

# **FACULTY OF EDUCATION, UNIVERSITY OF WAIKATO**

## **Conceptual framework for primary school based practicum experiences**

### ***What do we want to achieve from having pre-service teachers placed on school-based experiences?***

School-based practicum experiences are crucial to the design and delivery of teacher education programmes at the Faculty of Education, University of Waikato. This view is articulated by people within the Faculty, by professional partners in school and by other stakeholders including pre-service teachers and the Education Council. Commitment to practicum is demonstrated through the excellent systems built on a manifesto of extensive experiences, rigorous critique and sustained credibility. Continued improvement in the school-based experiences for all pre-service teachers depends on a sound conceptual framework.

**In placing our pre-service teachers on school-based experiences throughout our primary programmes, they will be provided with the opportunity to be mentored within quality, authentic New Zealand/Aotearoa school communities where they can observe and experience the complexities of the teaching profession.**

### **These experiences will enable pre-service teachers to:**

- Have opportunities to develop professional relationships
- Continue to develop content and pedagogical knowledge
- Have opportunities to practice theory and theorise practice
- Experience the implementation of *The New Zealand Curriculum* in a school context
- Work independently and collaboratively to create appropriate experiences for learners
- Develop effective pedagogical strategies
- Understand and experience Teaching as Inquiry
- Develop bicultural and multicultural competencies
- Develop personal professional qualities
- Use all experiences as a basis for reflection and the development of a personal philosophy.

These broad competencies should be considered in conjunction with the specific evaluative criteria for each practicum and the Education Council's Graduating Teacher Standards.