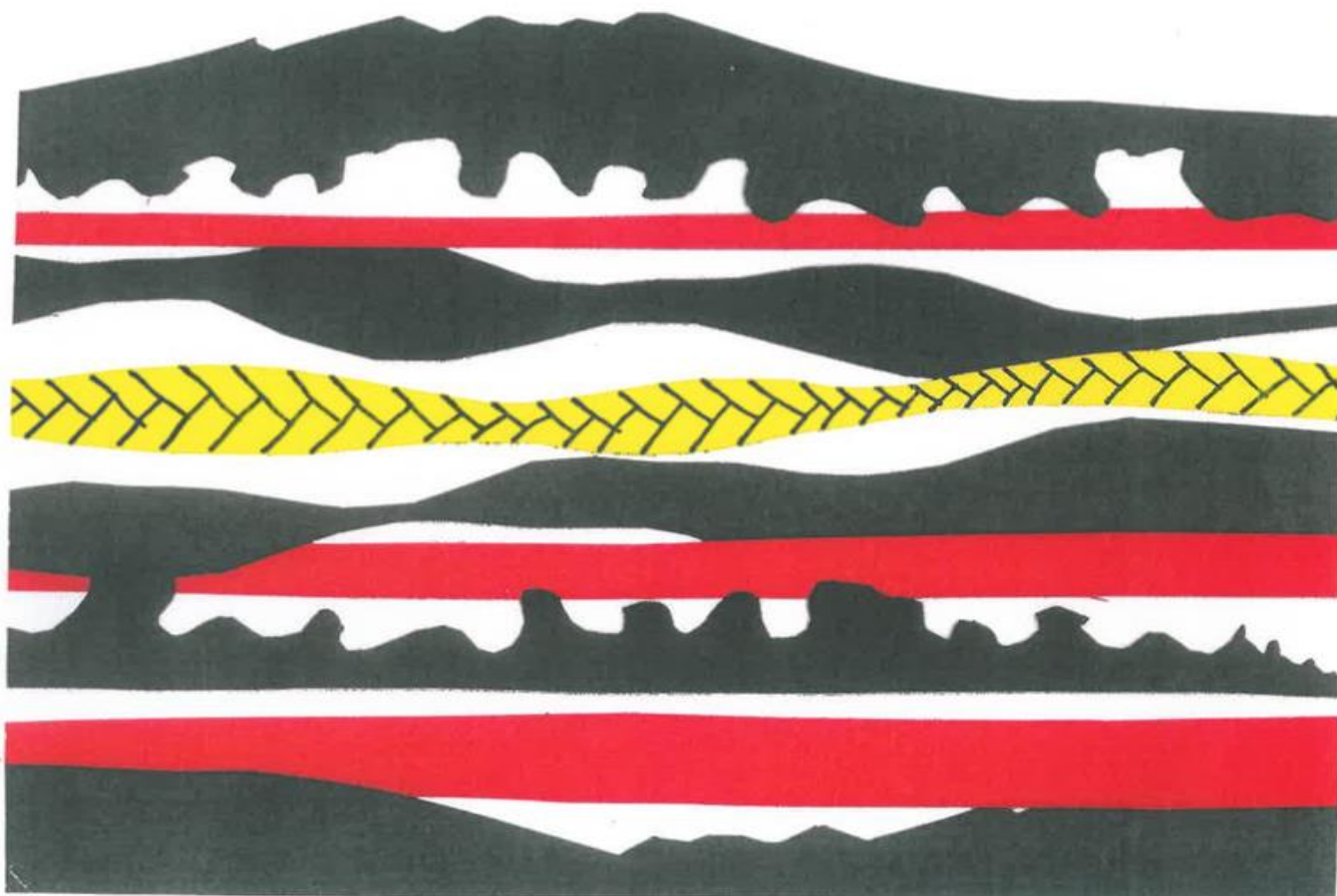




THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Te Kura Toi Tangata
Faculty of Education



YEAR TWO
PRIMARY TEACHING PRACTICUM
HANDBOOK 2018

Yr 2 Practicum: Ham, MMP, Tga

August 6 – September 14 (6 weeks)

A handbook for the information of principals, Associate Teachers, pre-service teachers
and University staff

Primary Teaching Practice Office
Te Kura Toi Tangata Faculty of Education
University of Waikato
Private Bag 3105
HAMILTON

PRIMARY PRACTICUM STAFF

To phone direct, dial (07) 838 4466, then at the prompt dial the extension number of the person whom you wish to call.

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Clark McPhillips 07 837 9636
Email clarkmcp@waikato.ac.nz Room TC2.69

Primary Teaching Practice Administrator:

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Primary Teaching Practice Liaison Team:

Liaison lecturers whose names are asterisked are part time staff members and do not have offices on campus. You will need to contact them by phone or email.

