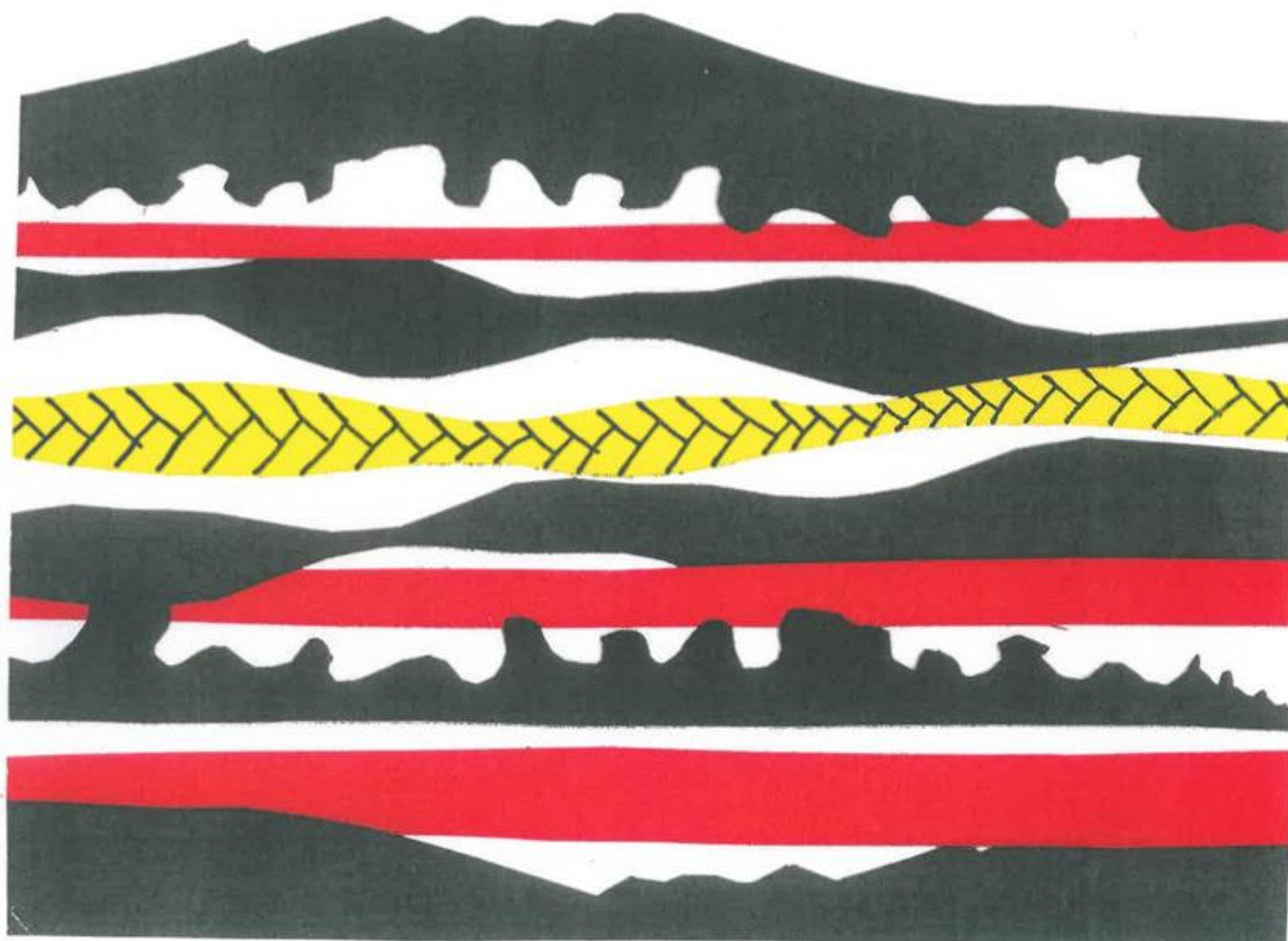




THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

**Te Kura Toi Tangata
Faculty of Education**



Graduate Diploma of Teaching (Primary)
FINAL TEACHING PRACTICUM
HANDBOOK
2019

October 14 – November 22 (6 weeks)

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

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PRACTICUM OVERVIEW

W E E K 1	Pre-service teacher has handed the <i>Pre-service Teacher Profile and Report</i> folder to the Associate and discussed during the pre-practicum visit.	
	Pre-service teacher is aware of school rules and responsibilities.	
	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 4 to 6. 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 two weeks full control has been undertaken	
	Pre-service teacher's planning checked and approved.	
	Associate report written, pre-service teacher reads and signs report.	
	Pre-service teacher discussions with principal completed.	

