Graduate Diploma in Teaching (Secondary)
Practicum Handbook

EDPRAC 608
Professional Learning in Practice
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1. **KEY PERSONNEL**

Practicum is a partnership between schools and the Faculty of Education. In order to ensure the best possible practicum for each preservice teacher, the following roles and responsibilities have been established:

**At the Faculty:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Bigwood</td>
<td>Associate Director Secondary Teacher Education</td>
<td>• Liaises with lecturing staff and co-ordinators in schools to develop appropriate programmes for all preservice teachers</td>
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<td></td>
<td></td>
<td>• Overviews all school placements</td>
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<td></td>
<td>• Available to discuss any problems or concerns relating to practicum</td>
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<tr>
<td>Robyn Ingram</td>
<td>Practicum Adviser: Secondary</td>
<td>• First point of reference for all inquiries relating to practicum</td>
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<td></td>
<td></td>
<td>• Prepares, distributes, collects and files all documents and correspondence relating to practicum.</td>
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<tr>
<td>Curriculum Lecturer</td>
<td></td>
<td>• Involved in consultation around most suitable form of practicum for preservice teachers and goals for practicum</td>
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<tr>
<td></td>
<td></td>
<td>• Likely to also have a Visiting Lecturer role.</td>
</tr>
<tr>
<td>Visiting Lecturer</td>
<td></td>
<td>• Reports on student performance on practicum</td>
</tr>
<tr>
<td>EDPRAC 608 Lecturer</td>
<td></td>
<td>• Provides support and general advice and guidance during practicum</td>
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**In the Schools:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal</td>
<td>• Gives authority for all preservice teacher placements in the school (often delegated to the co-ordinator).</td>
</tr>
<tr>
<td>Co-ordinator of Preservice teacher Programmes/Practicum Liaison Teacher</td>
<td>• Liaises with heads of departments, associate teachers and the Faculty to prepare timetables</td>
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<td></td>
<td>• Introduces preservice teachers to the school</td>
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<tr>
<td></td>
<td>• Provides general support and advice.</td>
</tr>
<tr>
<td>Associate Teacher/Mentor</td>
<td>• Works directly with the preservice teacher in the subject area</td>
</tr>
<tr>
<td></td>
<td>• Introduces preservice teachers to the school</td>
</tr>
<tr>
<td></td>
<td>• Provides general support and advice.</td>
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</table>
2. **AIMS OF PRACTICUM**

All preservice teachers are required to complete supervised observation and teaching in a variety of different schools.

The main aims of practicum are for preservice teachers to:

- gain an understanding of the depth, complexity and constraints of school environments;
- contextualise and integrate the Faculty of Education learning in a school environment;
- bring insights from their experiences in school settings to their Faculty of Education studies;
- practise and receive feedback regarding their teaching performance;
- consider and reflect on their own professional practice (teaching).

The five aims are linked. Whilst many preservice teachers are keen to teach as much as they can, this may be to the detriment of their practice if doing so deprives them of the time to reflect upon what they are achieving or time to actively observe and analyse the practice of others. They should strive for a balance of personal teaching, observation and reflection. We are after QUALITY experiences rather than QUANTITY.

Specific learning outcomes, designed to reflect the developmental nature of teacher education, have been set for each practicum.

### Practicum 1A: 8 April – 12 April

**Preservice teacher learning outcomes for Practicum 1A:**

1. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
2. Implement personal goals that enhance professional development.
3. Establish and demonstrate professional, ethical relationships in educational settings.

**Minimum Expectations for Practicum 1A**

Preservice teachers are expected to:

- Be at school for the duration of the school day (8.15am – 3.30pm approximately);
- Work collegially with 2 or 3 associate teachers (some for more than one class);
- Work collegially with one associate teacher in a form teacher role and duty roster role;
- Attend at least one full staff meeting and one departmental meeting;
- Attend briefing regarding the school’s pastoral and school management policies;
- Take opportunities to develop an understanding of the school structure and the roles of the key staff;
- Complete, as appropriate, the tasks set by the Faculty of Education lecturers including EDPROFST 612 Assignment 2 Part A (see page 11 of this handbook);
- Actively observe a range of lessons, using the observation sheets attached on page 19 onwards. Observe the environment, the teacher and the students;
- Be active in the classroom whenever possible;
• Write a reflective journal entry to be posted on your EDPRAC 608 class’s My Portfolio group forum (see page 14);
• Gather information/guidance for full class teaching on your return to Practicum 1B.

You may have the opportunity to teach a lesson in one of your curriculum areas, but it is not an expectation. You may teach more if your associate teacher agrees and if you wish to do so. Hopefully, your associate teacher will help you to plan the lesson and will give you some guidance. Do not hesitate to ask for help.

If you do have the opportunity to teach on Practicum 1A it is recommended that you look through the Lesson Checklists on page 19. You may ask your associate teacher to complete this checklist to give you feedback as to how the lesson went.

Note: Feedback you receive on any teaching you may do during practicum 1A will be formative and confidential. You will not be observed by a visiting lecturer from the Faculty of Education during practicum 1A.