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Phone (07) 838 4500

Practicum website – http://edlinked.foe.waikato.ac.nz/~primary_practicum

PRACTICUM OVERVIEW YEAR TWO

W E E K 1	Pre-service teacher has handed the Profile and Report folder to associate and discussed during pre-practicum visit	
	Pre-service teacher is aware of school rules and responsibilities	
	Year 2 handbook and practicum tasks discussed with pre-service teacher	
	Pre-service teacher has seen and is familiar with Associate Teacher's planning, class organisation and management systems	
	Pre-service teacher has seen class records including data profiles on children	
	Long term teaching programme has been planned; units selected (use planner on next page or an equivalent)	
	Pre-service teacher has observed associate teaching in major curriculum areas	
	Programme discussed with liaison lecturer (or week 2)	
	Pre-service teacher working with groups and whole class on regular basis and assessing outcomes	
	Written critiques on pre-service teacher lessons provided by Associate Teacher	
	Pre-service teacher has ring-binder or equivalent set up as practicum folder/file	
W E E K 2	Pre-service teacher's planning checked and approved	
	Written critiques on pre-service teacher lessons provided	
	Regular group and whole class teaching and assessment	
	Series of lessons in major curriculum areas begun (group/class) and assessment of these	
	Programme discussed with liaison lecturer (or week 1)	
	Notification of first evaluative visit received (or week 3)	
W E E K S 3/4	Pre-service teacher's planning checked and approved	
	Written critiques on pre-service teacher lessons are being provided	
	Evaluative visit will occur during weeks 4 to 6. Second visit arranged if required	
	Regular group and whole class teaching and assessment	
	Series of lessons in major curriculum areas and assessment.	
	Lessons in other curriculum areas and assessment	
	Periods of full control up to 1/2 day / full day	
W E E K S 5/6	Pre-service teacher's planning checked and approved	
	Written critiques on pre-service teacher lessons are being provided	
	Subsequent evaluative visit if required. Discussion with lecturer. Further visit organised if required.	
	Series of lessons in major curriculum areas and assessment	
	One week of full control and assessment	
	Associate report written, pre-service teacher reads and signs report (wk 6)	

LONG TERM PLANNER

WEEK	1	2	3	4	5	6
Oral Language Speaking/Listening						
Written Language Reading/Writing						
Visual Language Viewing/Presenting						
MATHS						
SCIENCE						
SOCIAL STUDIES						
HEALTH & PHYS ED						
MAORI						
THE ARTS						
ENVIRONMENTAL ED						
TECHNOLOGY						
DUTY						
LIBRARY						
ROLL						
CLASS ACTIVS						
SCHOOL ACTIVS						
PROF. PRAC. 2						

AIMS OF YEAR 2 PRACTICUM

FOR PRE-SERVICE TEACHERS TO:

- build on the experiences of the first teaching practicum and move towards the goal of becoming confident, independent and effective teachers.
- demonstrate the appropriate personal and professional standards and attitudes in relation to children, the Associate Teacher, and teaching in general.
- build quality relationships with children that form the basis for effective communication.
- develop a range of effective planning and recording techniques that will provide a basis for effective teaching and learning across a range of curriculum areas.
- implement appropriate assessment and evaluation procedures that take into account the needs of learners.
- demonstrate a satisfactory level of curriculum knowledge.
- extend their ability to manage and organise groups of children in a variety of situations including taking full control for a minimum of one week.
- further develop their individual range of teaching strategies.
- become involved in the corporate life of the school and share out of class duties of the Associate Teacher.

ASSOCIATE TEACHERS AND PRE-SERVICE TEACHERS IN MĀORI BILINGUAL AND IMMERSION CLASSES

Tātaireo: Ngā Taumata Reo Mo Ngā Pouako Paetahi O Ngā Hōtaka Mātauranga Pouako Hou - Rumaki Reo Māori

E te rangatira tēnā koe,

E whakaaro nui ana Te Kura Toi Tangata o te Whare Wānanga o Waikato mō ā koutou tautoko ki ngā ākonga kaiako reo Māori ki tō kura. E tika ana kia tuhia e ngā ākonga o te ara reo Māori ā rātou ake whāinga mō te reo Māori me ērā atu o ngā kaupapa i roto i ā rātou puka wā-kura.

He tono tēnei kia tutuki pai ai te pakaritanga o te reo o tō ākonga, mēnā ka tuhia e koe ōu arotakenga mō ēnei pukenga. Kei raro ētehi whakaaro mai i te Tātaireo hei āwhina i a koe. Kia tuhia o kōrero ki te rīpoata o te ākonga kaiako.

