Faculty of Education and Social Work

Bachelor of Education (Teaching) Primary Specialisation

New Associate Teacher Professional Development
Workshop Overview

8.45  Coffee/Tea

9.00  Introductions and overview

9.20  The role of the Associate Teacher

10.30  Morning Tea Break

10.45  Overview of practicum

12.00  Close
Thank you for (considering) being an associate teacher

An associate teacher is a partner, with the University of Auckland, in the professional development of student teachers

Trainee  
Student Teacher  
Initial Teacher Education

“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 an inquiry-based disposition in authentic settings”

(Faculty of Education, Teacher Education Practice website, 2014).
Being an associate teacher - what have you agreed to do?

Extend and create opportunities
Liaise                  Provide
Negotiate              Help
Check                   Discuss
Participate

Complete the assessment report and make recommendation to the professional supervisor about whether the student teacher has met the practicum Learning Outcomes.

Frequently Asked Questions
http://www.education.auckland.ac.nz/uoa/primary-resources
Preparing beginning teachers who are ready to develop as:

effective teachers...
reflect on the impact their teaching has on learning....ability to teach at particular levels....relationships .... enthusiastic learners....collegial and co-operative .... initiative, imagination, and innovation.... accept advice and know when to ask for it”

(MOE & NZTC, 2011).

Overview of BEd (Tchg) Primary practicum courses

- Observation
- Assessment, Planning, Teaching
- Reflection, Professional Learning
- Relationships, Professional Identity

...research-informed inquiry-based practitioners

- Differentiating for the needs of individual learners
- Demonstrating practice reflective of an emerging beginning teacher
- Developing effective pedagogical practice that optimises children’s learning
- Assessment information informing planning and teaching
- Exploring the teacher’s professional role
- Developing skills of observation and planning
- Reflection on personal practice
Written material provided:

For each of the practicum courses there are four key documents provided:

• the *Primary Practicum Handbook* (available on the Practicum Resources website)

• the course *Brief*

• *Associate Teacher Notes* from the course co-ordinator

• the *Associate Teacher Report Form*

Note: The *Primary Practicum Handbook* gives you procedures for resolving concerns during practicum.
Practicum contacts for:

Practicum course professional guidance and concerns:
EDPRAC 101 Co-ordinator—Sandra Chandler
EDPRAC 201 Co-ordinator—Jill Murray
EDPRAC 305 Co-ordinator—Karen Major

Professional guidance and concerns specific to individual students:
Professional Supervisor

Associate Teacher ...

allocation payment
Primary Practicum Co-ordinator Practicum Manager
Liz Jenkins Judy Robinson

Oversight of practicum in the Bachelor of Education (Teaching) Primary degree programme structure scheduling student progress

Viv Mackisack (Director of Primary Programmes)
Our collective role in the practicum

... is to support student teachers to:

• integrate theory and practice
• observe, analyse and interpret
• plan, implement, assess, and evaluate
• reflect on their own learning and practice
• develop and action personal professional goals

"The practicum for a student teacher will operate as a partnership between the teacher education provider and a fully registered associate teacher"

(Education Council New Zealand, 2014, p.13)
Excellence in teaching

Wiggins (2010) argues that it is not what teachers **should be**, nor what they **should do** that matters - it is what they **cause**.

**Excellence in teaching** is defined by the obligation to **cause**…

- successful **learning**;
- greater **interest** in the subject;
- greater **confidence**, feelings of self-efficacy and intellectual direction in learners.
Becoming an effective, deliberate teacher

As they develop their expertise, novice teachers shift their vision from a focus on themselves to the class, and to an awareness of the needs of the individual students who make up the class.

<table>
<thead>
<tr>
<th>Vision of self:</th>
<th>Vision of the class as a whole:</th>
<th>Vision of individual students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘How am I doing?’</td>
<td>‘How did the students do?’</td>
<td>‘Did Shawna understand?’</td>
</tr>
<tr>
<td>‘Did I get it right?’</td>
<td>‘Did they all learn it?’</td>
<td>‘Was Matt with it today?’</td>
</tr>
<tr>
<td>‘Am I a good teacher?’</td>
<td>‘What will make the lesson better?’</td>
<td>‘What will help Laura be successful?’</td>
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Eckerman Pitton, 2006, p.38
Working collaboratively to support student teacher professional learning

How is the practicum structured to support student teachers to become inquiry-based practitioners?