### Practicum 1B: 6 May to 14 June 2013

Preservice teacher learning outcomes for Practicum 1B

1. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
2. Demonstrate effective teaching practices known to enhance learning. These include planning, assessment, organisation, communication, and management of and within the learning environment.
3. Implement personal goals that enhance professional development.
4. Establish and demonstrate professional, ethical relationships in educational settings.

**Minimum Expectations for Practicum 1B**

Preservice teachers are expected to:
• Be at school for the duration of the school day (8.15am – 3.30pm approximately);
• Work collegially with 2 or 3 associate teachers (some for more than one class);
• Work collegially with one associate teacher in a form teacher role and duty roster role;
• Attend full staff meetings and departmental meetings as appropriate (but you must attend at least one of each);
• Be timetabled for teaching/observing approximately 3 classes (around 12-15 hours/periods per week);
• Begin teaching part of, or single lessons, then observe the AT. Move onto two lessons in a row, and observe the AT again. Build up to teaching a sequence of three lessons. You are expected to preferably teach 2-3 sequences of 2-3 lessons with each class over Practicum 1B. This will vary depending on your school situation. Remember we are looking for QUALITY experiences;
• Have an organised practicum portfolio of documentation that is accessible and professionally maintained. Ensure this is available for the visiting lecturer. See page 13 for details;
• Use an account on My Portfolio for storing files and resources, and keeping a reflective journal of the practicum experience. See page 13 for guidance;
• Provide associate teacher with full lesson planning before a class is taught. Some associates will ask for this 24 hours in advance;
Throughout both practicum experiences, we hope that your teaching experiences will follow a pattern along the lines of:

- Observation
- Teach a single lesson
- Observe associate teacher again (be purposeful in your observation – what are you looking for now that you have taught this class?)
- Teach a couple of lessons in a row
- Observe your associate teacher again
- Teach a sequence of several lessons in a row and then once again, observe – and so on.

This process is more important than the actual number of lessons taught.

**Practicum 2A: 5 to 9 August 2013**

**Practicum 2B: 19 August to 27 September 2013**

The focus of this practicum, in a school different from Practicum 1, is to enable preservice teachers to fully demonstrate their ability to plan, implement, assess, evaluate and reflect on their teaching practice in a sustained way. This practicum builds on expectations and learning of Practicum 1.

**Preservice teacher learning outcomes for Practicum 2**

1. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
2. Demonstrate effective teaching practices known to enhance learning. These include planning, assessment, organisation, communication, and management of and within the learning environment.
3. Implement personal goals that enhance professional development.
4. Establish and demonstrate professional, ethical relationships in educational settings.

**In addition to the minimum expectations for Practicum 1B**

Preservice teachers are expected to:

- Increase observation/teaching timetable to approximately 4 classes (around 15-18 periods per week);
- Once again, follow the pattern of teaching a single lesson, then observing the associate teacher. Teach a sequence of two or three lessons, then observe the associate teacher again. This is most beneficial to your learning. Aim to be teaching preferably 3-4 sequences of 3-4 lessons with each class during the first five weeks of the practicum;
- The final two weeks of Practicum 2 are intended to provide the opportunity to experience the reality of being a beginning teacher. As far as possible in the placement school, the preservice teacher will be expected to take on the full responsibilities of the teacher in all facets of the job. Once again, this will vary depending on your school situation.
- At the end of practicum hand in your final report (after photocopying for your own records) along with the teaching log, to the Practicum Office in H202.
3. WORKING IN SCHOOLS

Important Guidelines

You are becoming a beginning TEACHER

You enter schools as a teacher. The other teachers are your professional colleagues. This carries important obligations with it. It means that you:

a) Observe professional ethics as regards confidentiality, especially not discussing other teachers with or in front of students or in public.

b) Maintain professional distance from students, which means:
   • being approachable but not matey;
   • avoiding excessive use of colloquialisms;
   • following school procedures on how students should address you (in the vast majority of schools this means the use of “Mr/Mrs/Ms” and your family name)
   • avoiding being alone with a student; not touching students.

   Note: A copy of the PPTA guidelines for teachers in their relationships with students is on page 15. You should read these guidelines carefully.

c) Attend for the full school day (part-time work commitments must not be allowed to interfere with your obligations to the school).

d) Contact the school early if you are unable to be there when expected (the co-ordinator will tell you the procedures for this).

e) Adopt the standard of dress expected of other staff.

f) Return all school property to the school at the end of the practicum.

A teacher’s main job is to TEACH SCHOOL STUDENTS

Your associate teachers are very busy people. In most cases they have chosen to take you into their class and many of them will try to make time to discuss their lesson and their students. However, this may not always be possible. Their first priority is to give time to the students in their classes. Be aware of this constraint when you are asking teachers for their time in support of your learning.

Faculty of Education Policies and Procedures Relevant to Secondary Practicum

It is important that you understand these policies as they apply to all practicums for all Faculty of Education preservice teachers. If you have any concerns about your use as a relief teacher in particular, please contact either your visiting lecturer or Kelly Bigwood, the Associate Director Secondary Teacher Education (623 8899 ext 46385).

Use of Preservice Teachers for Relief Teaching

Faculty of Education policy states that preservice teachers may not be used as relief teachers during practicum unless it is agreed that the preservice teacher will benefit professionally from the experience, that ample time will be provided for the preparation and that another teacher will carefully supervise the preservice teachers’ teaching.

