

## Frequently Asked Questions

### Bachelor of Education (Teaching) Primary Specialisation

Please also refer to the Practicum Handbook and individual course Practicum Brief, available at: <http://www.education.auckland.ac.nz/uoa/primary-resources>

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#### The associate teacher role

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1. **If I become an associate teacher - what have I agreed to do?**
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9. **What do I do if a student teacher's planning and/or preparation is not presented in time for review and feedback and/or is insufficient /inappropriate?**

1. **If I become an associate teacher - what have I agreed to do?**

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

2. **How is the payment for associate teachers decided?**

Associate teachers are paid, at the rate per student teacher per week stipulated by the current Primary Teachers Collective Agreement (refer section 3.21), for the period the teacher undertakes associate teacher duties.

3. **What preparation/information do student teachers get in relation to their practicum requirements?**

A series of sessions are scheduled for each course prior to practicum.

The content of these sessions is outlined in the associated practicum brief; skills and understanding necessary for success during practicum are covered along with detailed review of the specific practicum course requirements.

Attendance at these sessions is compulsory and attendance is monitored. Any student teacher who does not seem to be familiar with the requirements of their practicum should be referred to the professional supervisor.

4. **What is the relationship between the Learning Outcomes and the New Zealand Education Council's Graduating Teacher Standards?**

Each course in the Bachelor of Education (Teaching) Primary programme has specific learning outcomes which must be achieved for a student teacher to gain the qualification.

It is a New Zealand Education Council requirement that graduates of all initial teacher education providers demonstrate achievement of the Graduating Teacher Standards.

The link between course Learning outcomes and the Graduating Teacher Standards is noted in course briefs and made explicit through course content.

5. **Do student teachers have to be working on an e-portfolio?**

The e-portfolio is the forum that all student teachers in this programme must use to collate evidence which verifies that they demonstrate the New Zealand Education Council's Graduating Teacher Standards.

All student teachers must add evidence (with justification) to their e-portfolio over the duration of their degree.

There are specific requirements for each of the three assessed practicum courses and the student teachers are informed of these expectations.

6. **What are the e-portfolio expectations for each of the three assessed practicum courses?**

**EDPRAC 101**

Student teachers focus on setting up their electronic portfolio and recognizing/uploading evidence

**EDPRAC 201**

Student teachers should be enrolled and have some evidence in their portfolio. They should be in a process of adding to what they began the previous year. They should be becoming familiar with the terms 'personal significance' and 'justification' and ensuring that the evidence they upload effectively document their practice.

**EDPRAC 305**

All student teachers are required be working on their portfolio in preparation for using it to support their professional conversation about how they demonstrate the New Zealand Education Council's Graduating Teacher Standards

**Ko Wai Au**

The Ko Wai Au is an introduction which describes who students are, where they have come from, what they have experienced and accomplished in the past as well as what is important to them and what interests them.

Student teachers are expected to update their Ko Wai Au before each practicum and to share it with their associate teachers and professional supervisors. The Ko wai au is considered to be a *work in progress* and it is helpful for students to receive feedback on their Ko Wai Au from their associate and professional supervisor.

7. **Are first year student teachers expected to have a goal for their practicum?**

Student teachers are provided with a template for recording an initial 'goal' that helps them begin the process of co-construction of their professional learning '**next steps**'. This template is also on our Practicum Resources website. It is called *Summary of 'next steps' guiding student teacher professional learning and development*.

**What happens then?**

This *first goal* should provide a student teacher with the basis for discussion and negotiations with his/her associate teacher and professional supervisor so that the student teacher continues to co-construct his/her professional learning throughout their initial teacher education programme.

At the beginning of each subsequent practicum a student teacher is expected to have recorded, and be able to articulate, their professional learning 'next steps'.

8. **What are the expectations for student teachers related to assessment, planning and teaching at each practicum stage?**

**Assessment, planning and teaching in our EDPRAC courses**

Refer Practicum Handbook p.2 and practicum briefs

All student teachers are given a copy of The NZC (2007) at the start of their first year.

For a student teacher to pass Learning Outcome 2 the following expectations must be met:

**EDPRAC 101**

During EDPRAC 101 student teachers focus on: contributing to children's learning.

This means that your student teacher needs to be discussing and analysing focussed observations of children's learning, interests, and abilities. Opportunities for observing and discussing different teaching strategies to suit children's interests and learning needs are important. Your student teacher will need to see examples of your planning and practice planning using relevant curriculum documents.

All student teachers begin by using the Basic Lesson Plan Template in EDPRAC 101. They should move to generating lesson sequences during this practicum. During EDPRAC 101 student teachers will:

- With the support of the associate teacher, plan, teach, assess, and evaluate single lessons.
- Use planning formats that include clearly defined lesson components.

