



THE UNIVERSITY OF  
AUCKLAND  
Te Whare Wānanga o Tāmaki Makaruru  
NEW ZEALAND

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

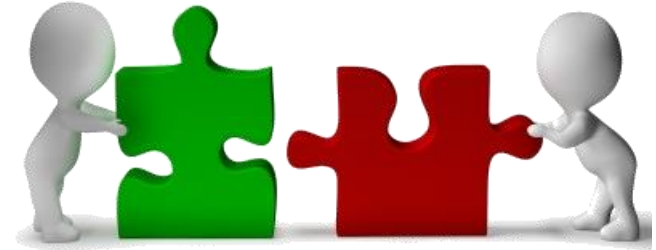
10.45 **Overview of practicum**

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**  
~~Training~~     **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:

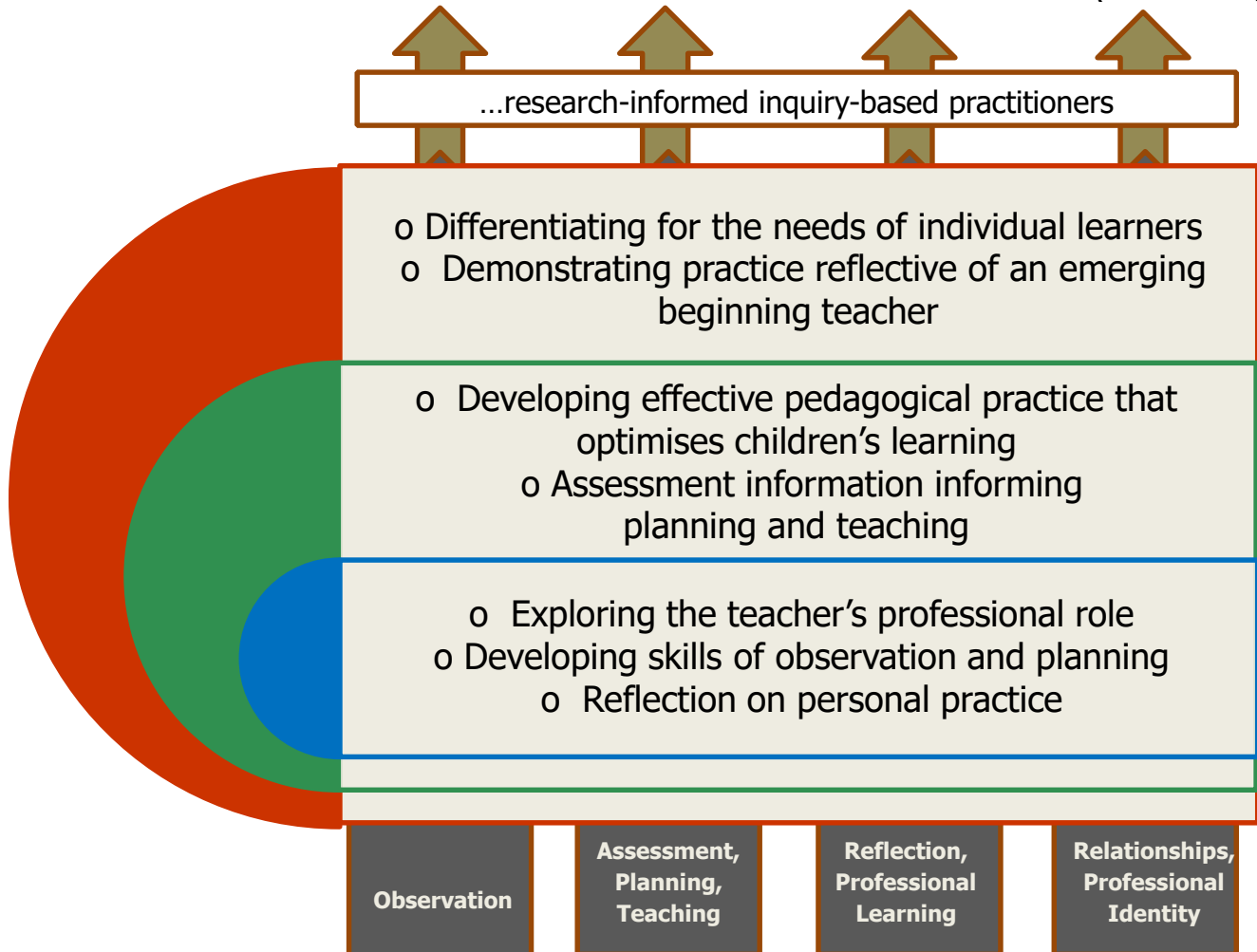
“effective teachers...

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





## 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**

*Primary Practicum Co-ordinator*

*Liz Jenkins*

**payment**

*Practicum Manager*

*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.