Exam Supervision

Many schools have exams during practicum. Schools may request preservice teachers to assist with some supervision. Remember, however, that such supervision must be done under guidance and
with support from associate teachers (ie, visits to the exam room from time to time to make sure there are no problems). Exam supervision should be kept to a minimum. If associate teachers could involve preservice teachers in discussion of marking procedures and/or provide them with practice marking of photocopied scripts, this would be most useful.

Co- and Extra-Curricular Activity

Preservice teachers are encouraged to involve themselves in these activities, although pressures of part-time work to meet study and living expenses often restrict this involvement. Involvement in such activities must be under guidance and support of an associate teacher. The preservice teacher cannot assume responsibility for the activity without supervision.

Preservice Teacher Involvement in Camps and Field Trips

While placed in a school for practicum, a preservice teacher may be offered the experience of participating in a school field trip or outdoor education programme. Such participation is, of course, understood to be voluntary if it involves time outside school hours and/or living away from the preservice teacher’s home.

Preservice teachers are encouraged to undertake such experiences, provided:

a) permission has been granted by the Associate Director Secondary Teacher Education;

b) it forms an integral part of the curriculum of the class with which the preservice teacher has been associated;

c) the preservice teacher gains at least as much practice teaching during the special programme as would have been gained had he/she been attached to other classes remaining at the school;

d) that this experience is observed, commented on and reported by associate teachers in the usual way;

e) that the preservice teacher does not assume the responsibilities of a member of the school staff or of a school supporting “adult” in terms of required student-to-adult ratio;

f) costs of travel and accommodation involved are not a charge on the Faculty of Education or the preservice teacher;

g) legal and safety requirements are met by the proposed activity.

Preservice Teachers’ Leave During Practicum

A major requirement of your Faculty of Education programme is the completion of fourteen weeks of Practicum.

Practicum requires your presence in schools for the whole teaching day. Schools are advised of this requirement. Where you know in advance of any reason why you may be unable to meet this requirement, you need to apply for leave from the programme. Practicum leave forms are available online on the Practicum Webpage. They should be completed and returned to Chris Tenet, Teacher Education Office Administrator in H201, at least one week before practicum.

Unanticipated leave during Practicum (eg, sick leave, tangihanga/bereavement leave) is arranged through the school. Students must also inform Robyn Ingram, Practicum Adviser of any absence.

Preservice Teacher Research in Schools when on Practicum

It is our policy that all research carried out in schools should be approved by the Principal. If Principals have any concerns at all, they should contact the Faculty of Education lecturer named on the assignment or Kelly Bigwood, Associate Director Secondary Teacher Education. We respect a school’s right to determine what constitutes appropriate research in the school.

Note 1: As part of their programme, preservice teachers may be required to conduct a written questionnaire, evaluating their teaching with one of their classes. Preservice teachers are asked to show this form to the associate teacher for approval before the form is issued to the class.
**Note 2:** As part of a Faculty assignment, preservice teachers are required to interview a pupil or pupils (see page 11). We have instructed our preservice teachers to discuss the selection of pupils with their associate teacher and/or co-ordinator so that informed consent is obtained from them before the interview takes place. All information in this interview will be recorded anonymously.

### Arranging lecturer visits for Practicums 1B and 2B.

Visiting lecturer lists and email addresses will be posted on the EDPAC 608 Cecil website.

Preservice teachers will contact their visiting lecturer via email to organise the lecturer’s visit. Make contact with your visiting lecturer early and introduce yourself. Email your timetable to your visiting lecturer, who will confirm a suitable time to visit.

Make sure that the timetable records:

- the start and finish time of each period, including wet weather arrangements;
- details of the timetable if the school is not on a Monday–Friday timetable (i.e. if it uses a 6-day, 7-day or 10-day timetable);
- a range of options for lecturers visiting.

If there are other preservice teachers in the school expecting visits from the same lecturer, attempt to nominate visiting times that fall on the same day. Please note that visiting lecturers may be visiting many students. Book a visit in well in advance to ensure they have time available to visit you at a time that suits you both.

Lecturers need time to talk with you both before and after the lesson. It is especially important that you are available after the lesson, so make sure that you are not timetabled to teach at this time. We encourage you to invite your associate teacher to be present at the post-lesson discussion.

[If you do not have email access, the Secondary Practicum fax number is: (09) 623 8875. Clearly label the Fax “Attention: . . . (Visiting Lecturer’s name)”]

### Practicum Reports

Associate teachers are required to complete a report based on their observations and discussion of your teaching. We ask you to take the Associate Teacher reports with you to give to your associate teachers during the practicum. They are written towards the end of the practicum.

The report is written by the associate teacher for the Faculty of Education. While associate teachers are encouraged to show it to you and discuss it with you, this is not to seek your approval for what is written. You should not enter into negotiations with a school or associate teacher about the content of a report. If a practicum report received is not to your liking, you should discuss your concerns with Kelly Bigwood, Associate Director Secondary Teacher Education.

Reports (and your teaching log) are returned to the Practicum Office (H202) at the end of practicum (after taking a copy for your own records). You must do your best to ensure the reports are completed before you leave the school at the end of the Practicum.