Kia rere te reo

Ngā pouako paetahi:

- i. ka mōhio ki te kōrero māhorahora kia kaha tonu ki tētehi matapaki mō tētehi kaupapa mātauranga.
- ii. ka taea te āta whakahāngai i te reo, me ōna whakapuakitanga, kia huatau, kia tōtika mō ngā taumata ākonga rerekē me ngā āhuatanga maha.
- iii. ka taea te whakamahuki i ngā kaupapa matatini, kia mārama, kia tika.
- iv. ka taea te kawē tikanga hei whakangāwari i te whakaaro tiketike kē atu i roto i ngā ākonga, ina koa; te maumahara kōrero, te whakamārama, te hoatu tikanga te hīraurau hopanga, te haumi kaupapa, me te aromātai.
- v. ka whakawhiti kōrero i runga i te māia, kia whai take tonu, mō te huhua o ngā āhuatanga e pā ana ki te pouako, tae atu ki te matapaki me te whakapūrongo kōrero mō te akoranga me ngā paetae o te ākonga.

Kia tika te reo

Ngā pouako paetahi:

- i. ka whakamahi i te matahuhuatanga o ngā rautaki whakawhiti kōrero me ngā āheinga reo kia tino pai, ki te reo Māori.
- ii. ka whakamahi i te matahuhuatanga o ngā kupu ahūwhānui, o ngā kupu whāiti hoki kia huatau, kia tika hoki, ki te reo Māori.
- iii. ka kōrero i te reo Māori me te matatau ki te reo, kia tika te whakahua, te haureo, me te mita.

Kia Māori te reo

Ngā pouako paetahi:

- i. ka whai reo hāngai tonu hei whakatenatena, hei whakahihiko, hei whakamihi i te ākonga.
- ii. ka taea te whakamahi i te matahuhuatanga o ngā āhuatanga reo whakarite, reo ā-whānau, kupu whakarite hoki o te reo Māori me te matatau, me te hāngai anō, i ngā horopaki whakaako, ako anō hoki.
- iii. ka mohio ki te whakamārama, ki te whakaatu hoki i ētehi wheako Māori motuhake e hāngai ana ki te whānuitanga o ngā horopaki ako.

Kia ora te reo

Nga pouako paetahi:

- i. ka whakamahi i ngā mātauranga whakaako reo tuarua hei tautoko i te whakaako, me te ako whai take, ma te reo Māori.
- ii. he rautaki whāiti āna hei āwhina i te toitūtanga o ngā reo ā-iwi.
- iii. e ngākau nui ana, mōna anō kia whakapakari haere tonu ia i tōna ake reo, hei āwhina i ngā paetae o ngā ākonga.

Tātaireo: Language Competencies for Graduands of Māori Medium Initial Teacher Education Programmes

E te rangatira tēnā koe

Te Kura Toi Tangata, Faculty of Education at the University of Waikato values the support given to Māori medium initial teacher education students at your school. In setting goals for practicum, Māori medium students are expected to include one or two for their reo Māori development as well.

In the assessment and evaluation of the student teacher it would be appreciated if you would make some comment about the development of his/her reo Māori during practicum. Ideas from Tātaireo to guide your thinking are summarized below. Please include your comments in the student's practicum report.

Kia rere te reo

Graduating teachers

- i. can contribute spontaneously and sustain a discussion on an education topic.
- ii. can adjust language and how it is expressed to suit different levels of ākonga and situations.
- iii. can explain complex topics, clearly and accurately.
- iv. can facilitate higher level thinking in ākonga e.g. recalling, explaining, applying, problem solving, synthesising, evaluating.
- v. communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.

Kia tika te reo

Graduating teachers:

- i. use a range of discourse strategies and language structures competently in te reo Māori
- ii. use a range of general and specific vocabulary items competently and correctly in Māori
- iii. speak te reo Māori competently with correct pronunciation, stress and intonation.

Kia Māori te reo

Graduating teachers:

- i. have a range of appropriate language to encourage, motivate and praise ākonga
- ii. use a range of figurative, colloquial and metaphoric features of Māori language competently and appropriately in teaching and learning contexts.
- iii. can describe and explain Māori specific experiences relevant to a range of learning contexts.

Kia ora te reo

Graduating teachers:

- i. utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori
- ii. have specific strategies to contribute to the sustainability of reo-ā-iwi
- iii. are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement.

INFORMATION FOR ASSOCIATE TEACHERS

Role of the Associate Teacher

The application form to become an Associate Teacher contains the following expectations, which teachers agree to when they sign their application forms:

An Associate Teacher is a partner, with the University of Waikato, in the professional development of pre-service teachers. An Associate Teacher should be a fully registered teacher, i.e. have completed the two year provisional registration period.

Associate Teachers are expected to be:

- a consistent positive teacher role model, with sound knowledge of curriculum and effective modern classroom teaching practice.
- able to provide examples of written planning, communicate effectively about the school requirements and the pre-service teacher's responsibilities.
- able to give quality feedback, both positive and negative, **written** and **verbal**, in a professional manner to both the pre-service teacher and lecturers.
- make time to plan and give feedback on a regular basis to their pre-service teacher.
- willing to provide opportunities for pre-service teachers to try new ideas, to take risks, and who is willing to let the pre-service teacher project their own person.