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						

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 professional qualities appropriate for a beginning teacher.

PROFESSIONAL EXPECTATIONS OF PRE-SERVICE TEACHERS

Pre-service teachers as members of staff

Pre-service teachers on teaching practicum are effectively members of the school staff. They are professionally responsible to the principal, subject to the same regulations and sharing the same professional commitments as other staff members, where this is appropriate. It is strongly advised that pre-service teachers do not continue outside paid employment during practicum. Teaching practicum is a full time responsibility. Requirements cannot be altered to accommodate paid employment.

Confidentiality

Pre-service teachers are reminded of the need for confidentiality when dealing with information about children and of the need to practice professional ethics, when discussing individual teachers, children and the school in general.

Absences from practicum

Pre-service teachers must inform the school by telephone before 8.00 a.m. if they are going to be absent. Absences must be recorded on the cover of the *Pre-service Teacher Profile and Report* folder. Repeated absences may result in failure in teaching practicum. Pre-service teachers absent, for whatever reason, may be required to work additional practicum days in order to meet requirements. Teaching practicum is not a matter of completing a certain number of hours. Pre-service teachers must demonstrate competence and work full time as a teacher, across all aspects of school life, for an extended period.

Expected hours of work

Pre-service teachers are expected to be punctual and work the same hours as other teaching staff, unless on specific occasions, the Associate Teacher may indicate they do not need to. Pre-service teachers should be prepared to allocate time to discuss their programme each day with the Associate Teacher. They are expected to do duty, attend staff meetings and assist with sports teams, cultural activities and related school wide activities, where appropriate.

Professional standards

Pre-service teachers are expected to dress appropriately and present themselves in a professional manner. Schools may have dress codes that exclude jeans, jandals, body piercing ornaments, which pre-service teachers are expected to adhere to.

Familiarity with school policies

Pre-service teachers should ensure that they are familiar with the school's policies and practices for managing children's behaviour and for health and safety issues, including playground accidents. Pre-service teachers should contribute to the costs of tea, coffee and photocopying for personal use, if asked to do so.

Failure to meet practicum requirements

Under the managed entry criteria for admission to teacher education programmes (see University of Waikato Calendar), pre-service teachers who do not meet the requirements of a teaching practicum are ineligible for re-entry into their programme of study, the following year. Pre-service teachers must appeal to the Faculty of Education Appeals Committee against their ineligibility for re-entry, should they wish to continue in the programme. Pre-service teachers may be granted a further opportunity to meet the requirements of the particular teaching practicum. This will involve re-enrolment in, and paying the fee for the relevant Professional Practice paper, which may not be possible until the following year. This may delay a pre-service teacher's graduation by a semester or longer. Pre-service teachers who fail practicum should contact the Professional Experience Coordinator to discuss their situation. Information about the appeals process is available on the practicum website (see first page of this booklet for details).

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 ahuatanga 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 ahuwānui, 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 mīta.

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 things, 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.

Pre-service Teacher feedback to Associate Teachers and schools

A form on which pre-service teachers can provide feedback to their Associate Teachers is included in the back of 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.

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. Because of the importance of this practicum in relation to pre-service teachers obtaining teaching positions, we ask that Associate Teachers ensure that pre-service teachers have the opportunity to develop their competencies fully during this block.

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 13 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 *Practicum Handbook* in front of them. The pre-service teacher should have completed pages 2 and 3 of 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.

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

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 the 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 University through the principal of the school, NOT through the pre-service teacher.**

Pre-service Teacher Profile and Report folders are held in the Primary Teaching Practice Office at the University (room TC 2.72). Pre-service teachers may read their own report folder at the office. Please see Denise Arnesen for this.

The Primary Teaching Practice Office **do not** give out photocopies of these folders.

Pre-service teachers receive their folder to keep when they successfully complete the programme.

Payment of Associate Teachers

Associate Teacher payment will be actioned on the completion of the practicum, once the *Pre-service Teacher Profile and Report* folder is received at the Teaching Practice Office. To assist with prompt payment, Associate Teachers are asked to ensure that the front of the *Pre-service Teacher Profile and Report* folder is completed in full, including your 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 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 additional practicum days in order to complete requirements (see also page 5, 'Absences from Practicum').