### Practicum Assessment

For both Practicums 1B and Practicum 2, your visiting lecturers and associate teachers will assess your performance and determine your achievement.
Lecturers and associate teachers will indicate progress using the following scale:

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<th>Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>Shows high degree of competence as a preservice teacher</td>
<td>Shows overall competence as a preservice teacher</td>
</tr>
<tr>
<td>Generally competent with minor limitations</td>
<td>Shows overall competence as a preservice teacher</td>
</tr>
<tr>
<td>Competent in some areas, needing more development in others</td>
<td>Generally competent with minor limitations</td>
</tr>
<tr>
<td>Needing more development in a range of areas</td>
<td>Competent in some areas, needing more development in others</td>
</tr>
<tr>
<td>Serious limitations</td>
<td>Needing more development in a range of areas</td>
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</tbody>
</table>

Visiting lecturers also complete a full written report indicating your achievement of the learning outcomes for the Practicum. They base their judgments on their observations of your teaching and subsequent discussion with you and your associate teacher.

Preservice teachers whose reports do not clearly indicate general competence or whose professionalism has caused concerns on practicum will be asked to meet with Kelly Bigwood, Associate Director Secondary Teacher Education. This meeting will explore the background to the reports, and offer an opportunity to set goals for future practicum experience(s).

**Managing a Disability**

If you have a disability we strongly recommend you make a time to see Rebekah Williams (*Outreach Co-ordinator for Students & Staff with Disabilities*) to discuss:

- how to manage the disability while on practicum
- strategies that can be put in place in order to prevent any potential problems

This includes students with dyslexia, mental illness (regardless of whether they are in regular contact with a community mental health worker), physical impairments etc.

Rebekah’s contact details are: Room K100, extn 48459, email r.williams@auckland.ac.nz.

**If Things Go Wrong**

If you strike problems during practicum, **don’t wait until the problem becomes a crisis**. It is often easier to help in the earlier stages. The Practicum Office will address all difficulties confidentially as soon as they come to light. There are a number of people you can turn to for help.

**In the school:**

- your associate teacher/s and the co-ordinator of the Faculty of Education preservice teachers

**At the Faculty of Education**

- Kelly Bigwood, the Associate Director Secondary Teacher Education
- your EDPRAC 608 Lecturer
- your Curriculum Lecturer(s)
- the Student Support Counsellors, who can be contacted via the receptionist at the Student Health Centre at the Epsom Campus. Phone: 623 8889 
  (Receptionist available Monday to Friday, 9am – 3pm during school term time). The Counselling Centre is located in R Block (Rooms R120, R131 and R131A) on the ground floor adjacent to the Health Centre.

**Do not leave the school** without confirmation from the Associate Director Secondary Teacher Education. You must remain at the school until the situation has been dealt with. Leaving the school under any other circumstances amounts to voluntarily terminating the practicum, and may result in a failure for the course.

You are placed in the school on the basis of an invitation from the school for you to be there. If, for any reason, the school wishes to rescind your invitation and terminate your placement, this may also be grounds for a failure in the practicum course.
4. INTERVIEWS

Talking to Staff

Conversations with staff help you to get a feel for the school and to understand how different parts of the school organisation function.

You may have the opportunity to speak with:

- The Principal
- Deputy Principal or Associate Principal
- Guidance Counsellor
- Head of Department
- Dean of House or Dean of Year level
- School Nurse
- Executive Officer
- Senior Management staff in charge of Curriculum delivery and development, Professional Development, Teacher relief organisation.

Possible questions to aid your understanding of the school and how it works as an organisation

It is recommended that you do not ask all these questions of any one staff member. They are really only a trigger to help you think of your own questions, which are likely to be more relevant since you will understand your school better than does this general handbook. Do ask some of your own questions also. Use your discretion!

- What are your responsibilities?
- What do you like best about your position?
- What is the most difficult thing about your position?
- What do you enjoy doing most at this school?
- How can teachers best help you in this job?
- How are students selected for this school? What areas are included in the school zone? Are there any out-of-zoners? How are they selected?
- What do you think are the strengths of this school?
- What are the good things about this school?
- What aspects of this school do you think could be improved?
- If you only had one word to describe the philosophy of this school, what would it be?
- How would you describe the students at this school?
- How do you see the school developing in the future?
- What advice would you give to preservice teachers?

Talking to Students

You are required to interview two students on Practicum 1A for EDPROSFT 612. A description of the assignment and the Interview Participants Form follows.
EDPROFST 612A ASSIGNMENT 2 Part A: Student Interviews During Practicum 1A

• In consultation with your Associate Teacher, select two students (preferably years 9 -11), one who appears disengaged and one who appears moderately engaged.

• Continue to observe these two students in class, making notes on what the teacher is doing and how each student responds. Look for indicators of interest/engagement or disinterest/disenagement (e.g. student distracts others, does/does not complete set tasks, social chit-chat, head down or on desk, getting ‘cheeky’ to the teacher, asking questions of teacher, texting, listening to ipod, walking around the room).

• Gain written permission from each student using the Interview Consent Form (take copies from page 12).

