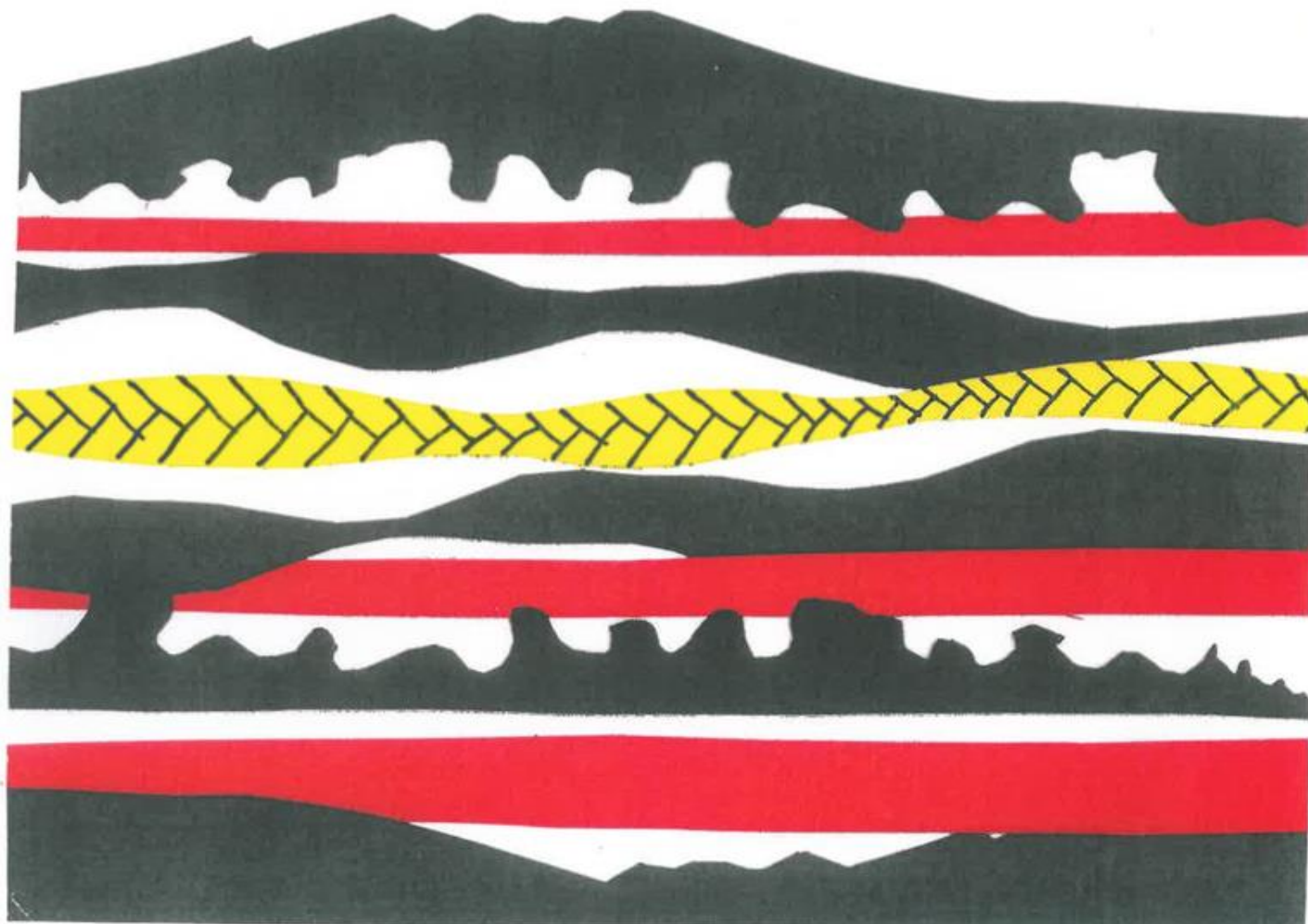




THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

**Te Kura Toi Tangata
Faculty of Education**



**YEAR THREE
PRIMARY TEACHING PRACTICUM
HANDBOOK 2018 (Bachelor of Teaching)**

April 30 – June 22

(8 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 4500 and ask for the appropriate staff member:

Primary Teaching Practice Coordinator:	Clark McPhillips email clarkmcp@waikato.ac.nz	07 837 9636 Room TC2.69
Primary Teaching Practice Administrator:	Administrator email practicum@waikato.ac.nz	07 838 4500 Room TC2.72

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.

