



THE UNIVERSITY
OF AUCKLAND

FACULTY OF EDUCATION

Te Kura Akoranga o Tāmaki Makaurau
Incorporating the Auckland College of Education

Practicum Handbook

Bachelor of Education (Teaching)
Primary Specialisation

EDPRAC 101

EDPRAC 201

EDPRAC 305

Revised version
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EDPRAC 101		EDPRAC 201		EDPRAC 305	
Learning outcomes	Assessment criteria	Learning outcomes	Assessment criteria	Learning outcomes	Assessment criteria
1. Describe a beginning awareness of the teacher's role in enabling learning in a complex environment	1.1 the complex roles that teachers carry out within the class and wider school environment are explored 1.2 social, cultural and political factors that impact on the teaching/learning process are identified and discussed thoughtfully	1. Explain the contextual complexities associated with own teaching and reflect on ways to manage these	1.1 the implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner	1. Critically analyse the contextual complexities associated with own teaching and the effectiveness of own responses	1.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision making and personal practice 1.2 legislative requirements and school policies are discussed and implemented
2. Demonstrate an ability to communicate and establish professional relationships	2.1 appropriate communication with learners and colleagues is established competently 2.2 appropriate relationships with learners and colleagues are established positively	2. Communicate effectively with children and adults and establish professional relationships within the school community	2.1 effective communication with children, colleagues, parents/whanau is practised consistently and reflected upon regularly 2.2 effective professional relationships within the educational community of the school are practised consistently	2. Communicate effectively and establish professional relationships within the professional educational community	2.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon 2.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon
3. Demonstrate an emerging pedagogical practice that contributes to children's learning and is informed by theory and practice	3.1 planning is clearly informed by discussion about and analysis of focussed observations of children's learning, interests, and abilities 3.2 different ways of teaching to suit children's interests and learning needs are identified and discussed as a result of focussed observations 3.3 planning is appropriately informed by relevant curriculum documents, theory, and research 3.4 teaching/learning experiences that enhance children's learning are carefully planned, implemented and evaluated 3.5 children's behaviour is guided positively and fairly, with support and consistency	3. Demonstrate effective pedagogical practice that optimises children's learning and is informed by theory, research and practice	3.1 planning is informed by discussion about and thoughtful analysis of focussed observations and assessment information in accordance with policy documents 3.2 a variety of teaching/learning approaches to enhance children's learning are selected in an informed manner when planning and enacted in teaching 3.3 sequential teaching/learning experiences are planned, implemented assessed and evaluated (across a range of curriculum areas) with multiple groups and whole class 3.4 children's social competence is fostered by strategies that are contextually appropriate and consistently applied 3.5 bicultural practices and diversity are considered when planning for learning	3. Demonstrate effective pedagogical practice that is informed by theory, research, practice and a personal philosophy	3.1 planning is informed by effective use of curricula and content knowledge, policy documents, appropriate learning and teaching approaches, inclusive practice and current assessment information 3.2 children's learning is consistently monitored, analysed and evaluated through a range of assessment procedures 3.3 extended teaching/learning experiences are effectively planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class 3.4 pedagogical practice is critically reflected upon in relation to a written personal, professional philosophy 3.5 appropriate management strategies to enhance children's social competence are ethically selected, effectively implemented and critically evaluated
4. Consider and demonstrate what it is to be an emerging professional in Aotearoa/New Zealand	4.1 positive personal and professional responsibilities are demonstrated appropriately 4.2 requirements stipulated by the NZ Teachers Council <i>Fit to be a Teacher Criteria</i> and the NZTCGTS are demonstrated appropriately 4.3 practicum related professional development 'next steps' are identified, actioned, and evaluated with support 4.4 opportunities for professional growth are recognised and appropriate procedures to capitalise upon these are identified, and critically reflected upon with beginning insight 4.5 bicultural practices and issues of diversity are identified and discussed thoughtfully	4. Consistently demonstrate the behaviour and dispositions expected of a professional teacher in Aotearoa/New Zealand	4.1 positive personal and professional responsibilities are demonstrated appropriately 4.2 requirements stipulated by the NZ Teachers Council, and the NZTCGTS are demonstrated appropriately 4.3 practicum related professional development 'next steps' are identified, actioned and evaluated effectively 4.4 opportunities for professional growth are recognised and appropriate procedures to capitalise upon these are identified, and critically reflected upon	4. Consistently demonstrate and reflect upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand	4.1 professional agency is appropriately exercised and critically reflected upon 4.2 requirements stipulated by the NZ Teachers Council, and the NZTCGTS are demonstrated appropriately 4.3 practicum related professional development goals are effectively actioned and evaluated critically 4.4 the moral and political dimensions of professional dilemmas are critically reflected upon 4.5 ethical professional practice is consistently demonstrated and critically reflected upon