• Prepare a set of interview questions for each student selecting items from the suggested list below. Some of the interview questions may be unique to each student based on your classroom observations.

• Carry out the two interviews.


Quality Criteria for an Interview

• The extent of spontaneous, rich, specific, and relevant answers from the interviewee
• The shorter the interviewer’s questions and the longer the subject’s answers the better
• The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers
• The ideal interview is to a large extent interpreted throughout the interview.
• The interviewer attempts to verify his or her interpretations of the subject’s answers in the course of the interview
• The interview is “self-communicating” – it is a story contained in itself that hardly requires much extra descriptions and explanations.

SUGGESTED INTERVIEW QUESTIONS

General
What things do teachers do that keep you interested in what you are learning?
What things do teachers do that put you off learning (de-motivate you)?
What types of activities with your peer group help you to learn?
What has been your experience in the past of learning with your peers e.g. games, group presentations, and group discussions. Make a comment about this type of learning.

Prior knowledge, relevance, motivation, feedback
Do you feel teachers value what you already know when starting a new topic?
Do you feel free/confident in class (or a small group) to say what you really think? (Why/why not?)
How relevant does your teacher make the content to your life experiences, interests and future goals?
How could the teacher make what you learn more relevant?
What type of feedback from teachers do you find motivates you to keep learning?
What type of feedback makes you feel like ‘giving up’

Metacognition
When learning something how do you learn best?
What things make it hard for you to learn in class?
What things can teachers do to make it easier for you to learn in class?

Additional questions unique to a particular student based on your observations in the classroom:
I noticed that during your maths class you asked the teacher lots of questions. Can you make a comment about that......?
I noticed that during your maths class you were texting. Can you make a comment about that......?
I noticed that during your maths class you talked to one of your friends a lot. Can you make a comment about that......?
Information for student interviewees

As part of an assignment in their EDPProfSt 612 course, preservice teachers at the Faculty of Education are required, on their practicum, to interview two students about their motivation and engagement in classroom learning.

The information gained by the preservice teacher will be used for this assignment only and no one participating in the interview will be identified by name, nor will the name of the school be used. You have the right to withdraw from the interview at any time.

Thank you in anticipation.

Head of School:

Christine Rubie-Davies

CONSENT FORM

I have agreed to be interviewed by

__________________________________________________________________________

for the purposes of the assignment he/she is required to complete for the Graduate Diploma in Teaching (Secondary) EDPProfSt 612 course. I understand that the information gained will be used to identify neither my school nor myself by name and that it will be used only for the purposes of the assignment in this course.

Signed __________________________________ (interviewee)
5. DOCUMENTING PRACTICUM EXPERIENCE

The Practicum File and The Professional E-Portfolio

Practicum documentation is a significant responsibility. The fifth learning outcome for EDPRAC608 requires students to:

“Demonstrate how their learning and practice meets New Zealand Teachers’ Council Graduating Teacher Standards.

There are two aspects to your practicum documentation

• Practicum File is a paper file that must be developed and kept up to date and be available for Associate Teachers and Visiting Lecturers. See below.

<table>
<thead>
<tr>
<th>Practicum File Required documentation</th>
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<tbody>
<tr>
<td>Class descriptions, special features, organisation</td>
<td></td>
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<tr>
<td>School setting, special features, organisation</td>
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<tr>
<td>School policies/procedures as appropriate</td>
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<tr>
<td>Teaching log to record your activity in and around the school</td>
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<tr>
<td>Long-term planning (unit plans)</td>
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<td>Lesson plans, resources and evaluations</td>
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<td>Assessment information and record keeping</td>
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<td>Focussed observations and analysis of data</td>
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<tr>
<td>Formative observation sheets written by your associate teacher(s)</td>
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<tr>
<td>Evaluations and reflections</td>
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• Your professional E-PORTFOLIO will act as a repository for the many files of resources, lesson and unit plans you will create while on practicum, as well as a journal, recording your reactions and thoughts about practicum incidents, events and dilemmas that are significant to you.

All of these materials help you demonstrate your learning and practice and are an important part of your learning.

Make your practicum file available to your visiting lecturer who needs to sign off that it is up-to-date on your Visiting Lecturer Report.

A possible way for you to proceed is to divide up your practicum file with the following headings:

- SCHOOL INFORMATION
- PROFESSIONAL FEEDBACK
- TEACHING SUBJECT “X”
- TEACHING SUBJECT “Y”
  and (for some) TEACHING SUBJECT “Z”

The teaching subject sections could be further divided by class/level.
Reflective writing for the Portfolio – including Practicum 1A requirement

Record your reactions and thoughts about practicum incidents, events and dilemmas that are significant to you in the form of the Journal section available in MyPortfolio. This does not have to be a daily diary where you are scratching your head to think of something to say. The incidents do not have to be earth-shattering or of great importance; they just have to be significant to you in some way.

It is envisaged that you will probably have six to eight entries in total, including your response to the compulsory Practicum 1A entry described below. You may have several entries in one day, especially at the beginning of practicum where you will be exposed to so many new things.

It is important that you jot down some thoughts – you will be amazed at how quickly you forget your initial reactions, especially when you are immersed in the hurly burly of school life. You may wish to take digital photographs or make audio recordings as a prompt for your thoughts. If this involves others, ensure you have appropriate permission.