Associate Teachers are contracted and paid by the University to provide programmes to support pre-service teachers' development. In volunteering to be an Associate Teacher, you agree to these professional obligations.

The process of developing pre-service teachers is the responsibility of both the University and the Associate Teacher, together. There are some aspects of a pre-service teacher's development that can be initiated at university, but can only be developed in the context of teaching practicum. Some examples are planning to meet the specific learning needs of children and practical experience using running records in reading and if appropriate, become familiar with attendance-recording procedures.

Please do not expect your pre-service teacher to be a 'fully fledged' teacher.

Further general information on the role and expectations of Associate Teachers is provided in the *Associate Teacher Handbook*. All schools that work with University of Waikato pre-service teachers have been sent copies of this handbook.

Pre-service teachers' feedback to Associate Teachers and schools

A form on which pre-service teachers can provide feedback to their Associate Teachers is included in the *Pre-service Teacher Profile and Report* folder. This feedback should be left at the school at the end of the practicum or mailed to the Associate Teacher by the pre-service teacher.

Pre-practicum visits

Pre-service teachers are required to visit their practicum class and Associate Teacher before practicum begins. The visit provides an opportunity for pre-service teachers to familiarise themselves with the school and class and to begin planning their teaching for week one of the practicum. The visit should be arranged so that there is time for the pre-service teacher to observe their associate's teaching, management and routines, plus time to discuss what the pre-service teacher will teach and when during the practicum. A half-day visit is the minimum expected. See page 12 of this booklet for details of aspects of classroom life with which pre-service teachers should familiarise themselves, during this visit. The exchange of home telephone numbers and email addresses is recommended.

In unusual situations where a visit is not possible because the practicum school is distant from the University, pre-service teachers are expected to make telephone contact with their Associate Teacher to discuss the above matters. Pre-service teachers should phone and book a time with the associate when it is convenient to call back for a lengthy discussion. Both parties will need to have their copy of the Handbook in front of them. The pre-

service teacher should have completed the 'Self Direction' pages in the *Pre-service Teacher Profile and Report* folder.

Information about your pre-service teacher

Information about individual pre-service teachers will be found in the *Pre-service Teacher Profile and Report* folder, which will be handed to the Associate Teacher during the pre-practicum visit. Pre-service teachers are also advised to write a letter of introduction to their associate prior to the pre-practicum visit. The letter should introduce the pre-service teacher and provide background information about them.

Report on Pre-service Teacher

Your pre-service teacher will bring their *Pre-service Teacher Profile and Report* folder to the pre-practicum visit. The folder contents are also available on the practicum website.

http://edlinked.foe.waikato.ac.nz/~primary_practicum

Pre-Service Teacher Profile and Report folders should be:

- discussed with the Associate Teacher and signed by the pre-service teacher prior to the pre-service teacher's completion of practicum. Pre-service teachers are advised to make a photocopy of the report while they are still in the school or to leave a stamped, addressed envelope with their Associate Teacher for a copy to be sent to them.
- Schools with B.Tchg Pre-service teachers and Online (MMP) Pre-service teachers –** please return the *Pre-service Teacher Profile and Report* folder to the Teaching Practice Office, Faculty of Education, University of Waikato, Private Bag 3105, Hamilton, **directly via the principal of the school, NOT through the pre-service teacher.**

Samples of reports on pre-service teachers are included in the *Associate Teacher Handbook*.

Payment of Associate Teachers

Associate Teacher payment will be actioned, on receipt of the *Pre-service Teacher Profile and Report* folder by the Teaching Practice Office, on the completion of the practicum. To assist prompt payment, Associate Teachers are asked to ensure that the front of the report folder is completed in full, including the associate's M.O.E. Payroll number, as payment cannot be made without this.

Please note that the payment process through the School Payroll Agency may take up to a month.

Please DO NOT hand the folder back to the pre-service teacher for delivery, as this may delay payment.

Recording pre-service teacher absences

- Pre-service teacher absences should be listed on the front page of the *Pre-service Teacher Profile and Report* folder.
- 100% attendance is expected. Pre-service teachers who have absences, for whatever reason, may be required to work extra days of practicum in order to complete requirements. (see also 'Professional Expectations of Pre-service teachers' in the *Pre-service Teacher Profile and Report* folder).

Questions or concerns

If pre-service teachers or Associate Teachers have any questions or concerns, they should contact their liaison lecturer in the first instance. (See first page of this booklet for contact details).

Planning requirements

The Faculty of Education regards adequate planning and preparation as an essential pre-requisite to successful teaching. All pre-service teacher teaching must be adequately planned and planning should be approved and initialled by the associate **at least 24 hours** prior to the lesson being taught. This allows time for the associate to read it and to give feedback about any potential pitfalls (e.g. not allowing enough time for activities, assumptions about availability of resources, unrealistic expectations about what is expected of the children).

