

# The Role of the Associate Teacher

This resource is prepared for those working with Student Teachers and has an accompanying pamphlet. It is intended that these slides be used to guide Associate Teachers during Practicum.

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# Practical considerations

- read the brief
- know the requirements and expectations of the particular practicum prior to when it starts
- acknowledge and value the student teacher as a professional colleague
- communicate clearly what you and the school expect of the student teacher as a professional colleague – arrival/departure times, attendance at meetings, playground duty, dress code etc
- have important paperwork copied and available - consider publishing a pamphlet or booklet with relevant information for student teachers in your school
- organise an initial tour of the school to highlight key facilities such as library and resource areas
- early in the Practicum, plan for regular meeting times for learning conversations
- encourage student teachers to set up their own regular meetings with their peers

What other practical considerations might there be for your particular school?

# Model effective planning

- How will you ensure that your own planning clearly reflects children's different learning needs (academic, personal and social)?
- How will you provide evidence of and access to, your longer and shorter term planning?
- What evidence of differentiated planning (groups and individuals) will you practise/demonstrate for your student teacher?
- How will you share aspects of your planning and preparation for teaching and learning with your student teacher?
- When will you discuss the planning process with your student teacher?

# Model effective teaching practice

- ❑ What is your understanding of the key elements that should be evident in effective teaching practice?
- ❑ How will you help your student teacher develop effective teaching practice?
- ❑ How will the student teacher know that their teaching has been effective?
- ❑ How will you promote and support your student teacher in planning, teaching and assessment (across a range of learning areas) with individual, multiple group and whole class situations?

# Model effective assessment practices

- How will you model effective assessment 'for' and 'of' children's learning for your student teacher?
- What assessment strategies might you discuss with your student teacher?
- What would you expect your student teacher to demonstrate in their practice, in terms of assessment?

# Model critical reflection

- ❑ How will you help your student teacher to critically reflect on ways of managing the complexities of the teacher's role in terms of balance, flexibility, resources, time management, decision making etc?
- ❑ How will you provide opportunities for your student teacher to engage in critical reflection about teaching and learning?
- ❑ What questions might you ask the student teacher about their practice?
- ❑ How might you model the skills of critical reflection?
- ❑ How will you support your student teacher to ensure that their teaching/learning experiences are effectively planned, implemented, evaluated and critically reflected upon?
- ❑ What reflective questions and/or statements would you expect from the student teacher?

# Engage in serious learning conversations about practice

- What aspects of teaching and learning might be the focus of serious learning conversations with your student teacher?
- How will you facilitate regular serious learning conversations with your student teacher?
- What outcomes might be expected as a result of serious learning conversations with your student teacher?

# Provide oral and written feedback and feed-forward from incidental and planned observations

- How will you ensure that evidence based oral and written feedback and feed-forward regarding the student teacher's achievements, is on-going and aligned with the practicum learning outcomes?
- What will your feedback and feed-forward 'look like'?
- How often will specific oral and written feedback and feed-forward be discussed with your student teacher?
- What outcomes would you expect as a result of your discussions?



# Develop student autonomy and agency

- ❑ How might you help your student teacher use their teaching as a site of inquiry?
- ❑ How will you facilitate and encourage the student teacher's development and transition from student teacher to a provisionally certificated teacher?
- ❑ What degree of independence and responsibility do you expect from student teachers during EDPRAC 101; EDPRAC 201; EDPRAC 305A; and EDPRAC 305B?