Compulsory reflective entry in your blog to be completed during practicum 1A:

- What has surprised me during my time in this school?
- In what ways is this practicum experience different from my own secondary experiences?
- In what ways is this practicum experience similar to my own secondary experiences?
- How have my ideas and beliefs about teaching and learning been:
  1. ...challenged?
  2. ...affirmed?

Please post this entry into the forum section of your EDPRAC 608 class’s MyPortfolio group.

Consider the models of reflection introduced to you in EDPRAC 608 throughout your practicum experiences. Ongoing reflection may revolve around an incident or a common practice. Critical reflection helps us to develop our teaching practice and make progress in our teaching, rather than continue to teach on ‘autopilot’.
6. PROFESSIONALISM

‘Guidance for Teachers in their Relationship with Students’
Extract From NZPPTA Booklet (May 2003)

“In all relationships with students, teachers must remain aware of the authority they have both from their professional position and from age. They must accept that it is their responsibility to control the nature of the relationships.

“Teachers are at risk if they:

• enter rooms where students are changing, especially PE staff, coaches, cultural group leaders;

• invade a student’s personal space, e.g. by leaning over them closely at a desk;

• touch students in any way able to be construed as sexual, e.g. patting bottoms or squeezing closely around the shoulders; it is accepted that it is a common practice, especially in Pacific Island cultures, to show friendship or support by touching students in a sympathetic or congratulatory way; this should always be done openly in the presence of other people so that there is no confusion of motive for students;

• allow themselves to become over-familiar with students, failing to maintain professional distance;

• use any sexual name to refer to a student or group of students; these are often sexist or heterosexist terms used in a derogatory way, e.g. naming sports teams poofers and wankers;

• openly comment on a student’s physical development either to other students or colleagues;

• spend a lot of time privately with individual students;

• have intimate or sexual relationships with students, consenting or otherwise;

• use their authority, wittingly or unwittingly, to lead a student to believe a relationship could be any more than a professional one;

• allow students, verbally or in a written form, to use sexist or heterosexist language to put down another student, or groups of students, or to make generally sexist statements, e.g. wearing t-shirts with sexist slogans when in mufti;

• provide students with alcoholic or addictive substances;

• use pornographic or erotic material in teaching classes, or display it in the school, or allow students to distribute it.

“These are examples from PPTA records, of situations where such behaviour over a period of time, even years, has been used to charge a teacher. In these situations, it is the feelings and impressions of the student or the accuser that are used against the teacher. The result is often the dismissal of the teacher after a lengthy period of investigation.

“Criminal charges are sometimes laid.”
NEW ZEALAND TEACHERS COUNCIL CRITERIA FOR PROFESSIONAL INTERACTIONS AND RESPONSIBILITIES

- Trustworthiness, to:
  - work independently and without supervision;
  - meet any reasonable requirement for the protection and safety of others;
  - preserve confidences.

- Honesty, to:
  - demonstrate integrity in all contacts;
  - respect persons and property;
  - report clearly and truthfully.

- Reliability, to:
  - take on responsibilities with due regard for time and place;
  - meet the expectations of caregivers and the learning centre when supervising learners;
  - accept, plan and execute a variety of tasks and professional responsibilities.

- Sensitivity and compassion, to:
  - respect other cultural and social values;
  - recognise and respect others as individuals;
  - care for the learning of those who are disadvantaged and those with learning difficulties;
  - demonstrate firmness when necessary.

- Respect for others, to:
  - demonstrate respect for the law;
  - adopt accepted codes of language, dress and demeanour;
  - accept and carry out collegial and employer decisions;
  - respect the view of others.

- Imagination, enthusiasm and dedication, to:
  - support and inspire others in their work;
  - generate excitement and satisfaction in learning;
  - engage in co-curricular tasks which expand learning opportunities;
  - show respect for learning and inspire a love of learning.

- Communication, to:
  - communicate easily and lucidly in the English or Maori official languages of New Zealand;
  - exercise discretion;
  - give and receive constructive criticism;
  - seek advice when needed.

- Physical and mental health, to:
  - carry out duties safely and satisfactorily;
  - show emotional balance and maturity;
  - display warmth and humour.

Notwithstanding the above qualities, a person could be considered not fit to be (or continue to be) a teacher, if evidence was provided that, as a teacher, he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.

For example:
- disobeying lawful and reasonable orders or instructions;
- being negligent, careless or indolent in carrying out duties;
- misusing or failing to take proper care of property or equipment in his or her custody or charge;
- being absent from duty without valid excuse;
- engaging in sexual activity with a student;
- sexually harassing, verbally abusing or assaulting colleagues, parents or students.
7. Classroom Observation

The purpose of preservice teacher observation is to increase the awareness of the teacher's role in the teaching and learning process, and to develop insight into the wider professional responsibilities. Observations are not intended to provide you with a model to imitate, but rather as an opportunity for you to learn. Carefully planned observation will provide opportunity for you to analyse, discuss and reflect. A specific focus for each planned observation should be identified so that deeper insight occurs. Your observations should be recorded in an appropriate format so that evaluation and reflection take priority.