* Brian Prestidge email bprest@waikato.ac.nz	(07) 855 2058 021 2733096	Wendy Carss email wcarss@waikato.ac.nz	ext 7862 Room TC3.27
* Eric Shaw email clshaw@xtra.co.nz	(027)2926974	Anthony Fisher email afish@waikato.ac.nz	ext 7836 Room TT2.09
* Bill Ussher/Debbie Ussher email busscher@waikato.ac.nz email debbieandbill1@gmail.com	027 4869169	Richard Hill email rihara@waikato.ac.nz	ext 7818 Room TC3.32B
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Phone (07) 838 4500

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

PRACTICUM OVERVIEW YEAR THREE

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 3 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 / units begun and assessment of these	
	Timetable blocks of control. e.g. 1/2 day / full day commenced	
	Programme discussed with liaison lecturer (or week 1)	
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	
	Notification of first evaluative visit received	
	Regular group and whole class teaching and assessment	
	Series of lessons / units continue	
	Preparation for beginning full control period	
W E E K S 5/6	Two evaluative visits should occur during weeks 5 to 8. Discussion with lecturer.	
	Pre-service teacher's planning checked and approved	
	Written critiques on pre-service teacher lessons are being provided	
	Series of lessons / units continue	
	Period of full control begins	
W E E K 7/8	Pre-service teacher's planning checked and approved	
	Opportunity for third evaluative visit if required	
	Associate report written, pre-service student reads and signs report (wk 8)	
	Pre-service teacher discussions with principal completed	
	Opportunity provided for pre-service teacher to visit other classes, if all work is up to date	

3
LONG TERM PLANNER

WEEK	1	2	3	4	5	6	7	8
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								

AIMS OF FINAL PRACTICUM

FOR PRE-SERVICE TEACHERS TO:

- * become familiar with the organisational and managerial demands of the classroom to prepare themselves for taking responsibility for their own classroom, as a Year one teacher.
- * develop the skills, knowledge and attitudes to become confident, independent and effective teachers.
- * take control of the class for increasing periods of time during practicum, with a minimum of two consecutive weeks full control. This may involve shared planning.
- * plan, teach and evaluate with increasing effectiveness to demonstrate adequate knowledge of curriculum.
- * develop effective working and personal relationships with the children, the Associate Teacher and other staff.
- * become fully involved in the corporate life of the school.
- * demonstrate the personal and professional qualities appropriate for a beginning 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 korero 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

Ngā 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 how to operate 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.

Student feedback to Associate Teachers and schools

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

Practicum and applying for first teaching positions

This practicum block is the final extended period of time that pre-service teachers spend in the classroom, as part of their teacher preparation. We ask that Associate Teachers ensure that pre-service teachers have the opportunity to develop their competencies fully during this practicum.

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 11 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.
- returned to the Teaching Practice Office at the Faculty of Education, University of Waikato **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 in the front 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 teachers' teaching must be adequately planned and planning should be approved and initialed by the Associate Teacher **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 experience in unit planning and cross-curricular planning, during their second teaching practicum. This practicum should be used to further 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* (Fraser and Hill, 2016) 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. Once you are confident that your pre-service teacher can plan in detail, she/he may begin to streamline planning, so that it resembles the type of planning a first year teacher would use. Some pre-service teachers may wish to continue to plan in full detail. This is entirely acceptable.

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/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 (a ring binder or electronic) 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.

Providing feedback to pre-service teachers

Associate Teachers are requested to:

- discuss pre-service teacher 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 eight weeks (see practicum overview, page 2 of this booklet).