Bachelor of Education (Teaching) Primary Practicum Courses

Within the Bachelor of Education (Teaching) Primary qualification, there are three EDPRAC (practicum) courses, each comprising on-campus sessions and a school-based practicum placement.

Practicum placements

There are four practicum placements - two in the first year for EDPRAC 101 (a one-week orientation in the first semester, followed by a five-week placement in the second semester); a five-week placement in the second year (EDPRAC 201); and a ten-week placement in the third year (EDPRAC 305, comprising 3 weeks at the beginning of the school year followed by a further seven weeks later in the year).

Practicum learning outcomes are based upon four recurring themes:

- understanding the complexity of the teacher's role and the educational context
- forming professional relationships - including effective communication
- focusing on purposeful teaching and learning
- being a professional teacher in Aotearoa/New Zealand

Each EDPRAC course has a specific purpose:

EDPRAC 101 - The Professional Teacher: Primary 1 provides opportunity for student teachers to consider the teacher's professional role when providing learning within a school environment.

EDPRAC 201 - The Professional Teacher: Primary 2 provides opportunity for student teachers to focus on effective pedagogical practice that optimises the learning of children.

EDPRAC 305 - Enabling Achievement Primary: Primary 3 provides opportunity for student teachers to create and sustain purposeful learning that enables achievement for all learners. During this practicum, student teachers synthesise their learning from the Bachelor of Education (Teaching) as they prepare for their beginning years as a provisionally registered teacher.

Important note:

Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth. It is a Ministry of Education requirement that a class remains under the supervision of an employed registered teacher at all times when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the *in loco parentis* role and carries the responsibility for what occurs in that room. The student teacher must know where this person is and how to seek their support when needed.

Student Teachers' Professional Conduct and Expectations during Practicum

Professional Relationships

Student teachers must demonstrate professional behaviour and responsible practice through all of their practicum experiences. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections entitled 'Practicum Placements' and 'Confidentiality on Practicum'. Student teachers should also refer to the New Zealand Teachers Council's Graduating Teacher Standards, Code of Ethics for Registered Teachers, and definition of '*Good Character and Fit to be a Teacher*' (refer <http://www.teacherscouncil.govt.nz>). Student teachers are expected to be fully involved in the corporate life of the school and demonstrate collaboration with others, equitable practices, and positive involvement. They should preserve confidence at all times.

Professional Conduct

Student teachers are expected to:

- contact the associate teacher/school before practicum commences to confirm placement requirements e.g. reporting on first day, parking, dress code
- become familiar with any policies and procedures the school may require for student teachers while on practicum
- attend school for approximately eight hours each day as appropriate to meet the expectations of the practicum. The starting and finishing times are to be negotiated with the associate teacher (usually between 8.00am - 4.00pm), although commitment to fulfil the full-class-responsibility component of the practicum, staff and team meetings may extend this
- ensure their own availability for time to seek guidance and discuss their learning and development
- give the associate teacher positive support at all times
- avoid extremes of fashion and be conservative in appearance when they first arrive at school. Student teachers should seek information about school expectations for professional dress and practices
- avoid situations where they may be left alone with a child
- avoid any situation where they would be in bodily contact with a child
- refrain from borrowing or taking teachers' property or school records from the school without permission
- contribute to tea money and related expenses as required (e.g. photocopying)
- demonstrate awareness of professional and ethical boundaries

School Policies

Student teachers should become familiar with school policies, particularly those about:

- | | |
|--|---|
| • being alone with pupils | • school discipline |
| • sexual harassment | • children's safety |
| • physical contact with pupils | • publication of children's images and work |
| • giving comfort and first aid to pupils | • use of ICT – student teacher and children |

Maintaining Documentation

Student teachers are expected to maintain a high standard of documentation as would be expected of a professional beginning teacher in the school. Quality, rather than quantity, should be a key feature of all documentation. While notes may be taken during classroom hours, the final documentation should be completed outside this time.

