



Introduction to Practicum

Bachelor of Education (Teaching)
Primary Specialisation

Student Teacher _____

School & Class _____

Associate Teacher _____

Principal _____

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Introduction to Practicum - Year 1 BEd (Teaching) Primary

Information for associate teachers and student teachers

This two-week non-assessed 'Introduction to Practicum' school placement in the student teachers' first semester of study will be followed by a four-week assessed practicum, EDPRAC 101: *The Professional Teacher 1*, in Semester Two (25 - 29 Sept; 16 Oct – 3 Nov). It is hoped that student teachers will remain with the same class for both placements.

While student teachers have been assigned to an associate teacher, any opportunities to visit other classrooms during the two-week placement would be appreciated. For example, where several student teachers have been assigned to one school, it may be possible to negotiate suitable times for student teachers to exchange classrooms, or to observe a lesson as a group and afterwards discuss this (with each other and the teacher).

Questions have been developed to help guide student teachers' observations, thinking, and discussion. Some documentation is required and this should be maintained outside of school hours. Student teachers should use all opportunities to interact with children and be fully involved in class and school programmes. They should be encouraged to observe carefully, and to think about and discuss what they have seen, heard, and experienced.

Purpose of this school placement

The purpose of this two-week placement is to provide a brief orientation to the school and class environment with specific focus on:

- the teacher's role
- communication and professional relationships

Students should also start to become familiar with

- school and classroom organisation

The **two foci** identified for this two-week introduction to practicum have been developed into **focus questions** to help direct students' observations, thinking, and discussions.

Focus Questions for Observation, Thinking, and Discussion

Focus 1: Demonstrate a beginning awareness of the teacher's role in enabling learning in a complex environment

Indicator:

- 1.1 the complex roles that teachers carry out within the class and the wider school environment to enable learning are discussed

Focus Questions:

What different roles do teachers play within the class and school that enable learning?

In what ways do teachers interact with diverse individuals and groups to support their learning?

Focus 2: Demonstrate an ability to communicate and establish professional relationships

Indicators:

- 2.1 appropriate communication with children and colleagues is established competently
2.2 appropriate professional relationships with children and colleagues are established positively

Focus Questions:

In what ways and for what purposes do teachers communicate ...with children? ...with colleagues?

What do teachers do to establish professional relationships ...with children? ...with colleagues?

Task 1. Make a list of different ways that you notice teachers supporting children's learning, both within and beyond the classroom.

Ask questions of your associate teacher (and other teachers) to help you better understand what you have noticed. **NB** - Note your questions down and ask the teacher outside of class time!

Discuss with your associate teacher (and other teachers in the school) what you have begun to understand about the teacher's role.

Summarise key ideas from your discussions.

Task 2. Negotiate with your associate teacher (and other teachers, if possible) to watch, on at least two occasions, specific ways the teacher interacts with individuals/groups to support their learning.

Record brief notes about the interactions you see...

- What links with theory from your EDUC 119 course can you identify?

Share with the teacher what you observed in each interaction and what you think was happening.

Discuss the purpose of each interaction....

- How do teachers know what children need to learn?
- How does this information shape the way teachers interact with diverse learners?

Record a summary of your discussion.

Task 3. Wherever possible use opportunities to interact with individuals and small groups to support their learning.

Before you interact, ensure you are aware of the learning purpose and why this has been selected. Endeavour to support children's learning accordingly.

Following your interactions, discuss with the teacher your responses to these questions...

- How do you think you have made a difference for children's learning?
- What are you learning about...
 - interacting with diverse learners?
 - supporting children's learning?

Record key points from your discussions.

Task 4. In consultation with your associate teacher, **select** an appropriate book and **read aloud** to the class on more than one occasion.

Ask for feedback from your associate teacher about your use of voice (e.g. tone, expression, volume), confidence/presence, and fluency when reading.

Implement the feedback you receive next time you read aloud to the class. Ask for more feedback, and implement... build your confidence and capability!

Task 5. In consultation with your associate teacher, **select** an appropriate Maths game/activity to teach to a small group of children.