**EDPRAC 201**

During EDPRAC 201 student teachers focus on: optimising children's learning.

This means that there is a strong emphasis on thoughtful analysis of focussed observations and assessment information. Your student teacher will need to observe, discuss and practise this. By the end of EDPRAC 201 your student teacher should be demonstrating teaching/learning approaches which are deliberately selected to enhance children's learning.

An EDPRAC 201 student teacher needs support and practise planning for and teaching multiple groups, larger groups and the whole class.

Student teachers should progress from single lesson planning to lesson sequence planning. Once students have made this progression they should not be required to document single lesson plans unless this relates to their own learning. During EDPRAC 201 student teachers will:

- Plan, teach, assess, and evaluate sequences of lessons for the whole class **and** multiple groups of children.
- Undertake short-term/weekly planning.

Your EDPRAC 201 student teacher should be streamlining his/her planning and must be using a sequential planning approach (i.e. not planning lesson by lesson) before passing this practicum.

### **EDPRAC 305**

During EDPRAC 305 student teachers focus on: enabling achievement for all children and becoming a junior colleague in the school.

The Part A/B split of this practicum will enable you to identify areas of strength and need with your student teacher so that clear 'next steps' can be developed for Part B. Your student teacher should begin this practicum with an understanding of the relationship between unit, group and daily planning. S/he will have planned for, taught and assessed whole class and group teaching. This practicum is about refining and deepening practice so that the student teacher can take responsibility for the learning of his/her own class as a beginning teacher. Your student teacher will have an understanding of the planning, learning, assessment cycle and need your assistance to refine this. S/he should be beginning to refine his/her planning and practices and will need your assistance with this. Practice assessing children will be helpful; talking to your student teacher about why you have grouped children in a particular way or what assessment data tells you will help deepen his/her understanding. Offering opportunity for your student teacher to gather and explore a range of evidence and supporting him/her to practice planning and teaching in ways that enable achievement for all children will assist your student teacher to develop as a teacher in his/her own right and to develop an evident personal, professional philosophy.

At the end of EDPRAC 305 student teachers must be able to document longer term plans that are linked to the short term (daily/weekly) planning expectations and formats of the practicum school. During EDPRAC 305 student teachers will:

- Undertake on-going evaluation of children's learning and the student teacher's teaching should be part of the student teacher's preparation and practice throughout the period of full-class responsibility. Analysis of children's assessment information will contribute to this process.
- Produce planning that is manageable and sustainable.

It is an expectation of the final practicum (EDPRAC 305) that all student teachers experience the reality of being a teacher; this means attending all meetings, supporting duty rosters etc.

**Beginning teacher independence is required to achieve Learning Outcome 2 for EDPRAC 305.** EDPRAC 101 and 201 each provide important stages of development for this.

9. **What do I do if a student teacher's planning and/or preparation is not presented in time for review and feedback and/or is insufficient /inappropriate?**

Planning must be presented to the associate teacher for review at reasonable and negotiated time in advance of teaching. Failure to do this in sufficient time for modification may mean that the student teacher cannot proceed with teaching.

## **Professional development for associate teachers**

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1. **What professional development is available for first time associate teachers?**
2. **What professional development is available for experienced associate teachers?**
3. **How do I find out about professional development opportunities?**

1. **What professional development is available for first time associate teachers?**

Professional development workshops are run for first time associate teachers in the school holidays at the end of Term 1 and Term 2. Workshops are free.

2. **What professional development is available for experienced associate teachers?**

Workshops for experienced associate teachers take place several times a year. The focus is on the associate teacher as a mentor. Workshops are based on the concept of '*educative mentoring*' used by the Education Council (2016) in the '*Guidelines for Induction and Mentoring and Mentor Teachers.*' Participants examine the differences between traditional views of the role of the associate teacher and the concept of the educative mentor; and a range of skills and strategies that can be used by educative mentors.

3. **How do I find out about professional development opportunities?**

Information about upcoming professional development is sent to schools in a range of ways, including via the student teachers and the school contact person recorded in our system.

## The professional supervisor role

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#### 1. What is the role of the professional supervisor?

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. Where contact has not been made, student teachers should email or phone their professional supervisor.

**Important note: Throughout the practicum, the professional supervisor acts as the Faculty of Education and Social Work's liaison and 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.