Full control

Pre-service teachers are required to undertake independent full control for at least two consecutive weeks. Full control means teaching and managing the equivalent of the whole class for the full school day. 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.

During this period of full control pre-service teachers should experience the full range of responsibilities they can be expected to undertake as a year one teacher. The Associate Teacher must remain in the classroom. 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 two evaluative visits (evaluative lecturer). A third, optional evaluative visit will be available if required.

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 teacher's and Associate Teachers in schools 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.

Visit one

Pre-service teachers should teach a lesson in a self selected curriculum area. The lesson should, wherever possible, be part of an ongoing unit. 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.

Visits two (and three)

The evaluative lecturer will expect to observe lessons taken in curriculum areas agreed on during the first or subsequent visits. The third visit is optional and may be requested after discussion with the liaison and evaluative lecturer.

Pre-service teachers should be managing the whole class (in groups or as a class) or equivalent for all visits if, in the opinion of the Associate Teacher they are ready to assume that responsibility. A pre-service teacher who is not ready to teach the whole class during the second visit is unlikely to be ready to pass the practicum. In general terms 'whole class' implies reversal of roles, with the pre-service teacher taking over the responsibility of the class teacher. During the lecturer's visit the pre-service teacher should take full responsibility for the work of the class. The associate should absent themselves from the room, unless this is not appropriate. It is appropriate for associates to remove children with particularly challenging behaviour during the evaluative visits.

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.

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. To pass practicum, pre-service teachers must demonstrate their readiness to begin teaching with a class of their own. They should systematically assume responsibility for the whole class programme in all curriculum areas so that a minimum of two consecutive weeks of full control may be undertaken. A satisfactory level must be achieved for 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 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 AND 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.
- 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 EVALUATE 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 initialed 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.
- 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 text *The Professional Practice of Teaching* (McGee and Fraser, 2012) provides models and suggestions for planning and assessment.

4. TO BECOME FAMILIAR WITH A RANGE OF ASSESSMENT PROCEDURES UTILISED BY THE ASSOCIATE TEACHER IN ASSESSING CHILDREN

TEPS320.17B CURRICULUM AND ASSESSMENT: ISSUES AND STRATEGIES

Pre-service teachers are reminded that these tasks are required work for the above paper and use in assignments.

This paper is compulsory in Semester B of the third year of the BTchg (primary).

Pre-service teachers are required to undertake the following tasks while on their practicum.

OBSERVE & DISCUSS

- Observe the classroom and teacher throughout the practicum to be aware of how the information gathered through formal and informal assessments is used to plan programmes and lessons, to modify teaching and to improve pre-service teachers' learning. Discuss this with your Associate Teacher.
- Investigate how your school is using the assessment to make decisions and report on children's achievements and progress. Discuss this with a member of the school leadership team.
- Notice and seek discussion on current issues particularly around assessment policy and practice that impact on students, teachers and the work of school leaders.
- Investigate how data that is gathered about students is aggregated and analysed by the school, and what use is made of the analysis

RECORD

- * Record how your Associate Teacher monitors individual children's progress and achievement information for planning and modifying teaching and learning. Make a note of what kind of records the Associate Teacher keeps and where these are stored.
- * Record how student, class and level assessment evidence is moderated.
- * Record information on your school's assessment policy/plan and process for reporting to parents.

GATHER

- * Gather, analyse and use assessment information to plan and modify your own lessons to improve learning and

TEAL321 SCHOOL LITERACY PROGRAMMES

This practicum task is a prerequisite requirement for the School Literacy Programmes paper, which will be taught in semester B. **You will need to bring these completed tasks to class at designated tutorials times.**

Practicum Tasks

1. **Practice taking running records** (using Clay's standard conventions as suggested by the MOE). This will inform one of the assessment tasks in the paper.

You will be required to bring at least two completed running records to tutorials. The running records should include calculations for accuracy and the self-correction ratio and notes on the child's ability to retell/understand the text.