Plan carefully what equipment you will need, how you will teach the game/activity, and how you will manage the group during the session.

Following the session, **discuss** with your associate teacher...

- What went well? Why?
- How can I be more effective next time?
- What have I learned about my role as teacher?

Record key points from your discussion.

Task 6. During at least one lesson, **note strategies** you see your associate teacher using to maintain children's interest and engagement in learning.

Record (using the form posted on Canvas)...

- What does the teacher say/do?
- How do the children respond?
- What does this mean to me?

Discuss with your associate teacher what you noticed.

- How do teachers interest and engage diverse learners?

Record a summary of your discussion.

Task 7. Each week...

Seek feedback from your associate teacher about your ability to communicate and establish professional relationships with children and colleagues.

Discuss and record...

- aspects where you have made good progress
- aspects you need to develop further
- identify how you will develop identified aspects

Record your own comments on your progress ...

- What have you learned about your ability to communicate and use language effectively when interacting with children? colleagues?
- What have you learned about establishing professional relationships with children? colleagues?

Task 8. Share your draft Ko wai au with your associate teacher.

Ask your associate teacher for feedback to help you refine and improve your Ko wai au.

Task 9. At the end of the placement, **record your response** to each question...

- What have I learned about the role of the teacher?
- What have I learned about myself?
- What actions will I take as a result of my learning?

Professional Conduct and Expectations of Student Teachers in Schools

Professional Relationships: Student teachers must demonstrate professional behaviour and responsible practice through all of their school/practicum experiences. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections entitled 'Practicum Placements' and 'Confidentiality on Practicum' (refer <http://www.education.auckland.ac.nz/uoa/home/about/programmes/programme-handbooks>).

Student teachers should also refer to the Education Council's Graduating Teacher Standards, Code of Ethics and definition of '*Good Character and Fit to be a Teacher*' - refer <https://educationcouncil.org.nz/>

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 confidentiality at all times.

Professional Conduct: Student teachers are expected to:

- attend school for at least eight hours each day - the starting and finishing times to be negotiated with the associate teacher (usually between 8.00am – 4.00pm), although commitment to staff and team meetings may extend this on some occasions
- remain after school for sufficient time to help with preparation and to discuss the day's programme with the associate teacher
- give the associate teacher positive support at all times
- behave like a junior professional colleague, including accompanying the associate teacher on duty, and modelling appropriate language and behaviours (e.g. turning off mobile phone during the school day)
- avoid extremes of fashion and be conservative in appearance when they first arrive at school – student teachers should seek information about school expectations for dress
- demonstrate awareness of professional and ethical boundaries
- avoid situations where they may be left alone with a child
- refrain from borrowing or taking teachers'/school property or records from the school without permission
- contribute to morning tea and other expenses as required (e.g. photocopying)

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

- school values and expectations
- publication of children's images and work
- use of ICT – student teacher and children
- fostering positive behaviours
- children's safety
- physical contact/being alone with pupils

Confidentiality on Practicum: Student teachers should familiarise themselves with and adhere to school policies relating to confidentiality and the Privacy Act, and preserve confidentiality at all times (refer to the Bachelor of Education (Teaching) Handbook, p.25).

Exam Leave: Should a General Education exam be scheduled on a school day, student teachers must request leave for the exam well in advance of the examination date. The student teacher's exam timetable must be produced as evidence to support this leave request.

Absences: Student teachers who are unable to attend school because of illness or unexpected emergency must notify their school before 8.00am, and also notify the Practicum Office – l.jenkins@auckland.ac.nz (Epsom/MIT); m.hendry@auckland.ac.nz (Tai Tokerau).

Absences may indicate that further in-school experience is necessary before continuing to EDPRAC 101.

Special Leave: Special leave (i.e. other than sick leave or exam leave) must be applied for through the appropriate campus practicum co-ordinator. Leave forms are available on Canvas in the BEd programme site.

Practicum Follow-up: At the end of the two-week introduction to practicum, student teachers must promptly submit their Practicum Completion Forms to the Practicum Office/Administrator on their campus.