Specific practicum requirements:
- Observing
- Assessing
- Planning – both short and long-term
- Teaching
- Evaluating
- Reflecting
The framework: ‘Teaching as inquiry’

Aitken & Sinnema (2008)

FOCUSING INQUIRY
What is most important, given... where my learners are at?
[where my learning is at?]

LEARNING INQUIRY
What happened? Why did it happen? Implications?

TEACHING INQUIRY
What strategies might work best? What could I try?

Observation*
Assessment*

Planning Teaching {Learning}

Evaluation of learning/teaching Reflection

* ongoing
“...develop and demonstrate an inquiry-based disposition in authentic settings” through specific focus on...

- Appropriate communication and relationships
- Developing the skills of observation and critical reflection to inform emerging pedagogical practice that supports children’s learning within a purposeful, safe, and supportive learning environment
- Implementing strategies for personal professional development
- Developing understanding of the teacher’s professional role and how this is affected by school policy, government legislation and wider community influences
Considering specific requirements for EDPRAC 101

Student teachers are required to demonstrate their ability to take full-class responsibility for one day during EDPRAC 101.

This may be in collaboration with their associate teacher. It is important to record a student teacher’s level of ability to assume this responsibility in their practicum report.
EDPRAC 201 – Jill Murray

“...develop and demonstrate an inquiry-based disposition in authentic settings” through specific focus on...

- Communicating effectively with children and adults and establishing professional relationships within the school community

- Demonstrating effective pedagogical practice that promotes children’s learning and is informed by theory, research and practice

- Consistently demonstrating the behaviour and dispositions expected of a professional teacher in Aotearoa New Zealand

- Understanding, explaining, managing and reflecting on the contextual complexities associated with teaching
Considering specific requirements for EDPRAC 201

Student teachers are required to take **full responsibility** of the teacher’s role (the organising, managing, planning for and teaching of the class) for a **minimum of seven consecutive days**.

Student teachers **work in collaboration with their associate teachers** to interpret the long term plans and construct a teaching/learning programme for the seven days that clearly shows a ‘flavour’ which is their own.
EDPRAC 305 – Karen Major

“...develop and demonstrate an inquiry-based disposition in authentic settings” through specific focus on...

- Using communication to establish and maintain effective professional relationships
- Demonstrating effective pedagogical practice that is informed by theory, research, practice and a personal philosophy
- Consistently demonstrating and reflecting upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand
- Considering and responding to contextual factors when creating and sustaining purposeful learning environments
Considering specific requirements for EDPRAC 305

Student teachers are required to take **full responsibility** of the programme for a **minimum** of **15-20 consecutive days**.

**Full-responsibility** during EDPRAC 305 requires the student teacher to take on the organising, managing, planning for and teaching of the class in the associate teacher’s place - using the associate teacher’s long-term plans and assessment information as a foundation for this.
Practicum Assessment

The ‘professional conversation’

**Summative assessment** of ST achievement of practicum LOs – three-way conversation between AT, PS, ST

STs need to **come prepared to contribute actively to the conversation** – and to discuss in depth how they have met each LO (completed self-assessment form needed for this stage)

STs are guided to reference **evidence that they are collecting** in their e-portfolio and take increasing responsibility for leading the professional conversation over the three practicum
Helpful AT practices that support ST professional learning

- sharing planning
- articulating practice
- viewing ST planning well in advance
- frequent observations of ST teaching
- providing written observation notes/feedback
- planned opportunities for discussion and feedback/feed forward re ‘next steps’
- Connecting with the professional supervisor
Primary Practicum webpage

http://www.education.auckland.ac.nz/uoa/practicum-primary

- Contact details for practicum personnel
- Key practicum documents – handbook, briefs
- Resource materials and templates
- FAQs
References


