

EDPRAC 201 PRACTICUM: notes for professional supervisors

Dear Colleagues,

By now you should have received communication from the student teachers you will be supervising, introducing themselves and sharing their *Ko wai au* (introduction). We are very grateful for your support as a professional supervisor for our student teachers enrolled in EDPRAC 201 (May 08 – June 09, 2017).

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

- Practicum Brief - EDPRAC 201 The Professional Teacher: Primary 2
- EDPRAC 201 Professional Supervisors' Assessment Reports

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

- An electronic copy of the Practicum Handbook Bachelor of Education (Teaching) Primary Specialisation – revised 2017, **including a section outlining the professional supervisor's role (pp. 7-8)**
- Frequently Asked Questions for Associate Teachers

The central focus of EDPRAC 201 is to provide opportunities for student teachers to focus on effective pedagogical practice that promotes children's learning. The cyclical process of "*teaching as inquiry*" (refer *The New Zealand Curriculum*, p. 35) discussed in our on-campus sessions for EDPRAC 201, provides the framework for the specific requirements for each practicum placement.

Observing (refer Practicum Brief, pp. 12-13)

Observation continues to be an ongoing focus for this practicum as student teachers deepen their understanding of the teaching/learning process - specifically how teachers elicit and use assessment information to plan for and facilitate purposeful teaching and learning to meet the needs of individual learners.

- Please **encourage student teachers to get involved in the classroom** as soon as possible. The first observation task (refer Practicum Brief, p.12) is designed to promote their interactions with children and their associate teacher.
- Learning arising from focussed observations must be evident in the file, including notes summarising their analysis of the observations with their associate teacher, any conclusions they have drawn plus their 'next steps'.

NB: Associate teachers will need to support student teachers to unpack information gathered during observation tasks.

Assessing, planning, teaching, evaluating (refer Practicum Brief, pp. 14-15).

Student teachers will need to work **in collaboration with their associate teachers** to:

- gather, interpret and respond to assessment data for groups/larger groups of children and/or the whole class;
- formulate learning intentions and plan learning experiences for multiple groups, larger groups and/or a whole class that meet learners' needs;
- implement their plans, annotate their plans and evaluate children's learning and their own teaching;
- work towards teaching multiple groups/larger groups/whole class and taking full responsibility of the teacher's role for a **minimum of seven consecutive days** (refer Practicum Brief, p. 3);
- transition from planning single lessons to longer-term lesson sequences;
- ensure documented evidence of their own longer-term planning (i.e sequences of lessons for multiple groups/larger groups/whole class across at least four curriculum areas) and short-term/weekly plans is evident in their files.

Reflecting on personal practice (refer Practicum Brief, p. 16)

- Student teachers are required to **reflect regularly on their own teaching, learning and/or interactions** that caused them uncertainty.
- They are required to **record at least three reflections** using the reflective framework outlined in the Practicum Brief

NB: While this model has been introduced during pre-practicum sessions, student teachers may still need professional supervisor and associate teacher support with this requirement.

Documentation and discussion

Student teachers are required to have a personal file that is well organised and professionally maintained. This file must be accessible and regularly referenced in discussions with their associate teacher and their professional supervisor about their progress towards meeting the learning outcomes. 'Summary of student teacher requirements' (Practicum Brief, p. 2) should prove useful for this purpose. Professional supervisors are encouraged to engage with on-line planning formats such as Google Docs.

Practicum Assessment

Please familiarise yourself with the assessment procedures for EDPRAC 201 by referring to the Practicum Handbook and the Practicum Brief regarding the assessment of the learning outcomes, the professional conversation (p. 5), the Education Council's Graduating Teacher Standards and the e-portfolio expectations (p.17).

- The practicum is assessed against the learning outcomes (refer Practicum Brief, pp. 6-9). The 'Practice Indicators' noted on these pages will be useful when you are considering the evidence that informs your assessment decisions.
- Regular oral and written feedback from the associate teacher and professional supervisor throughout the practicum is vital for student teachers' learning and professional growth.
- Towards the end of EDPRAC 201 each student teacher's professional learning will be jointly assessed during a three-way professional conversation involving the associate teacher, the student teacher and the professional supervisor (refer Practicum Handbook).
- The associate teacher and the student teacher should have completed some pre-assessments in preparation for this and the **student teacher should be prepared to lead the discussion relating to LO2** referencing at least three artefacts from their e-portfolio as evidence of their achievement (refer Practicum Brief, p. 5).

Professional Supervisor Assessment Report

EDPRAC 201 Professional Supervisor and Associate Teacher Assessment Reports are available in hard copy or editable pdf form and will be sent to you via email.

- Please **complete all sections** of the report in full including the aspects identified on the back cover.
- Please sign the Associate Teacher Assessment Report, conclude discussions with the student teacher and complete your report as soon as possible. It may be possible for this aspect of the documentation to be completed at the same time as the professional conversation.
- The course co-ordinator will support professional supervisors with final judgements for student teachers identified as 'at risk' prior to or during practicum.
- Thorough documentation is necessary in all cases, including when a student does not complete a practicum.

Professional Supervisor support

To achieve a pass for EDPRAC 201 a student teacher must have successfully achieved the practicum learning outcomes to a level that will enable him/her to be able to work in a self-directed manner, take responsibility for reflecting upon practice and determine his/her own professional growth during his/her next practicum course. Should you have concerns about a student or require clarification about the professional requirements of this practicum, please contact me directly.

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

If you have concerns of an administrative nature, please contact Liz Jenkins, Practicum Placement Co-ordinator (Administration) (ph: 623 8899 ext. 48452).

General points:

- For most EDPRAC 201 student teachers this second placement occurs **less than half way through their three-year BEd (Tchg) programme**. Content knowledge in some curriculum areas may be limited so close guidance and support from the associate teacher and the professional supervisor is likely to be necessary for many student teachers.
- Full class responsibility is for 7 consecutive days, however, some adjustments may become necessary. Where a student teacher is unable to fulfil this requirement, a '*not achieved*' for LO2 must be recorded.
- **Compulsory Tasks 1 and 2 : Pre-practicum**
These were discussed during on-campus sessions. Student teachers complete Task (1) on pages 6-9 of their Practicum Brief. Task (2) should be in the front of their practicum file in readiness for sharing with their associate teacher and professional supervisor. Professional Supervisors are asked to **sign/acknowledge that the tasks have been completed**. Please remember to carry photo identification with you when entering practicum school/s.

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

Kind regards

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