

EDPRAC 101 PRACTICUM: notes for associate teachers

Dear Colleague

Thank you for your work as an associate teacher with one of 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 and are accompanied by:

- **EDPRAC 101 Practicum Brief** – pp.2-3 provides an overview of student teacher requirements and a possible plan for completing these
- **EDPRAC 101 Associate Teacher Assessment Report form** – a digital version of this has been sent by email to your school coordinator

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

- The Practicum Handbook, Bachelor of Education (Teaching) Primary Specialisation – revised 2016
- Frequently Asked Questions for Associate Teachers
- Templates provided for student teacher use when completing 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. Please encourage your student teacher to get involved in the classroom as soon as possible and give feedback throughout the practicum about their communication and relationships with both students and staff. The first task on p.10 of the Practicum Brief has been designed to facilitate their initial interactions with learners and their associate teacher.

Observation is another 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. Student teachers will need your support to **identify a focus** prior to each observation and they will also need to arrange time to ask questions and **discuss their findings** with you subsequent to observations. The observation focus tasks have been designed to support student teachers' understanding of the learning context, your teaching process and the learning needs of individual children. Observations will inform the student teacher's subsequent planning for teaching and learning. Learning arising from observations must be evident in the student teacher's practicum file.

Assessing, planning, teaching, evaluating

Student teachers are asked to focus initially on **teaching small groups**, by 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**. Student teachers will need to work in **collaboration** with you to plan learning intentions, success criteria, and learning experiences. Following each teaching session, they should consider evidence of children's learning and evaluate the effectiveness of their teaching.

Student teachers should work towards managing the classroom for blocks of time before taking **full class responsibility for one day**. Full class responsibility may be completed in a collaborative way, i.e. the student teacher taking the lead in planning and teaching, with you acting as a support teacher. Student teachers are expected to maintain a **daily/weekly workplan** to show evidence of their engagement in their professional role throughout the practicum. Please share copies of your weekly, group, and unit plans with your student teacher as this provides a valuable foundation for their learning related to effective professional documentation.

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, as identified and evaluated with you during weekly reflective discussions. They will appreciate your support in identifying a weekly focus for developing/refining their practice. Your feedback (both written and oral) about their progress each week will be valued.

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 some support with this requirement. Please encourage your student teacher to **share their reflections** with you and offer feedback to help them refine this important aspect of their professional practice.

Documentation

Student teachers should maintain a practicum file that is accessible, well-organised, and professionally presented. They need to plan their time to ensure all practicum requirements are completed – refer to '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 (Practicum Brief, p.4).

Practicum assessment

It is helpful if everyone meets together for the professional conversation. Both you and the student teacher should have completed a draft assessment report prior to the professional supervisor's observation visit - this will help to keep the professional conversation to 30 minutes. **The student teacher should be prepared to lead the discussion relating to LO3**, referencing three artefacts from this practicum (refer Practicum Brief, p.5).

Associate teacher support

Should you have **concerns about a student teacher**, please make contact with the professional supervisor in the first instance.

For clarification about the professional requirements of this practicum, please contact me directly (see contact details, below).

For inquiries about associate teacher payments, please contact Judy Robinson, Practicum Manager - 623 8899 ext 48891 or

Judy.Robinson@auckland.ac.nz.

Thank you again for your support of our practicum programme. Your work with our Bachelor of Education (Teaching) student teachers is very much appreciated.