At this stage of development pre-service teachers should be proficient in planning single lessons. They have had some experience in unit planning and cross-curricular planning, during their curriculum course work and first year practicum. This practicum should be used to refine unit and long-term planning skills and to become familiar with a variety of models for unit planning, used by their associate and other teachers in the school. Associate Teachers are requested to provide pre-service teachers with examples of their own planning.

Planning should reflect *The N.Z. Curriculum (2007)* and/or the parallel document *Te Marautanga o Aotearoa (2007)* which identify directions for pre-service teacher learning. Pre-service teachers are also reminded that their text *The Professional Practice of Teaching* (McGee and Fraser, 2012) provides models and suggestions for planning.

There is no one set model of planning expected by the Faculty of Education. However, in all planning, Associate Teachers are requested to ensure that the technical aspects of pre-service teacher planning are evident. These include:

- writing appropriate, clearly stated achievement objectives and specific learning intentions/learning outcomes/success criteria.
- an efficient format that includes:
 - careful teaching/learning sequences.
 - key questions to be asked.
 - resources to be used.
 - timeframes for aspects of the lesson/unit.
 - effective, regular evaluations selected from a range of assessment processes.
 - accurate grammatical expression, spelling and punctuation.

Amount of detail in planning

At this stage in their development, pre-service teacher planning will be more detailed than that of their associate. This is because the planning needs to convey to the reader, (associate or lecturer), exactly what is intended, i.e. the planning is not just for the pre-service teacher's use. Pre-service teachers do not yet have sufficient experience of teaching and of working with the curriculum content and resources, to enable them to plan in the ways experienced teachers plan.

Unit Planning

When teaching from a unit, as well as the unit overview, pre-service teachers should prepare a plan for each teaching session in the unit. Each plan should clearly identify the particular AO(s) / SLO(s) / LI(s) from the unit to be worked towards in the session/lesson (this may be recorded simply as 'see AO number 2 on unit plan'), and should contain the lesson steps, key questions to be asked, the resources needed and assessment practices to be used, if the particular teaching session is to be assessed.

Syndicate Planning

If syndicate planning is involved, pre-service teachers need to modify this to meet the identified learning needs of the particular class they are working with, so that they develop experience in writing their own units, based on identified learning needs.

Planning from the internet

Pre-service teachers must demonstrate that they can independently assess and plan to meet specific children's learning needs. All planning taken from the internet **must** be acknowledged in writing on the plan and **must** be adapted from the original so that it meets the identified learning needs of the particular children they are working with.

Practicum folder

Associates are requested to check that a well-organised practicum folder (preferably a ring binder) is developed and kept up to date. The folder should contain sub-sections for administration, the various curriculum areas and assessments. Folder sub-headings may vary, depending on the ways different classes are organised. An 'ideas' section should be included and contain useful hints and information. Pre-service teachers should regard the folder as a working document, an ongoing record of practicum progress and as a reference for the future. Pre-service teachers must have the practicum folder at school every day. Plastic clear file pockets are not necessary. In some cases, they hinder Associate Teachers and visiting lecturers when reading and commenting on the content of folders.

Providing feedback to pre-service teachers

Associate Teachers are requested to:

- discuss student teaching responsibilities well in advance - use the long-term planner provided in this booklet or a suitable alternative
- regularly set time aside, ideally daily, for reviewing the pre-service teacher's teaching.
- provide regular written critiques, at least weekly. Copies of these must be filed in the pre-service teacher's practicum folder.

Critiques are written reports on the pre-service teacher's teaching, that indicate:

- general impressions of the lesson.
- aspects of the lesson that were successful, e.g. teaching skills.
- aspects of the lesson that require more practice, e.g. teaching skills, planning, management.
- quality of the planning.

Refer to the criteria provided in the *Pre-service Teacher Profile and Report* folder and on the practicum website for aspects of teaching on which to focus critiques.

Critiques may also focus on particular aspects of the pre-service teacher's teaching agreed on beforehand; for example, questioning skills, the pre-service teacher's own oral language, ensuring all children are 'on task'. Critiques identify what the Associate Teacher noticed about the pre-service teacher's teaching, describing the behaviour (i.e. what the pre-service teacher did) rather than the person. Give examples where possible, e.g. "When you paused and waited for all the children to pay attention, the children responded well by...". An example of Associate Teacher written feedback notes/critiques is provided in the *Associate Teacher Handbook*. Videotaping or audio taping their own teaching can be a useful tool in helping pre-service teachers analyse their work.

It is paramount that Associate Teachers make clear indications in written feedback regarding any concerns about their pre-service teacher's progress. These concerns should be accompanied by guidelines as to what the pre-service teacher needs to do to work on these concerns. Specific, bullet pointed requirements and deadlines should be provided. Following feedback also needs to indicate progress regarding these requirements. These concerns should also be discussed with the liaison lecturer and/or the evaluative lecturer as soon as possible.