Attendance

Full attendance and attention to professional requirements is expected during the practicum (this includes part-time student teachers). Concession is not given, and leave is not granted, to attend work-related commitments.

Absences

Student teachers who are unable to attend the practicum because of illness or for personal reasons must notify their school in an appropriate and reliable manner prior to the day of the absence (where possible) or before 8.00am on the day of the absence.

The visiting lecturer must also be informed of all absences by email.

If the absence takes place on the day of a visiting lecturer's scheduled visit, the lecturer must be informed as soon as possible.

When a student teacher is absent from practicum for five or more days a medical certificate from a registered medical practitioner must be submitted to the convenor of the practicum course.

Special Leave

Any leave from practicum must be approved by the convenor of the practicum course. All applications for leave, including university examinations, must be submitted to the convenor of the practicum course in advance of the leave sought. Leave application forms are available in hard copy and digitally from the Practicum Office, and are also available digitally on the Primary Practicum resources webpage (<http://www.education.auckland.ac.nz/uoa/home/about/schools-departments/ldpp/practicum/practicum-primary/primary-resources>).

Confidentiality on Practicum

Student teachers should preserve confidence at all times (refer to Bachelor of Education (Teaching) Handbook).

PLEASE NOTE:

- "The New Zealand Teachers Council's Code of Ethics...applies to teachers all the time, including when using social media" (New Zealand Teachers Council, 2013).
- Student teachers are advised that any comments about, photographs/video of, and materials relating to learners; parents/guardians and family/whānau; schools and their staff members; The University of Auckland and its staff members IN ALL MEDIA must comply with *The New Zealand Teachers Council's Code of Ethics* and the Faculty of Education guidelines, *Professionalism and the use of social media*.
- Permission must be obtained to collect all records, including photographs and videos.
- The school, associate teacher, and children must not be identifiable on any records retained.

(Refer:

<http://www.teacherscouncil.co.nz/content/code-ethics-registered-teachers>; <http://www.teachersandsocialmedia.co.nz/>;
<http://www.education.auckland.ac.nz/uoa/home/for/current-students/facilities-and-resources/social-media-guidelines>)

Visiting Lecturer Role

The Faculty of Education recognises that the visiting lecturer has an important responsibility in the monitoring, guidance, and assessment of student teachers' professional growth. However, the professional supervision of student teachers is seen as a collaborative process. Communication and liaison between the student teacher, associate teacher and visiting lecturer are therefore critical.

For all assessed practica, the visiting lecturer should make contact during the first week to arrange an initial visit. At the time of the initial visit, arrangements should be made for observation visit/s and the final professional conversation (see page 12). Where contact has not been made, student teachers should email or phone their visiting lecturer.

Throughout the practicum, a university lecturer acts as the Faculty of Education supervisor/liaison and should be the first point of contact for professional matters. They are most commonly referred to as visiting lecturers.

Procedures for Resolving Concerns during Practicum

Student teachers may wish to seek the help of a support person.

When the student teacher has a concern regarding his/her associate teacher

- 1.i The student teacher expresses concern to the associate teacher. Resolution may be achieved by professional discussion.
- 1.ii If the concern is unresolved, the student teacher seeks advice and guidance from a school senior leader and/or the visiting lecturer who will mediate, facilitating discussion between the student teacher and associate teacher. Ideally, a way forward will be found.
- 1.iii If the concern remains unresolved, the visiting lecturer will contact the Practicum Convenor for help facilitating a resolution and to discuss recommendations. A senior leader from the school may also be consulted.
- 1.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the student teacher

- 2.i The associate teacher expresses concern to the student teacher. Resolution may be achieved through professional discussion.
- 2.ii If the concern is unresolved, the associate teacher seeks help from a school senior leader and/or the visiting lecturer who will mediate, facilitating discussion between the associate teacher and student teacher. Ideally, a way forward will be found.
- 2.iii If the concern remains unresolved, the visiting lecturer will contact the Practicum Convenor for help facilitating a resolution and to discuss recommendations. A senior leader from the school may also be consulted.
- 2.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the visiting lecturer

- 3.i The associate teacher expresses concern to the visiting lecturer. Resolution may be achieved through professional discussion.
- 3.ii If the concern is unresolved, the associate teacher will contact the Practicum Convenor for help facilitating a resolution between the associate teacher and the visiting lecturer. A senior leader from the school may also be consulted. The associate teacher may wish to have a senior leader from the school present.