## **Student teachers' professional practice expectations**

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1. **What are the guidelines for student teachers in relation to confidentiality?**
2. **What are the expectations in relation to student teachers' work and family commitments during practicum?**
3. **Can I invite a student teacher to attend our class camp, other EOTC experience or school event?**
4. **What are the guidelines for resolving concerns during practicum?**
5. **What are the guidelines for student teachers uploading videos and photographs of our students?**
6. **Who is responsible for managing effective relationships during practicum?**

1. **What are the guidelines for student teachers in relation to confidentiality?**

Student teachers should be professional, demonstrate ethical behaviour and preserve confidence at all times. Specific reference is made to the New Zealand Education Council's *Graduating Teacher Standards and Code of*



*Ethics for Certificated Teachers* in on-campus sessions and practicum documentation for all practicum courses.

2. **What are the expectations in relation to student teachers' work and family commitments during practicum?**

All student teachers are advised that they will be expected to maintain professional school hours as a teacher, and that work, family and other commitments must be managed so that they are free to commit fully to the practicum.

Student teachers are given sufficient notification of practicum dates so that arrangements can be made.

Attendance concessions are not given, and leave is not granted, to attend work-related commitments.

3. **Can I invite a student teacher to attend our class camp, other EOTC experience or school event?**

Attending class camp, other EOTC experiences and school events can greatly enrich a student teacher's learning about becoming a teacher. These are also ideal opportunities for a student teacher to give something back to the school. Invitations to participate in such events are usually welcomed by student teachers.

Student teachers are counted as adult helpers and not as teaching staff. Attendance at camp should not incur cost for the student or faculty.

When camp/an event occurs during university semester time a student teacher's non-attendance at other course lectures/sessions or to their course commitments/deadlines because of practicum-related activities is not sanctioned.

When camp/events occur during practicum they usually add to the student teacher's opportunity to achieve success against the learning outcomes. Negotiation in relation to this opportunity (for example, meeting full-class responsibility requirements) is sometimes necessary.

4. **What are the guidelines for resolving concerns during practicum?**

In the first instance the concern should be raised with the person involved.

There are guidelines for resolving concerns during practicum on p. 11 of the Practicum Handbook and your student teacher is expected to be familiar with these (refer <http://www.education.auckland.ac.nz/uoa/primary-resources>)

5. **What are the guidelines for student teachers uploading videos and photographs of our students?**

Student teachers are instructed to follow the individual school guidelines in regard to publication of any nature. Permission must be obtained to collect all records, including photographs and videos.

6. **Who is responsible for managing effective relationships during practicum?**

Everyone involved in the practicum is responsible for managing effective relationships.

During practicum courses student teachers consider the myriad of relationships that they will be involved with during practicum and in their role as a teacher. Their responsibility for these relationships is emphasised. Student teachers often become aware of the similarities of, and difference between, *professional friendships* and *personal friendships* for the first time during practicum, and they can require guidance and support with their appreciation of this.

The associate teacher's role is to support, guide and monitor the professional relationships which the student teacher develops in the school (for example, with him/her, the children in the class, parents and whānau, school leadership, other staff in the school, other student teachers).

Effective professional relationships during practicum should include the professional supervisor. Regular contact between the associate teacher, student teacher and professional supervisor via email can help facilitate effective communication.

**Beginning teacher independence in demonstrating responsibility** for professional relationships is **required** to achieve Learning Outcome 1 for EDPRAC 305. EDPRAC 101 and 201 each provide important stages of development for this.

## **Leaving student teachers alone in classes**

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1. **Is my student teacher a core worker under the Vulnerable Children Act?**
2. **What are the guidelines for leaving student teachers alone in classes during practicum?**
3. **If a student teacher is left alone to run the class and things go wrong who is liable?**
4. **Is it OK to ask a student teacher to relief-teach a class when they already have full-class responsibility?**

1. **Is my student teacher a core worker under the Vulnerable Children Act?**

Every student teacher admitted to an Initial Teacher Education programme is 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. This means all student teachers are assessed as Core workers prior to being placed on any practicum.

2. **What are the guidelines for leaving student teachers alone in classes during practicum?**

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 certificated teacher at all times when a student teacher is placed in the school. The student teacher must know where this person is and how to seek their support when needed.

3. **If a student teacher is left alone to run the class and things go wrong who is liable?**

The associate teacher or delegated alternate maintains the *in loco parentis* role and carries the responsibility for what occurs in that room.

4. **Is it OK to ask a student teacher to relief-teach a class when they already have full-class responsibility?**

It is a Ministry of Education requirement that a class remains under the supervision of an employed certificated teacher at all times when a student teacher is placed in the school. Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate.

## Absences and leave

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1. **My student teacher has told me that they need leave from practicum. What is my role?**

2. **What should I expect if my student teacher is absent?**

1. **My student teacher has told me that they need leave from practicum. What is my role?**

Associate teachers do not approve leave from practicum (professional supervisors do not approve leave either).

