

EDPRAC 201 PRACTICUM: notes for associate teachers

Dear Colleagues,

We are very grateful for your support as an associate teacher 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 Associate Teacher Assessment Report

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

- An electronic copy of the Practicum Handbook Bachelor of Education (Teaching) Primary Specialisation – revised 2017
- 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 the learning of children. 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.

Observation continues to be a focus for this practicum as student teachers deepen their understanding of the teaching/learning process - specifically how teachers collect 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 as the first observation task (refer Practicum Brief p. 12) is designed to promote their interactions with learners and the associate teacher. Student teachers will need associate teacher support both before and after each of their observation tasks (refer Practicum Brief, pp. 12-13). Learning arising from observations must be evident in the file, including notes summarising their analysis of the observation with their associate teacher, any conclusions they have drawn plus their ‘next steps’.

Assessing, planning, teaching, evaluating

Student teachers will need to work **in collaboration with their associate teachers** to gather and/or elicit and interpret assessment data, to identify and plan learning intentions and learning experiences that meet learners’ needs, to implement these plans, and to evaluate learning and teaching (refer Practicum Brief, pp. 14 -15). They will need to provide documented evidence of both longer term planning (i.e sequences of lessons for multiple groups, larger groups and/or a whole class across at least four curriculum areas) and short term/weekly plans. They are required to work towards teaching larger groups/ a whole class and to take full responsibility of the of their associate teacher’s teaching role for a **minimum of seven consecutive days** (refer Practicum Brief, p. 3).

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

During EDPRAC 201 student teachers are required to **reflect regularly on their own teaching, learning and/or interactions** that caused them uncertainty. Some of their reflective practice will take the form of discussions with you, the professional supervisor and other teachers. These discussions clarify their thinking around their beliefs about teaching and learning and also provide opportunities to identify ‘next steps’ in their professional learning. They are required to **record at least three reflections** using the reflective framework outlined in the Practicum Brief. While they have been introduced to this model of reflection during pre-practicum sessions, student teachers may still need 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 about their progress towards meeting the learning outcomes. EDPRAC 201: Summary of student teacher requirements (Practicum Brief, p. 2) should prove useful for this purpose.

Practicum Assessment

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 LO 2** referencing at least three artefacts from their e-portfolio as evidence of their achievement (refer Practicum Brief, p. 17).

Associate teacher support

Should you have concerns about a student or require clarification about the professional requirements of this practicum, please contact the professional supervisor or me directly. If you have concerns of an administrative nature, please contact Liz Jenkins, Practicum Placement Co-ordinator (Administration) (ph: 623 8899 Ext. 48452).

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

Many thanks,

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