When the visiting lecturer has a concern regarding the associate teacher

- 4.i The visiting lecturer expresses concern to the associate teacher. Resolution may be achieved through professional discussion.
- 4.ii If the concern is unresolved, the visiting lecturer will contact the Practicum Convenor for help facilitating a resolution between the visiting lecturer and the associate teacher. The associate teacher may wish to seek support from a senior leader at the school.

When the student teacher has a concern regarding the visiting lecturer

- 5.i The student teacher expresses concern to the visiting lecturer. Resolution may be achieved by professional discussion.
- 5.ii If the concern is unresolved, the student teacher may address concerns to the Practicum Convenor who will help facilitate a resolution.

Guidelines

Guidelines for Focused Observations

The purpose of observation is to develop awareness of the teacher's role in the teaching process and to develop insight into the impact of the teacher's actions on children's learning. Observations are not intended to initiate a process of imitation. Rather, they are an opportunity for student teachers' professional learning. Carefully planned observations should provide opportunities for discussion, analysis, and reflection to support student teachers' developing practice (Cameron, Baker, & Lovett, 2006). Final documentation should occur outside school hours.

Process for student teachers' focused observations

In order to maximise student teacher opportunities for professional learning, it is expected that student teacher observation will be ongoing throughout the practicum. In consultation with the associate teacher, further observations will often be incorporated as part of 'next steps'.

- **Before** a planned observation, the student teacher and associate teacher identify and discuss the specific focus;
- **During** observation, the student teacher focuses on and records information relevant to the specific focus in an appropriate format;
- **After** observation, the student teacher discusses information collected with the associate teacher and raises questions to help clarify his/her understanding. Key points from the discussion are recorded, and 'next steps' identified.

Purpose of post-observation analysis

To develop the student teacher's understanding of the significance of evidence-based teaching.

Cumulatively, post-observation analyses will contribute to the student teacher's ability to answer the following questions...

- What does effective teaching look like?
- Is learning occurring? What evidence is there?
- What are the implications for my practice?
- What are my 'next steps'?

Associate teacher observation of student teacher

Ongoing associate teacher observation of student teachers throughout the practicum will also support student teacher opportunities for professional learning. Associate teacher feedback to students provides opportunities to identify appropriate 'next steps', thus guiding student teachers in refining and developing particular aspects of their practice.

Guidelines for Assessing, Planning, Implementing and Evaluating Learning and Teaching

Assessment for learning should be part of effective planning for teaching and learning. A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work (Assessment Reform Group, 2002). Evaluation utilises assessment data by requiring teachers to decide whether or not students have learned what was intended, to what extent this has occurred, and the impact of the teacher's actions on children's learning. These judgements should inform ongoing planning for teaching and learning (Hill, 2012).

When planning, consideration should be given to establishing a purposeful learning environment and ensuring safe practices. Student teachers must use an appropriate planning format that clearly shows the learning sought (learning intentions), preparation/organisation, lesson sequence/s incorporating teacher questions to promote learning, assessment strategies, and evaluations of the learning and the teaching. Learning intentions should show links to *The New Zealand Curriculum* (Ministry of Education, 2007), assessment information, and the planned learning experiences. Success criteria could be identified to assist with the monitoring/assessment process.

Opportunities for teaching should be negotiated with the associate teacher, e.g. as part of 'next steps'. It may be preferable for student teachers to initially experience success and develop confidence with groups of children and single class lessons, leading to management of the whole class in a range of curriculum areas for specified time periods (refer specific practicum course briefs).

During practicum, student teachers are encouraged to use **information and communication technologies (ICT)** purposefully and as appropriate to enhance children's learning. They should seek opportunities to increase their knowledge and use of ICT, and their awareness of the different ways ICT is incorporated into teaching and learning in the classroom, and within the school/community.

Guidelines for Reflection

Reflective practice involves thinking about and critically analysing one's **own** actions with the goal of improving one's **own** professional practice. Thus, critical reflection is central to professional growth and development. Engaging in reflective practice requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect their practice (Kottkamp, 1990; Osterman, 1990; Peters, 1991).