All applications for leave, including university examinations, must be submitted to the convenor/co-ordinator of the practicum course in advance of the leave sought. There are guidelines for student teachers re attendance on pp. 9-10 of the Practicum Handbook and your student teacher is expected to be familiar with these (refer <http://www.education.auckland.ac.nz/ua/primary-resources>).

Once an application for leave has been approved by the practicum convenor/co-ordinator, the associate teacher and professional supervisor will be formally notified. If you have not had formal notification from the practicum convenor/co-ordinator there is no approval for leave. Applications for leave are not always approved.

If a student teacher takes leave when you have not been formally notified of approval, please inform the appropriate practicum co-ordinator.

2. **What should I expect if my student teacher is absent?**

An associate teacher should expect notification of a student teacher's absence via an appropriate and reliable manner before 8am on the day of absence.

The student teacher should also email the professional supervisor with notification of all absences.

Student teachers must provide a medical certificate to the appropriate practicum convenor for absences of 5 or more days.

## Current terms used in initial teacher education

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### What terms are currently in use in relation to practicum?

1. **People**
2. **Professional community**
3. **Documentation**

#### 1. **People**

##### **Student teacher**

The University of Auckland's pre-service teacher education programmes are designed to develop research-informed inquiry-based practitioners. We do this by providing opportunities for student teachers to develop and demonstrate those skills in authentic settings. In the past the student teacher was often referred to as a 'trainee'. The focus on research-informed inquiry-based practitioners means that the term 'trainee' no longer applies.

##### **Practicum Course Co-ordinator**

These are the Faculty staff members who administer and teach the practicum courses. There is a practicum co-ordinator with responsibility for each EDPRAC course, and they function as a team. These staff members currently teach the courses at both Epsom and The University of Auckland at Manukau Institute of Technology. These are the people to contact in regard to professional questions and concerns related to practicum.

At our Tai Tokerau campus we have a co-ordinator who teaches all three courses and deals with the day to day professional questions and concerns for these student teachers.

##### **Practicum Manager (Administration)**

This is the staff member who oversees all day to day practicum administration for each of the initial teacher education courses.

##### **Practicum Placement Co-ordinator**

This is the staff member to contact with day to day queries of an administrative nature: for example, practicum notifications, course dates, copies of documentation etc. At our Tai Tokerau campus this role is undertaken by the Student Advisor.

##### **Associate Teacher (AT)**

This is the term in New Zealand for the teacher with whom a student teacher is 'placed' for their practicum.

### **Professional Supervisor**

This is the university representative who visits the student teacher and associate teacher in the school setting, supervises the practicum and ratifies the assessment. This person can be either a Faculty staff member or contracted from outside of the faculty. Contracted staff are usually ex-Faculty staff or ex-school personnel.

## **2. Professional Community**

### **The University of Auckland Faculty of Education and Social Work**

In general conversation this is referred to as 'the university' or 'the faculty'. In the past there was often a reference to 'teachers' college' or 'college' and these terms no longer apply.

### **Normal School**

There are six normal schools in Auckland. They have an historic relationship with the Faculty under the Education Act. All teachers employed at normal schools are contracted to act as associate teachers. Normal schools are part of our primary sector partner school group.

### **Primary Sector Partner School**

Primary sector partner schools and the faculty are engaged in joint work to provide student teachers with optimum opportunities to learn to teach/learn about teaching; and support in meeting the Education Council's Graduating Teacher Standards.

### **School with 'special character'**

A school with a specific character may be considered unique; for example, a Catholic school, a rural school etc.

## **3. Documentation**

### **Practicum Handbook**

This is the booklet which outlines over-all expectations and regulations in regard to EDPRAC courses. It is updated regularly and is available in pdf format from our website:

<http://www.education.auckland.ac.nz/ua/primary-resources> and the Practicum Office, room H202.

### **Practicum Brief**

These are the individual course outlines for each EDPRAC course. They are updated annually and are available in pdf format from our website <http://www.education.auckland.ac.nz/ua/primary-resources>. Each student teacher is provided with two hard-copy versions of the brief related to their practicum course – one for the student and one for their associate teacher.

**Associate Teacher Assessment Report form**

This is the 'AT report' which all associate teachers complete.

**Professional Supervisor Assessment Report form**

This is the 'PS report' which all professional supervisor's complete.

**Student self-assessment**

This is an assessment which a student teacher completes prior to the final assessment. A template for this assessment is provided to student teachers.

**Note:**

Bachelor of Education (Teaching) Primary Practicum course codes are:  
EDPRAC 101, 201 and 305