Regular written feedback provides the background evidence for the associate's report along with their recommendation regarding a pass or fail for the practicum. It needs to be consistent especially in terms of lack of progress in important areas of the practicum.

Providing opportunities to teach

Associate Teachers are requested to provide opportunities for pre-service teachers to interact and teach as follows:

- obtain practice with whole class management techniques in suitable situations as early in the practicum as possible. e.g. settling down after breaks, giving instructions, organising multi-group situations, moving around the school, e.g. to sports, library.
- opportunities for pre-service teachers to teach in as many curriculum areas as possible, including te reo Maori.
- prepare for and teach groups in a variety of situations/curriculum areas, as early in the practicum as possible.
- provide opportunities for the pre-service teacher to become familiar with the organisational and managerial demands of a classroom. e.g. lunch orders, lost property, homework for sick children.
- pre-service teachers should be planning and teaching from the start of practicum throughout all six weeks (see practicum overview, page 2 of this booklet).

Full control

Pre-service teachers are required to undertake independent full control for a minimum of one week. Full control means teaching and managing the equivalent of the whole class for the full school day, and for Year 2 pre-service teachers, for a minimum of 5 consecutive days. Where the class is normally divided into a large number of groups, for example in mathematics, it may be appropriate for the Associate Teacher to continue teaching some groups.

The full control experience should include responsibility for assessment and evaluation, overall class organisation and management, and tasks such as lunch orders, banking, and attendance register. The Associate Teacher must remain in the school, but should absent themselves, from the classroom for extended periods of time, at varying times during the day and week. Regular written feedback based on observations of the pre-service teacher's teaching should continue to be provided during the full control period (see practicum overview, page 2 of this booklet regarding the timing of full control).

LIAISON AND ASSESSMENT BY UNIVERSITY STAFF

Pre-service teachers will receive a minimum of one liaison contact (telephone call or visit by member of practicum liaison team) and one evaluative visit (evaluative lecturer). A subsequent evaluative visit and even a third visit will be made if required. Year 2 pre-service teachers, whose progress is more than satisfactory, may only need one evaluative visit.

Liaison visit

This visit will be early in the practicum and focus on briefing Associate Teachers and checking that pre-service teachers and associates understand practicum requirements. This visit will be made by a member of the teaching practice liaison team who will be available to the associate and pre-service teacher throughout the practicum should assistance be required. Liaison team members may conduct liaison discussions by telephone with pre-service teachers and Associate Teachers in schools that are distant from the University.

Evaluative visits

These visits will be made by a university lecturer, or contract lecturer, who is responsible for assisting with the professional development of the pre-service teacher, while on teaching practicum. Pre-service teachers must be actively engaged in teaching during all evaluative visits. Supervision of children completing activities or tasks is insufficient to demonstrate teaching skills.

Mandatory Visit

Pre-service teachers should teach a lesson in a self-selected curriculum area. The lesson should, wherever possible, be part of an ongoing unit. Pre-service teachers may teach a group(s) for the first visit, but should be working with at least 10 children and preferably with the equivalent of the whole class (in groups or as a whole class). Associate Teachers should withdraw from the classroom unless they consider it inappropriate to do so. Field notes will be written by the lecturer and a copy left with the pre-service teacher or subsequently sent to the pre-service teacher after the discussion. If the pre-service teacher, in the opinion of the evaluative lecturer, the Associate Teacher and the pre-service teacher, is progressing more than satisfactorily, then a subsequent visit may be deemed to be unnecessary. The decision to waive the subsequent visit will be made in consultation with the practicum coordinator.

Subsequent Visits

The evaluative lecturer will expect to observe a lesson taken in a curriculum area agreed on during the first visit. Pre-service teachers should teach the whole class (in groups or as a class) for this visit. Field notes will be provided as for visit one.

The lessons observed will form the basis of the evaluative lecturer's written report on the pre-service teacher. This formal report summarises the development of the pre-service teacher during the visits. The criteria are included in the *Pre-service Teacher Profile and Report* folders.

Pre-service teachers should be sufficiently planned and prepared to ensure that an evaluative visit could take place during any session they are teaching.

What is taught during the evaluative visit should not be a 'one off' performance.

A third visit may be requested after discussion with the liaison and evaluative lecturer.

It is appropriate for associates to remove children with particularly challenging behaviour during the evaluative visits.

PRE-SERVICE TEACHER REQUIREMENTS/TASKS

Teaching practicum provides the opportunity for pre-service teachers to put into practice the theory learned in university lectures and tutorials. It also provides the opportunity for pre-service teachers to learn about aspects of classroom life that are more readily experienced in the school, such as running records in reading, IEPs, writing evaluative comments for children's records.

To pass the practicum, a satisfactory level must be achieved in all criteria listed in the *Pre-service Teacher Profile and Report* folder.