Classroom observations usually focus on three main areas:

a) The class environment
   This encompasses features like obvious rules and routines, the arrangement of the desks, where different groups of students are sitting, temperature, light, wall displays, pace in the room, availability and positioning of technological aids, e.g. projector, computer, screen, student portable devices.

b) The teacher
   Hinchcliff (1997) recalls four models of teaching approaches:
   
   • The Machine Model is where knowledge, detail hairsplitting analysis, value-free facts and context-free concepts are pumped down the student's gullet ... later to be memorised, and then regurgitated mechanistically on cue during an exam.

   • The Professional Model is where the donnish patriarch or matriarch pontificates from on high: "Speaking as a learned pseudo-psycho-socioposophist, I can tell you how it really is. I am the good parent of learning. You are the child. I care for you and make my presentations interesting for your sake. There is no reason to doubt my authority."

   • The Collegial Model is where the student is the teacher's best buddy. Teaching is a pleasant, harmonious interaction built upon a trusting, confident relationship. This ‘call me by my first name’ style allows for an essential mutuality in the learning process. For all its value, the collegial approach could be regarded as too utopian and can founder on the rock of discipline, rigour and examination.

   • The Contractual Model is where the teacher and student accept a mutually agreed set of obligations to be fulfilled by them both. Values such as integrity in study and justice in grading are discussed and respected in a dignified way. This has the advantage of teacher and student knowing clearly what the other expects. However, it may curtail creative learning opportunities. (p. 177)

c) The student
   Good and Brophy (1987) warn of focussing too much attention on the behaviour of the teacher:

   “Observers often try to reduce the complexity of classroom coding by focussing their attention exclusively upon the behaviour of the teacher. This is particularly true of teachers in training, who are still trying to determine what teachers do in the classroom. This is misplaced emphasis. The key to looking in classrooms is student response. Are the students actively engaged in worthwhile learning activities?” (p. 71)
How to Observe

When you are observing, STICK TO THE FACTS! What are you seeing?
As an observer, your role is to collect data, not to judge the teachers. The teacher may well be interested in the data you collect but is less likely to be impressed by judgments made by a preservice teacher. Don’t record anything that you wouldn’t be happy to show your associate teacher.

When you are observing, take care not to disturb the natural flow of behaviour in the classroom, that is, behaviour that would take place if the observer were not present. While you are actively observing, remain unobtrusive and avoid eye contact with students. Please note that active observation is different from assisting the teacher where you are encouraged to help the students in group work or individually.

Because teachers are responsible for their students’ learning, they have the right to know what you are doing. The most frequent complaints that we receive from teachers about preservice teacher observations are:

• The preservice teacher takes no apparent interest in the lesson and sits there doing nothing all period.
• The preservice teacher talks to a student while the teacher is talking to the class.
• Preservice teachers observing in pairs talk to each other.
• Preservice teachers make no attempt to explain to the teacher what they are doing and why.

Observation Techniques and Formats

There are many different ways to observe a classroom. There are some formats to choose from in the pages that follow. You are required to carry out at least one example of the General Observation on page 20 and then you should choose from the formats from pages 21-24 that you feel will be most useful and most appropriate to the classroom situation you are observing. Preserve confidentiality by not identifying students by name, even in your rough notes.

Preservice teachers on practicum should work within the Privacy Act 1993. Broadly, this says that information may only be used for the purpose for which it was originally gathered.

Information gathered by you in the context of your role as a preservice teacher in a school is to be treated as confidential.
8. PHOTOCOPY ORIGINALS

Practicum 1A Opportunity to Teach Checklist Sheet

This form may provide some useful points to consider before (and after) your first lesson(s). You may ask your associate teacher to complete the checklist below to give you feedback as to how the lesson went.

Teaching a Lesson

<table>
<thead>
<tr>
<th>Did you:</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Have a clear lesson plan?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Trial the practical beforehand [if relevant]?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Settle the class?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Review the previous learning?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Relate today’s lesson to previous learning?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Set the lesson in context/motivate the students?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Have all the equipment at hand?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Use a variety of question types?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Involve more than one person in answering the questions?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Use concise and detailed instructions?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Move around the whole class to ensure that pupils knew what to do and why they were doing it?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
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<tr>
<td>Give clear indication of behaviours expected?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
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<tr>
<td>Give indications of time and keep the lesson moving?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Use praise (specific/general) when warranted?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
</tr>
<tr>
<td>Leave sufficient time at end of lesson to tidy up completely and to check student understanding?</td>
<td><img src="none" alt="Rating" /></td>
<td><img src="none" alt="Rating" /></td>
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</table>
Observation Chart 1 - Compulsory

General Observation

Please fill out this chart throughout your Practicum observations so that you have as many examples of teacher behaviour as possible to discuss with your EDPRAC 608 class. You may like to add a tick if it is effective behaviour and a cross if it is not effective. Record key phrases verbatim where possible.