In order to maximise student teacher opportunities for professional learning, it is expected that student teachers will reflect critically throughout the practicum. This, together with on-going observations of the student teacher's practice by their associate teacher, will promote the identification of authentic 'next steps'.

Through regular discussion and examination of the student teacher's practice, associate teachers support the process of reflection. It is also helpful when associate teachers articulate their beliefs about teaching and learning and the reasons for the decisions they make, particularly during post-observation analysis with student teachers.

There are a number of different models that can be used for reflecting on practice. During each practicum, student teachers are required to reflect regularly on their own teaching, learning, and interactions using the DATA model (Peters, 1991), or another model of their choice.

DATA model (Peters, 1991)

DATA is an acronym that represents the four stages in the model:

- Describe
- Analyse
- Theorise
- Act

Describe an incident representing a specific aspect of own practice that the practitioner desires to change.

Analyse the incident by considering why this aspect of own practice operates as it does, i.e. own values and assumptions that support current practice.

Theorise by identifying alternative ways of approaching own practice, i.e. by taking the theory revealed at the 'Analyse' stage and deriving new theory from it, or attaching it to new or different theory.

Act involves putting the new theory into practice or trying out a new way of doing things. The goal is to make new practice consistent with the theory developed as a result of reflection. Student teachers, in discussion with their associate teacher, should identify 'next steps' as a result of the 'Act' phase to ensure alignment between their reflection and their practice.

Assessing Student Teacher Preparedness to Enter the Profession

The aim of the Bachelor of Education (Teaching) degree is to prepare student teachers for entry into the teaching profession. Student teachers' preparedness to enter the profession is assessed against the Faculty of Education's Teacher Education Graduate Outcomes (expressed through individual course learning outcomes), in tandem with the New Zealand Teachers Council Graduating Teacher Standards (NZTCGTS) (refer p.14).

The Graduating Teacher Standards are a requirement of the New Zealand Teachers Council who act on behalf of the profession to ensure that beginning teachers have the knowledge, skills, and dispositions required to be effective teachers. The NZTCGTS are arranged in three themes with 29 aspects in total. All of the aspects of the standards have been cross-referenced against the courses that student teachers will complete for their degree. Passes in all courses in the degree ensure that these standards will have been met by the end of the programme.

The Professional Portfolio

A professional portfolio designed to showcase teachers as professionals is "*a planned and organised collection of artefacts and reflections on those professional qualities and practices that illustrate who one is as a professional*" (Goodfellow, 2004, p. 66). For the dual purpose of documenting student teachers' progress over time and attesting to their achievement against the NZTCGTS, the development of a professional portfolio requires a fusion of both process and product.

The process of collating a professional portfolio provides each student teacher with opportunities for examination and reflection throughout the journey of their teacher education programme. The professional portfolio will provide evidence of the student teacher's achievement against the Faculty of Education's Teacher Education Graduate Outcomes and the NZTCGTS. It draws on all aspects of the Bachelor of Education (Teaching) programme and will be referenced by each student teacher during practicum courses (refer individual practicum briefs).

During each practicum, student teachers should collect evidence/artefacts and be able to clearly articulate a justification for their inclusion in their professional portfolio. Some evidence/ artefacts (for example, a longer term plan/unit of work that student teachers have planned and taught) might demonstrate more than one Faculty of Education Graduate Outcome and/or meet more than one aspect of the NZTCGTS.

Development of an electronic portfolio that reflects all aspects of the Bachelor of Education (Teaching) degree programme is a student teacher's professional responsibility. The Faculty of Education utilises Mahara (**My Portfolio**) as the electronic platform, accessible by student teachers from 'Quick Links' on the Faculty website home page (<http://www.education.auckland.ac.nz/uoa/>).

Practicum Assessment

Assessment of Student Teachers' Learning

Hagger and McIntyre (2006) state "...that priority in initial professional teacher education should be given to three tasks relating to the classroom teaching expertise of beginning teachers:

- the development of an initial level of teaching competence sufficient to make them satisfactory classroom teachers;
- the development of their capacity for continuing development through their own personal professional learning;
- the development of their capacity for critical engagement with suggested innovations in classroom practice" (p.37).