1. PRE-PRACTICUM VISIT

Pre-service teachers should arrange a visit that is long enough to spend time observing the Associate Teacher working with the class, in order to become familiar with classroom routines such as attention gaining signals, movement around the classroom and ways children seek assistance from the teacher. Pre-service teachers should also arrange the visit so that there is time when the associate is not working with the children (i.e. before school, lunch time or after school) to discuss the requirements below. In most situations, a half-day visit will be the minimum. During the pre-practicum visit, pre-service teachers should collect information about the children and their classroom environment, to provide background information for subsequent planning and teaching. Information collected could include:

- list of children's names (pre-service teachers should try and learn children's names as quickly as possible)
- age range of class
- samples of children's work, to enable pre-service teachers to familiarise themselves with what the children are capable of
- samples of associate's planning
- classroom plan
- class timetable
- where resources are held in the room and the processes for access to them by the children
- routines for entry into, and exit from the classroom, marking work or help with spelling words.
- behaviour management processes used by the Associate Teacher and school.

Pre-service teachers should also find out about such things as the school's dress code, smoking policy, parking, photocopying, morning tea payments and process for notifying absences. The exchange of home telephone numbers and email addresses is recommended.

Pre-service teachers should discuss with their Associate Teacher aspects of the programme they should plan for, to teach in week one of the practicum using the long-term planner at the front of this booklet or a suitable alternative. Pre-service teachers are expected to be planning and teaching from the beginning of practicum. During the first three-four days of practicum this may be confined to such aspects as reading stories to the whole class, singing and daily fitness activities. Pre-service teachers should be working with children from day one of the practicum, to assist in establishing themselves in the role of teacher. By day four pre-service teachers should be teaching at least one group in either English or mathematics. Observation of the Associate Teacher teaching in various curriculum areas and settings (e.g. inside and out of the regular classroom environment) should take place in the first three days of the practicum and alongside this initial teaching.

2. TO BECOME FAMILIAR WITH CLASSROOM, CHILDREN & PROCEDURES

Pre-service teachers are required to:

- consult (and record) the classroom timetable and identify the principles underlying its construction.
- know names and backgrounds of all children in the class (in open plan concentrate on the names of children you work with mostly). A seating plan may be useful.
- observe and record routines/management patterns used by the Associate Teacher, identifying the rationale behind them.
- observe the Associate Teacher teaching a lesson in each curriculum area prior to teaching in that area, if possible. Note structure and management factors such as the distribution and collection of resources, in addition to teaching strategies, methods of assessment etc.
- If appropriate, become familiar with attendance-recording procedures. Discuss with Associate Teacher such aspects as admission number, age on entry, classification and remarks.

3. TO PLAN, TEACH, AND ASSESS EFFECTIVELY ACROSS THE CURRICULUM

Pre-service teachers are required to:

- adequately plan (in writing) all teaching for which reasonable notice is given.
- link long and short-term planning to the school's programme of work.
- use a unit-type approach where appropriate.
- integrate planning across curriculum areas where appropriate.
- write achievement objectives and specific learning intentions / learning outcomes adapting models provided in the various university curriculum papers and the N.Z. curriculum statements and respond to identified child learning needs and previous assessments.
- have all planning approved and initialled by the Associate Teacher at least 24 hours before teaching.
- utilise both formative and summative methods of assessment, which focus on individual children. These should be written briefly and precisely and relate directly to set specific learning intentions / learning outcomes.
- experience shared planning and teaching with the associate over sustained periods, culminating in supported full control for a minimum of one week.
- develop an 'ideas' section in the folder. This may relate to teaching techniques, classroom organisation and management, assessment methods/tools, administration and useful resources.
- keep all records in a ring binder (or appropriate alternative) with the various sections clearly organised and tabbed.
- continue the process of regular and systematic reflection, as practised during university papers.
- participate fully in the corporate life of the school. This should include undertaking playground duty with the associate, joining in syndicate and staff meetings as required, assisting with cultural activities and the coaching of sports teams.

Pre-service teachers are reminded that their course text *The Professional Practice of Teaching* (McGee and Fraser, 2012) provides models and suggestions for planning and assessment.

4. TO SUCCESSFULLY MEET THE EVALUATIVE CRITERIA OF THE ASSOCIATE TEACHER AND EVALUATIVE LECTURER

Pre-service teachers are required to:

- afford the Associate Teacher the courtesy of viewing any planning and preparation at least 24 hours prior to teaching taking place.
- receive regular oral and written evaluations of their planning and teaching from the Associate Teacher and act on these as appropriate to ensure the further development of teaching and organisation.
- demonstrate their ability to successfully organise and teach a class for an extended period of time (minimum one week). **This will be verified by the Associate Teacher in the pre-service teacher's report.**
- recognise their own strengths and areas for further development. These will be specified by the pre-service teacher, using the criteria listed in the *Pre-service Teacher Profile and Report* folder.