<b>Vision of self:</b> 'How am I doing?' 'Did I get it right?' 'Am I a good teacher?'	<b>Vision of the class as a whole:</b> 'How did the students do?' 'Did they all learn it?' 'What will make the lesson better?'	<b>Vision of individual students:</b> 'Did Shawna understand?' 'Was Matt with it today?' 'What will help Laura be successful?'
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## **Working collaboratively to support student teacher professional learning**

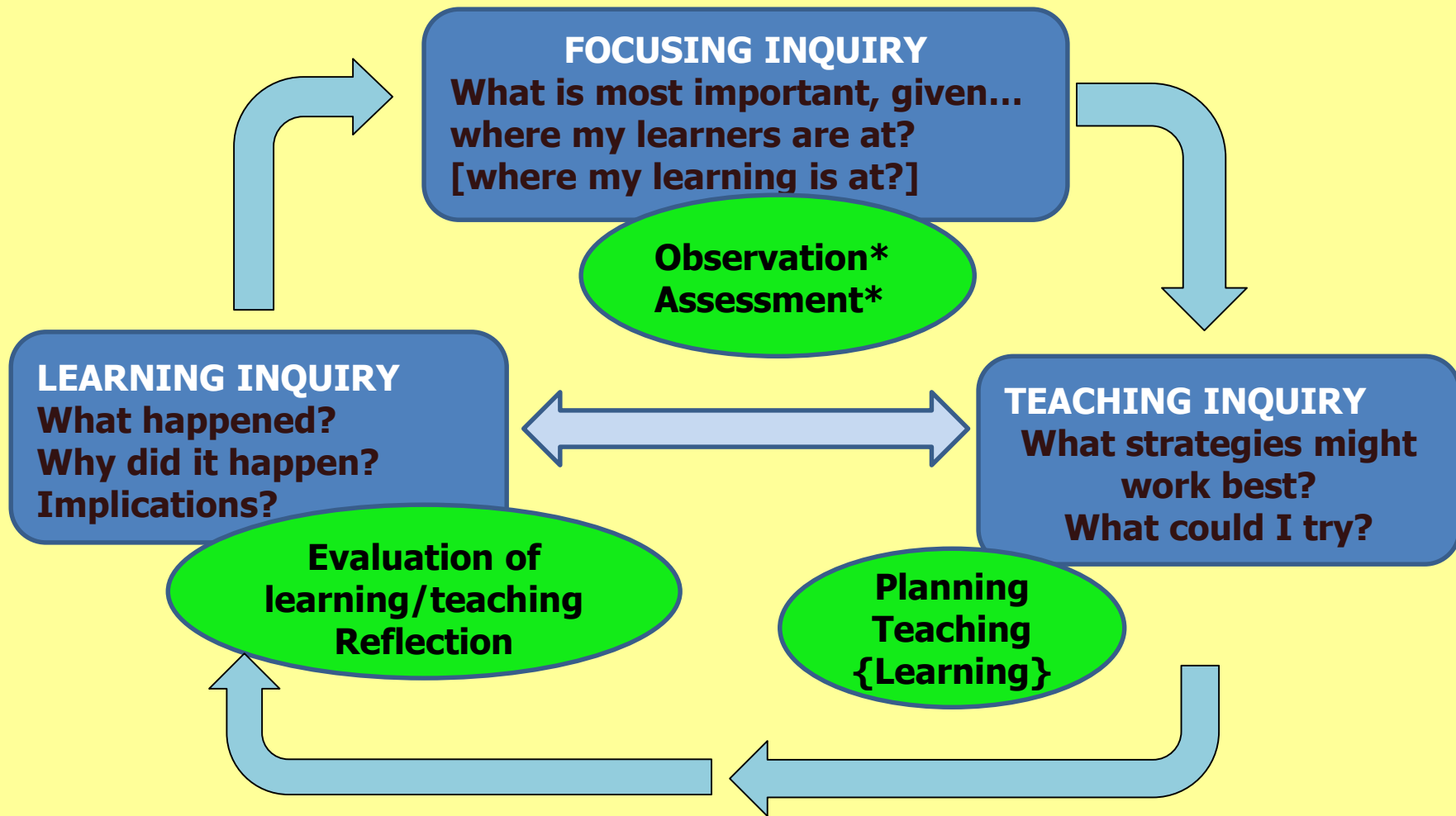
How is the practicum structured to support student teachers to become **inquiry-based practitioners**?

### **Specific practicum requirements:**

- Observing
- Assessing
- Planning – both short and long-term
- Teaching
- Evaluating
- Reflecting

# The framework: '*Teaching as inquiry*'

Aitken & Sinnema (2008)



\* ongoing



# EDPRAC 101 – Sandra Chandler

*“...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/ua/practicum-primary>

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



# References

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