These aspects of student teachers' learning are assessed both formatively and summatively for all practicum courses, except the one-week orientation in EDPRAC 101 (non-assessed) and EDPRAC 305 Part A (formative assessment only). The learning outcomes for each practicum, linked to associated New Zealand Teachers Council's Graduating Teacher Standards (NZTCGTS), are outlined in each of the practicum briefs. Associate teacher contribution to evidence-based assessment in relation to course learning outcomes and NZTCGTS is integral to the overall assessment of student teachers in the practicum.

Formative assessment

In the practicum context, formative assessment (assessment for learning) involves seeking and interpreting evidence for use by student teachers and their associate teachers to decide where the student teachers are in their learning, where they need to go, and how best to get there (Assessment Reform Group, 2002). This process guides decisions about a student teacher's 'next steps' and provides feedback so that student teachers can improve their practice.

Regular written and verbal feedback:

- is vital for student teachers' learning and professional growth;
- assists student teachers to provide evidence that the learning outcomes have been met.

Discussion of learning and progress:

- will enable student teachers to identify and plan implementation of 'next steps';
- encourages student teachers to self-evaluate and reflect upon their learning and teaching.

Questions to guide discussion might include:

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| ▪ What did you hope to achieve? | ▪ What have you learnt about yourself/about the children as a result? |
| ▪ What was the basis for your decisions? | ▪ What do your practices say about your assumptions, values and beliefs about teaching? |
| ▪ What would you do differently next time? | ▪ Where did these practices come from? |
| ▪ How will you do this? | ▪ Whose interests do they seem to serve? |
| ▪ What do you anticipate? | ▪ What might constrain your views of what is possible? |
| ▪ What are the challenges that arise for you out of this? | ▪ How will this information inform your future planning for this group of children? |
| ▪ How will/did your decisions influence...? (e.g. children's learning; what occurred) | |

Summative assessment

Summative assessment of the student teacher's learning in the practicum will be based upon professional judgement in relation to their achievement of the learning outcomes and assessment criteria for each course.

To gain a pass for the course, student teachers must achieve all of the learning outcomes. Towards the end of the practicum, student teacher performance is jointly assessed with input from the associate teacher, the student teacher, and the visiting lecturer. The contribution of **all** parties to this summative assessment meeting is particularly important. A three-way professional conversation is an effective forum for this purpose.

Prior to the professional conversation, the student teacher and the associate teacher should each complete a pre-assessment of performance, as demonstrated at that time, using the assessment reports provided. At the professional conversation, the associate teacher, student teacher, and visiting lecturer will each contribute his/her informed professional judgement of the student teacher's work in relation to the learning outcomes, as demonstrated through the assessment criteria.

The professional conversation is facilitated by the visiting lecturer and evidence-based consensus is sought. Student teachers will be expected to take a role in leading aspect/s of the professional conversation, referencing evidence from their professional portfolio.

Assessment evidence may include...

From the Student Teacher	Documentation of observations, assessment, planning, teaching evaluations and reflections; records of self-determined professional activity; self-assessment report
From the Associate Teacher	Documentation of regular written and oral feedback/forward; associate teacher assessment report
From the Visiting Lecturer	Documentation collected from the observation/s and the student's file

For **EDPRAC 101 and 201**: Where it is not possible for all parties to attend the professional conversation, an alternative arrangement may be negotiated, or the following procedures implemented:

- Student teacher and associate teacher each complete pre-assessments prior to the visiting lecturer's visit
- Visiting lecturer and associate teacher discuss performance demonstrated by the student teacher, as indicated on the associate teacher's report and in notes/observations made by the visiting lecturer
- Visiting lecturer and student teacher discuss performance demonstrated, referring to associate teacher and student teacher pre-assessment reports, and visiting lecturer notes/ observations

Following the professional conversation:

The visiting lecturer records the provisional assessment agreed upon. Where performance has been maintained, the provisional assessment is confirmed by the associate teacher in their report at the end of the practicum. When necessary, further visits may be made, additional evidence required, and/or ongoing contact maintained. Associate teachers should continue to add comments to their report until the end of the practicum and discuss these with the student teacher. The final report should be given to the student teacher to bring to the visiting lecturer, who records the final assessment when the student teacher returns to the Faculty.

For **EDPRAC 305**, following the professional conversation, the student teacher will present evidence from their professional portfolio which demonstrates their achievement of the NZTCGTS.