N.B. We do **NOT** expect that you will be able to do these as well as your associate or the Reading Recovery teacher. For assistance, we suggest that you refer to the Ministry handbook: Ministry of Education (2000). *Using running records: A resource for New Zealand classroom teachers*. Wellington: Learning Media [ISBN 0 478 12583 6]. There should also be an accompanying video in your school.

2. **Obtain a copy of your associate's weekly literacy planning** (reading and writing in particular). Plans should include the organisation and teaching for these areas. Discuss with your associate the reasons for organizing and teaching this way.
3. **Observe the ways in which your associate teacher uses digital technology to support the literacy programme.** Record any tools, apps or programmes used and the purpose for each. Be prepared to share and discuss in your tutorials.
4. **Examine and discuss with your associate, the literacy assessment tools used, records/data (reading, writing, oral language, visual language)** that are kept, when this data is collected and how it is used. (This might include running records, PROBE results, STAR, e-asTTle, observations, samples of work or any other relevant information).
5. **Select 20 children from your class** and construct a table, which includes the following information:
 - * Name and chronological Age at the 1st Jan 2017
 - * Reading level (current instructional level and comments)
 - * Writing level (current with brief comments)
 - * Oral language (comments)
 - * Descriptions of interests, hobbies, strengths and needs.

Note that this will inform an assessment task during the paper.

All children will need pseudonyms. Use a first name only.

Once you have collected the information your associate must sign the document acknowledging the authenticity of the data.

Wendy Carss/Richard Hill

Paper conveners

- **TO TEACH AS WIDELY AS POSSIBLE WITHIN THE CURRICULUM AND SUCCESSFULLY MANAGE A CLASS FOR AN EXTENDED PERIOD OF TIME**

Full control

See pages 10-11 of this booklet 'Providing opportunities to teach' and 'Full control'.

- **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 prior to teaching taking place (see page 8 of this booklet for planning requirements).
- 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 two weeks). **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).

- **TO MEET WITH THE PRINCIPAL TO DISCUSS TOPICS OF INTEREST**

Pre-service teachers are required to:

- arrange to meet with the principal, their deputy, or the school's liaison teacher responsible for pre-service teachers, to discuss:
 - applying and being interviewed for beginning teacher positions
 - the role of the tutor teacher
 - expectations/responsibilities of beginning teachers
 - the development of school/classroom programmes
 - school policies in relation to communication/co-operation with parents
- arrange to meet with a beginning teacher (or teacher in their early years of teaching), if there is one on the staff and discuss:
 - setting up the physical classroom space
 - designing programmes of work for the first weeks of school
 - establishing classroom, procedures and routines
 - determining children's needs
 - keeping records for planning, assessing and reporting
 - obtaining support assistance within and outside the school
 - interacting with and reporting to parents.
 (keep brief notes)
- pre-service teachers who have not had the opportunity to do so during previous practicum work should attend part or all of a Board of Trustees meeting to familiarise themselves with this aspect of school life.

PREPARATION FOR FIRST TEACHING POSITION

Three aspects of teaching that are often of concern to pre-service teachers as they near the time to start in their first teaching position are:

- knowing how to integrate their planning across the curriculum areas.
- developing confidence in working with the parents and caregivers of the children they teach.
- managing difficult behaviour in children.

It is important that wherever possible during this practicum, pre-service teachers integrate their planning across curriculum areas.

As well, pre-service teachers may like to try the following suggested tasks. Feel free to modify them to suit the particular circumstances of your school and Associate Teacher.

WORKING WITH PARENTS IN THE CLASSROOM PROGRAMME

Discuss with your Associate Teacher how parents participate in the classroom programme. Consider how your Associate Teacher:

- designs a programme with which the parents/caregivers will help;
- communicates with the parents/caregivers and explains the programme to them;
- evaluates the programme with the parents/caregivers, including 'debriefing' after each session or a group of sessions;
- gives the parents/caregivers feedback on their work.