PRE-SERVICE TEACHER REQUIREMENTS RELATED TO UNIVERSITY PAPERS

INTRODUCTION

All pre-service teachers have completed introductory modules in all of the curriculum areas. To be undertaking second teaching practicum, pre-service teachers must normally have successfully completed Literacy Education 2 and Mathematics Education 2. See *Pre-service Teacher Profile and Report* folder for more information on your pre-service teacher's university papers.

It is recommended that for the first part of the practicum, pre-service teachers focus on the content of:

- Literacy Education 2
- Mathematics Education 2
- Professional Practice 2

By week three of the teaching practicum (at the latest), pre-service teachers should be starting to implement units in other curriculum areas using information from the introductory curriculum modules and any advanced curriculum papers taken to date. During the full control period, pre-service teachers should be planning and teaching in language, mathematics and at least two other curriculum areas. In some situations, it will be entirely valid to use the Associate Teacher's planning as part of the preparation.

COMPULSORY TASKS

MATHEMATICS EDUCATION

Paper Title TEMS220 Mathematics Education 2

Background

Pre-service teachers completed the half-paper *Learning and Teaching Mathematics* in their first year and the paper *Mathematics Education 2* in the first semester of this year. These papers have helped the pre-service teachers develop:

- some knowledge and understanding of The New Zealand Curriculum (NZC) and /or Te Marautanga o Aotearoa; Mathematics Standards for years 1-8 and /or Whanaketanga Pāngarau;
- skills in finding out about children's understanding in mathematics;
- the ability to plan, teach, and evaluate lessons and units, as well as assess children's learning in mathematics;
- ideas about number and algebra, geometry and measurement, and statistics;
- knowledge of suitable teaching/learning resources in mathematics such as nzmaths.co.nz; Numeracy Project material; and
- skills in critiquing and adapting tasks for teaching and learning mathematics.

Teaching Practicum Requirement

Ask your Associate Teacher for a copy of their long-term plan for mathematics and put it in your folder. Note the approach(es) that your Associate Teacher takes in long-term and short-term planning and the resources being used.

Discuss your teaching responsibilities for mathematics with your associate and incorporate these into your long-term plan.

Plan, prepare, and teach a unit in mathematics that caters for the needs of the whole class for at least two weeks. The unit should fit in with your Associate Teacher's programme.

Teach the unit and assess the children's learning. Keep appropriate records of your planning, assessing and evaluating. Provide feedback to your Associate Teacher about children's learning. File all material in your practicum folder ready for your evaluative lecturer. Extra resource material may be kept in a separate folder that should also be made available at the time of your evaluative visits.

LITERACY EDUCATION**Paper Title TEAL220 Literacy Education****Paper Content: Introduction to literacy education.****Teaching focus is on:**

- Developing strategic readers using Shared Reading, Guided Reading and Reading to approaches.
- Supporting writers throughout the writing process, using a range of teaching strategies to develop and recraft writing.

Teaching Practicum Compulsory Tasks

With your Associate Teacher, plan, teach and evaluate a series of literacy lessons. These may relate to cross curriculum content. The planning, teaching and formative assessment should include the following components:

Reading To approach: Use the RT approach with students daily. Keep a log with details of the texts read to and discussed with the class (author, title, topic content). Self-evaluation only is required for these lessons. Use a variety of texts.

Shared reading approach: Develop an appropriate sequence of lessons using digital or print-based texts. Self-evaluation only is required for these lessons. If teaching at the junior levels, use the weekly Shared Reading practicum planning-sheet in Moodle.

Writing: The teaching of writing should be ongoing throughout the practicum. For each writing task, develop a sequence of writing lessons related to the topic/context or writing purpose. This should include a range of prewrite activities, learning conversations/conferencing with a small group of students to revisit and improve their writing. Formative assessment of students' learning and teacher reflection are required for these lessons.

Guided reading approach: Teach a series of lessons/workshops for at least two reading groups throughout the practicum. Use the Guided Reading practicum planning-sheet in Moodle. Formative assessment of students' learning and teacher reflection are required for these lessons.

Running records:

Observe your associate take a running record and practise taking running records with your Guided Reading groups. Calculate the accuracy rate and self-correction ratio. Consider how the information gathered about the reading behaviours of your students, will inform your teaching.

Faculty of Education Requirements

The lesson plans and assessment data must be filed in the pre-service teacher's practicum folder and form part of the practicum evaluation.

Literacy Education coordinator
Wendy Carss

PROFESSIONAL PRACTICE & INQUIRY 2**Paper number TEPS222**

Pre-service teachers will be required to observe, document, discuss with their Associate Teacher, and trial a variety of classroom management strategies. Full instructions for the practicum task will be available in Moodle prior to practicum. Students will give a copy of the requirements to their Associate Teacher.

Pre-service teachers who are not going on practicum at this time, will be given an alternative task.