For all practicum courses the ultimate responsibility for a student teacher's assessment rests with the Faculty of Education.
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New Zealand Teachers Council Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners. (Refer <http://www.teacherscouncil.govt.nz/te/gts/>)

Professional Knowledge

Standard One: Graduating Teachers know what to teach

- a. have content knowledge appropriate to the learners and learning areas of their programme.
- b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

- a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- c. know how to develop metacognitive strategies of diverse learners.
- d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

- a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- b. use and sequence a range of learning experiences to influence and promote learner achievement.
- c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

- a. systematically and critically engage with evidence to reflect on and refine their practice.
- b. gather, analyse and use assessment information to improve learning and inform planning.
- c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

- a. recognise how differing values and beliefs may impact on learners and their learning.
- b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- c. build effective relationships with their learners.
- d. promote a learning culture which engages diverse learners effectively.
- e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

- a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.
- b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

New Zealand Teachers Council Requirements – ‘Good Character and Fit to be a Teacher’ Policy (November 2007)

Student teachers should be aware that the New Zealand Teachers' Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must:

(a) have a police vet satisfactory to the Council; (b) display respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily (refer <http://www.teacherscouncil.govt.nz/required/goodcharacter2007.pdf>).

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is 'Fit to be a Teacher' should have the personal qualities to operate in four domains: in the **teaching/learning** space (e.g. classroom), in the **learning centre** (e.g. school, kohanga reo), in the **community**, and in the teaching **profession**. In each domain, a teacher will interact with **learners** (students), **parents/whanau/caregivers**, **employers**, and **colleagues**, and should at all times maintain high standards of:

Trustworthiness, to

- work independently and without supervision
- meet any reasonable requirements for the protection and safety of others
- preserve confidences

Honesty, to

- demonstrate integrity to 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 views 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 Māori 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 unfit 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.

Student teachers should also be aware of the Teachers' Council Code of Ethics
(Refer <http://www.teacherscouncil.co.nz/content/code-ethics-registered-teachers>)

Reminders

Reminders for associate teachers

Associate teacher actions that will support student teachers achieve the learning outcomes of the practicum:

- ensure student teacher awareness of school policies and his/her responsibilities
- become familiar with the learning outcomes, assessment criteria and essential requirements of the practicum
- discuss practicum requirements and key questions with student teacher during week one
- schedule regular opportunities to discuss and monitor learning outcomes with student teacher
- check and discuss student teacher's documentation/file regularly
- make associate teacher planning/assessment records available for discussion
- plan for/discuss student teacher observations of teaching and learning as per requirements
- identify with student teacher 'next steps' in their professional learning (ongoing), and support implementation of these, together with regular student teacher reflection
- provide regular written and oral feedback on student teacher's teaching and learning
- prepare associate teacher provisional assessment prior to the lecturer observation/professional conversation visit
- discuss provisional assessment and confirm final comments with student teacher at end of practicum

Reminders for student teachers

To assist successful achievement of the learning outcomes, student teachers will need to:

- refer to learning outcomes, assessment criteria and key questions regularly
- be familiar with all requirements in Practicum Handbook and practicum course brief
- engage in professional dialogue and negotiation with the associate teacher
- complete all specific requirements of the practicum course
- use all opportunities to extend personal professional growth
- ensure preparation is effectively carried out
- present planning to the associate teacher in advance of teaching
- reflect on own learning and teaching regularly
- identify and action 'next steps' in collaboration with associate teacher
- maintain a professional file that documents teaching and learning
- email any reflections/tasks as required
- complete the self-assessment report in time for the professional conversation
- be professional at all times; demonstrating ethical behaviour, initiative and active involvement
- collect and organise artefacts for your e-portfolio as evidence of NZTCGTS achievement

Reminders for visiting lecturers

The visiting lecturer will arrange an initial visit to:

- clarify requirements with both associate teacher and student teacher
- check that a file has been established
- arrange observation and assessment visit(s)
- provide support where required

During the observation/ assessment visit, the visiting lecturer will:

- observe a planned lesson (approx 45 minutes - 1 hour)
- check student teacher file
- facilitate a professional conversation (approx 30 minutes)
- indicate a provisional assessment on the assessment report
- discuss 'next steps' and recommendations as required
- plan for further visit/s as required

At the conclusion of the practicum the visiting lecturer will:

- view associate teacher's completed report
- confirm and record the final assessment result and indicate any recommendations to the practicum convenor/coordinator
- complete the visiting lecturer's report

Each student teacher must deliver the original copy of the completed Associate Teacher Assessment Report form and Visiting Lecturer Assessment Report form to their designated Practicum Office.