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 teaching by the pre-service teacher must be adequately planned and planning should be approved and initialled 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 by 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 student learning. Pre-service teachers are 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 drawn 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 meets 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. Any 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 teaching responsibilities of pre-service teachers 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 teaching of the pre-service teacher.
- 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 teaching of the pre-service teacher, 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 listed at the back of this booklet (also listed 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 teacher's 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 Māori.
- 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 the practicum throughout all eight weeks (see practicum overview, p.2 of this booklet).

Full Control/ Role of the Teacher

Pre-service teachers are required to undertake independent full control/role of the teacher for at least two consecutive weeks. This 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 instance in mathematics, it may be appropriate for the Associate Teacher to continue teaching some groups. This 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 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 school. Regular written feedback based on observation of the teaching of the pre-service teacher should continue to be provided during this 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 at least one and probably 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 teachers 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 responsibilities normally the preserve 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.

The lessons observed will form the basis, together with the Associate Teacher's report, and previous practicum reports, of the final University of Waikato *Evaluative Report* on the pre-service teacher. The criteria used are listed at the back of this booklet. They are also included in the *Pre-service Teacher Profile and Report* folder.

PRE-SERVICE TEACHER REQUIREMENTS

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 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 continuous weeks of full control may be undertaken. A satisfactory level must be achieved for all criteria listed at the back of this booklet (criteria are also listed in the *Pre-service Teacher Profile and Report* folder).

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 (students should try and learn children's names as quickly as possible).
- age range of class.
- samples of children's work, to enable students 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.

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.
- 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.
- complete a duplicate roll or take over the marking and weekly balance of the teacher's roll, if appropriate. Discuss with Associate Teacher such aspects as admission number, age on entry, classification and remarks.

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 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.
- 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.

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

- 1) Pre-service teachers should familiarise themselves with the school's policy and guidelines for assessment, evaluation and reporting to parents. To establish what these are you will need to consult the principal and Associate Teacher and read the school policy documents.
- 2) Investigate, in some depth, how these guidelines are implemented in your classroom. For example, how are individual children's progress monitored and recorded? What specific techniques are used? Are the assessments all descriptive, e.g. observational or are some standardised procedures used e.g. diagnostic surveys, running records in reading and tests? How often is progress reported/discussed with parents? How is this achieved?
- 3) Observe the classroom and teacher throughout the practicum to see how he/she uses the information gained through both formal and informal assessment to plan programmes and lessons and to improve students' learning. It would be helpful if you made notes on at least some of these instances.

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

Full control

See page 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 9 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 consecutive 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 at the back of this booklet (also 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 and 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 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 Fraser & Hill (2016) *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 or a beginning teacher at your practicum school. 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 C.V. 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 Group Special Education?		
How to plan a unit		
How to integrate my planning across curriculum areas		
How to write a long term plan		
How to operate attendance-monitoring procedures		
How to assess learning and give useful feedback during learning and teaching		
How to keep records of children's progress in learning		
How to source assessment tasks and ways this information can be used to report progress & 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?		
Do I know about the developmental stages of the different age levels? e.g. at what age can I expect children to be able to hold scissors and cut out easily?		
How will I get the children 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 is all there at the end of each day?		
Have I got equipment and activities for children 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 children 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, maths programme?		
How will I decide which groups to put the children in?		
Do I know how to form the letters of the alphabet correctly when I write? Do I know how to teach this to children?		
How will I take swimming on my first day teaching? What will I do about children 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 children I teach		
How to run a 'meet the teacher' evening		
How to write reports on children's 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 child 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?		

Evaluative lecturers and Associate Teachers use the following criteria to assess pre-service teachers. This criteria should be used by pre-service teachers and associates, to set goals and assess progress, throughout the practicum. The criteria may also be found in the *Pre-service Teacher Profile and Report* folder and on the practicum website. http://edlinked.foe.waikato.ac.nz/~primary_practicum.