This is how teachers dealt with the following situations:

<table>
<thead>
<tr>
<th>Class:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As students entered the classroom at the beginning of the lesson</strong></td>
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<tr>
<td><strong>When beginning the class</strong></td>
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<td><strong>When beginning the students on a task</strong></td>
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<td><strong>When attracting the students’ attention</strong></td>
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<tr>
<td><strong>Transitions from one activity to another</strong></td>
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<tr>
<td><strong>Student inattention</strong></td>
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<td><strong>Students asking to leave the class (for the toilet, to collect equipment, to go to the sick bay, etc)</strong></td>
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<td><strong>Students questioning work given</strong></td>
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<td><strong>Students putting others down; sexual harassment</strong></td>
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<tr>
<td><strong>The last five minutes of the lesson</strong></td>
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<td><strong>Giving out homework</strong></td>
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<tr>
<td><strong>Students leaving the class at the end of the lesson</strong></td>
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</tbody>
</table>
**Observation Chart 2 - Optional**

**The Lesson Checklist**
This checklist can be used to observe teacher behaviour. Look for correlation between the number of "Yes" answers and the effectiveness of the lesson. You will need to make a separate copy of the checklist for each lesson that you use it.

<table>
<thead>
<tr>
<th>YES</th>
<th>SOMETIMES</th>
<th>NO</th>
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</tbody>
</table>
You may prefer to fill in this chart for your observations:

<table>
<thead>
<tr>
<th>OBSERVATION FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Curriculum</td>
</tr>
<tr>
<td>Skills/processes</td>
</tr>
<tr>
<td>Content/topic</td>
</tr>
</tbody>
</table>

State focus of observation (e.g., questioning, management of groups, use of resources, transitions, lesson structure)

Observation notes

Discussion with associate — key idea(s)
Observation Chart 4 - Optional

Grapes Lesson Observation

Note precisely what happens in the lesson in each of the following areas. Record key phrases where possible.

<table>
<thead>
<tr>
<th>G</th>
<th>How was attention gained each time it was required? How was attention maintained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>How was the lesson linked to the previous lesson? (Review)</td>
</tr>
<tr>
<td>A</td>
<td>How were the aims of the lesson communicated to the students?</td>
</tr>
<tr>
<td>P</td>
<td>How was new material explored or presented? How were key or difficult points stressed? How were visual aids used? How were activity instructions given?</td>
</tr>
<tr>
<td>E</td>
<td>What opportunities were there for student activity? (Exercises) What was the nature of the activity?</td>
</tr>
<tr>
<td>S</td>
<td>How were the key points of the lesson summarised?</td>
</tr>
</tbody>
</table>
### Observation Chart 5 - Optional

#### Class Management, Transitions and Misbehaviour

<table>
<thead>
<tr>
<th>Section</th>
<th>Teacher Language “What did the teacher say?”</th>
<th>Non-verbal signals “What did the teacher do?”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Opening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record what the teacher did at the start of the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transition Beginnings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For each transition, record how the teacher got students working.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student off-task behaviour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly note details of any student misbehaviour to which the teacher responds. Record what the teacher did to correct student misbehaviour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Ending</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record what the teacher did to conclude the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. FREQUENTLY ASKED QUESTIONS (FAQs)

a) How many classes do I have?
You can expect to be attached to 2-3 classes on Practicum 1 and 3-4 classes on Practicum 2. However, this number will depend on the particular circumstances of the school and we will be flexible around this number.

b) How many classes do I have to teach?
It is our desire that your teaching experiences on practicum are QUALITY rather than QUANTITY experiences. Throughout both practicums, we hope that your teaching experiences will follow a pattern along the lines of:
- Observation
- Teach a single lesson
- Observe associate teacher again (be purposeful in your observation – what are you looking for now that you have taught this class?)
- Teach a couple of lessons in a row
- Observe associate teacher again
- Teach a sequence of several lessons in a row and then once again, observe – and so on.

This process is more important than the actual number of lessons taught. However, if you look to be teaching fewer than, say 12 lessons, you will not have enough of an opportunity to develop in your teaching and meet the learning outcomes. Communicate your concerns to your associate teacher and school coordinator. If you have further concerns, contact Kelly Bigwood, Associate Director Secondary Teacher Education.

c) Do I pass Practicum once my visiting lecturer has been?
Passing the Practicum component of EDPRAC 608 involves an assessment of all of your associate teacher reports and visiting lecturer reports throughout the year. Your visiting lecturer is only providing part of that information. Practicum continues right until the end – you do not stop teaching once your visiting lecturer has observed you.

d) What do I hand it at the end of Practicum?
The original copy of the final Associate Teacher Report(s) after you have taken a copy for your own records, plus your teaching log are handed in to the Practicum Office in H202.

e) What is the difference between the Practicum File and My Portfolio?
The Practicum File is a hard copy of the information you gather from and about the school, lesson plans, resources and observations, etc (see page 13 for details). This needs to be available for your visiting lecturer and your associate teacher. If you have some of this information stored digitally, be prepared to bring your portable device with you to show your visiting lecturer and associate teacher as required.

My Portfolio is the platform used to create your e-portfolio. Your professional e-portfolio will act as a repository for the many files of resources, lesson and unit plans you will create while on practicum, as well as a journal, recording your reactions and thoughts about practicum incidents, events and dilemmas that are significant to you. This will be used to create your Graduating Teacher Standards presentation and may be used to showcase your learning journey for other purposes, such as job applications.