Overview of Bachelor of Education (Teaching) programme

An overview of course content: it is important to note that, for a wide range of reasons, student teachers do not always progress through the programme in this order.

Year One papers

Course Title	Brief Course Description
Development, Learning and Teaching (EDUC 119)	<ul style="list-style-type: none"> - an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings - creating effective learning environments which foster high levels of motivation for all learners - behavioural, cognitive, constructivist and social approaches to teaching and learning
Arts Education Primary (EDCURRIC 101)	<ul style="list-style-type: none"> - knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art.
Primary Mathematics and Statistics Education 1 (EDCURRIC 104)	<ul style="list-style-type: none"> - knowledge and understanding of the nature of mathematics and statistics - purpose and role of mathematics and statistics in the New Zealand Curriculum Framework - the components of, and key concepts in, the national curriculum
Technology Education Primary (EDCURRIC 107)	<ul style="list-style-type: none"> - knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in Technology Education
Hapai Akonga (EDPROFST 100)	<ul style="list-style-type: none"> - the importance of Maori language and culture in New Zealand Education - developing ability in Te Reo and Mātauranga Maori - incorporating Maori culture and language into pedagogical practices to be productive for Maori educational aspirations as well as the education of all students
Language and Literacy Education Primary 1 (EDCURRIC 102)	<ul style="list-style-type: none"> - knowledge, skills and attitudes associated with planning, teaching and assessing for students' learning in the English curriculum
History and Society in NZ Education (EDUC 118)	<ul style="list-style-type: none"> - the wider context of New Zealand education through a historical and contemporary overview - learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.
The Professional Teacher Primary 1	EDPRAC 101

Year Two papers

Course Title	Brief Course Description
Assessment for Learning and Teaching (EDPROFST 214)	<ul style="list-style-type: none"> - assessment for learning, for teaching, and of learning with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each - appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning
Health and Physical Education (EDCURRIC 103)	<ul style="list-style-type: none"> - understandings of the theories, concepts and practices that support learning and teaching in health and physical education
Social Studies Education Primary (EDCURRIC 106)	<ul style="list-style-type: none"> - knowledge and skills associated with planning for teaching and learning in Social Studies
Practicum Primary 2	EDPRAC 201
Promoting Achievement for Diverse Learners (EDPROFST 205)	<ul style="list-style-type: none"> - diversity in the New Zealand context and its implications for teaching and learning - strategies to address identified underachievement - psychological and sociological theory and research - examines practices that create effective teaching and learning environments for diverse/all learners
Science Education Primary (EDCURRIC 105)	<ul style="list-style-type: none"> - the nature of science that supports conceptual understandings and quality teaching and learning approaches in science education
Primary Mathematics and Statistics Education 2 (EDCURRIC 204)	<ul style="list-style-type: none"> - knowledge, skills and understanding for designing quality learning experiences for diverse learners - the concepts and learning progressions in the national curriculum - theoretical models of teaching, learning and assessment which inform teachers about the growth of understanding
General Education	Student teachers select one from a range of General Education papers

Year Three papers

Course Title	Brief Course Description
Politics, Philosophy and Education (EDUC 321)	<ul style="list-style-type: none"> - the relationship between local, national and global politics, and education in Aotearoa New Zealand - philosophical perspectives on teaching and the relationship between educational theory and practice
Languages and Literacy Education Primary 2 (EDCURRIC 202)	<ul style="list-style-type: none"> - knowledge, skills and attitudes associated with planning, teaching and assessing for individual students' learning in the English curriculum - effective literacy practices for working with individual learners - concepts of literacy, including bilingualism and biliteracy
Enabling Achievement	EDPRAC 305
The Professional Teacher (EDPROFST 313) <i>Generally studied concurrently with EDPRAC 305 Part B</i>	<ul style="list-style-type: none"> - theories, evidence informed practices, and attitudes that are critical to being a professional teacher - concepts such as teacher self-efficacy, teacher inquiry, knowledge building and reflection - factors that support the transition from student teacher to teacher - professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements
3 optional papers	Student teachers self-select three options in their second semester