In consultation with your Associate Teacher, you may choose to continue the programme of parent/caregiver involvement during your full control time, taking on part or all of the role your associate would usually undertake. This would form part of your experience of the realities of running your own classroom.

MANAGING CHALLENGING BEHAVIOUR IN CHILDREN

In consultation with your associate, identify a child who is having difficulty managing their own behaviour (e.g. staying on task, sharing resources with other children). **This should not be a child with severe behaviour difficulties.**

With your associate, develop a plan for helping that child manage their behaviour. Chapter 6 of the course text McGee & Fraser (2012) *The Professional Practice of Teaching* will be helpful with this.

Work with the child for a designated period, decided together by you and your associate (alongside your evaluating, planning and teaching). Evaluate the programme at the end of the designated period.

PRE-SERVICE TEACHER CHECKLIST OF READINESS TO BEGIN TEACHING WITH OWN CLASS.

Ask yourself these questions and if you are not sure you have an answer, ask your Associate Teacher, principal, liaison teacher responsible for pre-service teachers in your practicum school, a beginning teacher at your practicum school, and keep asking questions during your semester B programme at University. It is fine to go back to your practicum school later in the year to ask about these and other things too. Answers to some of these questions will vary from school to school, but it is helpful to have found out something about them from one school context before you have to do them yourself.

Have I made sure I know about/have thought about...		
What to put in my CV and how to apply for a job		
What principals look for when appointing a beginning teacher		
What kind of support I can expect from my tutor teacher and school		
What about the Group Special Education Service?		
How to plan a unit		
How to integrate my planning across curriculum areas		
How to write a long term plan		
How to operate attendance-recording procedures		
How to assess learning and give useful feedback during learning and teaching		
How to keep records of students' progress in learning		
How to source exemplar assessment tasks and about ways this information can be used to report progress and improve learning		
How to do running records in reading, PATs, 6 year olds' diagnostic survey, and other standard assessment tasks		
What is an IEP?		
How to use all this information for informing teaching		
How to set up my own classroom (ideas for layout of furniture, art areas, displays etc.)		
What kinds of furniture might I expect there to be? (this will vary from school to school)		
What I need to start collecting between now and when I start teaching? (see list available on the practicum website)		
Do I know about the developmental stages of the different age levels? e.g. at what age can I expect students to be able to hold scissors and cut out easily?		
How will I get the students to enter and leave the room in my own class (e.g. will they line up?)		
Have I thought about routines I will have for distributing and collecting equipment? How will I check it's all there at the end of each day?		
Have I got equipment and activities for students to work on independently when they finish their work (all age levels, readers and non-readers) What routines for access to these do I want to put in place?		
What sorts of stationery I would prefer my class to use		
What basic equipment can I expect there to be in my classroom?		
What sorts of art equipment can I expect to have provided?		
If I have a class budget what might I need to spend it on? How much might this be?		

What types of activities are appropriate to set for homework, given that students may not have access to books, pens, newspapers, computers at home?		
What are appropriate topics to cover on my first day with my own class?		
How much of my programme should I try and get set up in the first two weeks with my own class?		
How will I set up my reading programme, math programme?		
How will I decide which groups to put the students in?		
Do I know how to form the letters of the alphabet correctly when I write? Do I know how to teach this to students?		
How will I take swimming on my first day teaching? What will I do about students who can't get themselves changed on their own? What about the ones who don't bring their togs?		
Do I know enough about first aid to deal with a playground accident?		
Do I know how to keep myself safe from accusations of inappropriate physical contact? (NZEI has information for its members about this)		
What policies and agreements does the school have in place regarding cyber safety?		
Does the school make use of NETSAFE resources?		
How to interact with the parents of the students I teach		
How to run a 'meet the teacher' evening		
How to write reports on students' progress		
How to conduct parent interviews		
Will I want to have parent helpers in my classroom from the start? How will I utilise their help?		
What do I do when there's a teacher aide assigned to work with me / a student in my class?		
What happens at a Board of Trustees meeting?		
What should I say if I'm asked to be the staff representative on the Board?		
What is the NZEI? How do I join?		