **identify 'next steps'** in their professional learning.

At the end of the practicum, each student will complete a **reflective summary** considering their professional learning and development during EDPRAC 101 – template available to students on Canvas. They need to make this available to you prior to or at the final debrief meeting for the practicum to inform your discussion about their 'next steps' for EDPRAC 201 – to be recorded on the Professional Supervisor Assessment report.

### During your initial visit...

• Please meet with the associate teacher and the student teacher to make arrangements for the observation visit and professional conversation, and to answer any questions about the practicum. When making arrangements for the professional conversation, it would be helpful to remind the associate teacher of the need to bring a draft of their report to the professional conversation.

• **Please also allow time for a discussion session with the student teacher/s...**

- Please **discuss your role**, your **expectations** of the student teacher/s, and the manner in which the **assessment process** will be carried out.
- Please check that student teachers have set up a **practicum file** that is accessible, well-organised, and professionally presented. Student teachers should be encouraged to regularly share their file with their associate teacher and discuss their progress towards meeting the learning outcomes (oral reflection).
- Please encourage student teachers to **take responsibility** for initiating discussions with their associate teacher to **plan their four weeks** on practicum to ensure all requirements are met. To help ensure all practicum requirements are completed, student teachers (together with their associate teacher) should utilise the 'Summary of student teacher requirements' (Practicum Brief, p.2), 'Possible plan for completing EDPRAC 101 practicum requirements' (Practicum Brief, p.3), and the blank template to create their own plan (Practicum Brief, p.4).
- Student teachers are required to complete **two pre-practicum compulsory tasks** (refer Practicum Brief, p.9). You should have been able to read Task 1 prior to your visit as Task 2 requires student teachers to share a secret link to their *Ko wai au* with their associate teacher and

professional supervisor prior to practicum. If both these compulsory tasks have been satisfactorily completed, this **will contribute to the achievement of Learning Outcome 3.1.**

- Please **encourage student teachers to get involved in the classroom** as quickly as possible. Observation Focus 1 (Practicum Brief p.10) affords student teachers opportunities to develop relationships and communication with learners and their associate teacher, while finding out about the classroom context. Please discuss with student teachers their progress with this task.
- Please remind student teachers to maintain a record of their professional development '**next steps**' throughout the practicum – this is likely to be a key artefact that they could share at the professional conversation.
- Please also discuss processes/arrangements for the **professional conversation** - remind student teachers that they should complete their **self-assessment report** beforehand and be prepared to **lead the discussion in relation to LO3**, referencing three artefacts from their practicum (see Practicum Brief, p.13). These are likely to be the artefacts they upload to their e-portfolio following the practicum.

#### **Practicum Assessment...**

- The **lesson observation** visit should be a **minimum of 45 minutes** to 1 hour - this includes time spent viewing the file. It is expected that the professional supervisor initially records the lesson observation. A copy of your observation notes (e.g. white pages from manifold book, emailed ipad notes) should be provided to the student teacher. Relevant details, in relation to the LOs, are then transferred into the Professional Supervisor Assessment Report.
- It is recommended that you meet with the student teacher and associate teacher together for the **professional conversation**. Both the associate and the student teacher should have completed their pre-assessment forms prior to the observation visit. **The student teacher should be prepared to lead the conversation relating to LO3** (refer Practicum Brief, p.5). This will help to keep the professional conversation to 30 minutes. At the conclusion of the professional conversation, the professional supervisor records on the PS Assessment Report the provisional assessment agreed upon by all parties.
- Student teachers will subsequently upload to their e-portfolio the artefacts referenced in their professional conversation, and record an accompanying statement as to their personal significance, as well as a justification re links to the Graduating Teacher Standards.
- **Professional Supervisor (PS) Assessment Report**
  - At the end of the practicum, please complete in full all sections of the report, including your recommendations for 'Next steps for development as a Student Teacher' on the back cover. The student teacher's reflective summary (Practicum Brief, p.14) will help inform discussion about this.
  - Please conclude discussions with the student teacher and complete your reports as soon as possible following the end of the practicum – **results for EDPRAC 101 practicum are due to the Practicum Office by 23 June, 2017.**
  - Please ensure that a **copy of your observation notes** (e.g. blue manifold pages, printed ipad notes) is **attached to the PS report.**
  - Attach Student Support Referral Form (Oral Communication), where necessary, to the final report.
    - **When a student teacher passes this practicum**, it is the student teacher's responsibility to submit the Professional Supervisor Assessment Report and the Associate Teacher Assessment Report to the Practicum Office (these must be the original documents).
    - **When there is a failed practicum or a student teacher withdraws/does not complete**, we ask that you deliver the originals of both the associate teacher's report and your report to the Practicum Office as soon as possible.

#### **Professional Supervisor support...**

Please contact me directly with all questions regarding student teacher practicum requirements, practicum assessment, or concerns/questions regarding individual student teachers, so that I can best support you – refer contact details, below.

- On rare occasions some student teachers require an extension to the four weeks of this practicum. The professional supervisor negotiates extensions of time with the school in consultation with the practicum coordinator.
- For extensions of more than 5 days, please contact me, as approval from the practicum coordinator is required.
- The maximum extension to a practicum permitted in the Bachelor of Education (Teaching) Primary programme is 10 days.

If you have queries of an administrative nature, please contact Judy Robinson, Practicum Manager (623-8899 Ext. 48891 or [Judy.Robinson@auckland.ac.nz](mailto:Judy.Robinson@auckland.ac.nz)).

Thank you for your support of our practicum programme. Your practicum supervision of our Bachelor of Education (Teaching) student teachers is very much appreciated. I wish you a rewarding time working with your student teachers.



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