REPORT ON FINAL PRIMARY TEACHING PRACTICUM

1	PROFESSIONAL RELATIONSHIPS AND VALUES		
a)	How effectively does the pre-service teacher demonstrate their knowledge of, and ability with professional values and ethics by their:		
	Dress, speech, punctuality, maturity, poise.		
	Commitment, involvement, cooperation.		
	Resourcefulness, initiative, enthusiasm.		
	Reliability, resilience, responsibility.		
	Flexibility, sense of humour, composure.		
	Willingness to accept constructive advice and act on it.		
	Concern for continuing professional growth.		
	Being able to put aside personal problems at work.		
	Understanding of the implications of the New Zealand Teachers Council Code of Ethics/Nga Tikanga Matatika		
	Ability to articulate and justify an emerging personal and professional philosophy of teaching and learning.		
b)	How effectively does the pre-service teacher demonstrate their ability to develop relationships with learners by:		
	Perceptive observations of interactions between students and between themselves and students and appropriate responses to these		
	Using appropriate body language/eye contact, facial expression and gesture. Avoiding repetitive mannerisms of speech and gesture.		
	Using students' names and pronouncing them correctly.		
	Relating to students as individuals in the class.		
	Talking and interacting with students.		
	Promoting effective interaction between students in the class.		
	Listening carefully to students' responses and acknowledging their contributions.		
	Using clear, unambiguous language related to the ability of the students.		
	Developing a positive working relationship with the students.		
c)	How effectively does the pre-service teacher demonstrate their ability to develop professional relationships with colleagues by:		
	Being considerate of Associate Teacher and other staff.		
	Working as a cooperative team member with those who share responsibility for the learning and wellbeing of students.		
	Demonstrating consideration of parents/caregivers, family/whanau.		
2	PROFESSIONAL KNOWLEDGE		
a)	How effectively does the pre-service teacher demonstrate their knowledge of what to teach by:		
	Having increasing content and pedagogical content knowledge appropriate to the learners and learning areas of the class programme.		
	Understanding the purpose and aims of the New Zealand Curriculum Te Matauranga o Aotearoa.		
	Talking about relevant curriculum documents with developing knowledge and understanding.		
	Developing content and pedagogical content knowledge for supporting English as an additional language (EAL), learners to succeed in the curriculum.		
	Selecting appropriate curriculum content to suit the needs of individuals, groups of students and the whole class.		
	Demonstrating understanding of the inter-connectedness of curriculum through their teaching.		
	Selecting and organising suitable resources.		

b) How effectively does the pre-service teacher show that they have knowledge of learners and how they learn by:			
	Demonstrating concern for the welfare of students.		
	Demonstrating commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.		
	Projecting personality effectively with students, gaining their respect and encouraging their learning.		
	Trying innovative approaches to learning and teaching and recognising a range of learning/teaching styles.		
	Developing a range of relevant theories and research about pedagogy, human development and learning.		
	Using appropriate resources, equipment and technology.		
	Selecting strategies appropriate to the individual or class.		
c) How effectively does the pre-service teacher show their awareness of what influences learning and teaching by:			
	Understanding and having respect for the Treaty of Waitangi, Te Reo Maori me nga tikanga-a-iwi in their implementation and practice.		
	Having a growing understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.		
	Having an awareness of issues outside the classroom.		
	Developing an understanding of the complex influences that personal, social and cultural factors have on teachers and learners.		
	Recognising how different values and beliefs may impact on learner's.		
	Promoting a learning culture, which effectively engages diverse learners.		
	Demonstrating an understanding of issues of equity and the place of bicultural practices in the school.		
	Using Te Reo Maori me nga tikanga-a-iwi appropriately in their classroom.		
3 PROFESSIONAL PRACTICE:			
a) How effectively does the pre-service teacher demonstrate their ability in planning and teaching through:			
	Their ability in oral and written communication, including standard of grammar, spelling and punctuation.		
	Selecting and writing appropriate and clearly stated achievement objectives, specific learning intentions and success criteria		
	Selecting suitable teaching steps, strategies and activities when working with a variety of groups and the whole class.		
	Preparing adequate long and short term plans and translating these effectively into daily lesson plans.		
	Planning appropriate units or series of lessons with skill and efficiency in interesting, appropriate and logical ways.		
	Using acceptable models to present and organise written planning efficiently, effectively and punctually.		
	Meeting the requirements of both the University and Associate Teacher effectively.		
	Planning a group programme in consultation with the Associate Teacher.		
	Developing a class or group programme with an understanding of its place in the overall school programme.		
	Using relevant and up to date teaching and learning resources.		
	Using a variety of teaching techniques and learning media.		
	Motivating and maintaining student's interest.		
	Actively involving students in the learning process.		
	Implementing planning flexibly.		
	Reviewing and summarising for appropriate lesson conclusion.		

b) How effectively does the pre-service teacher demonstrate their knowledge of assessment and evaluation by:			
	Systematically and critically reflecting and refining their own practice.		
	Using assessment data, identified student achievement and learning needs, to inform future planning.		
	Recording assessment effectively, with links to stated specific learning intentions, learning outcomes, success criteria and to future objectives.		
	Developing effective student profiles to identify individual learning needs for use on feed forward with students and in future planning.		
	Encouraging students to assess their own achievement.		
	Implementing a range of data gathering procedures.		
	Recording data using both formative and summative methods.		
	Preparing data for parents/caregivers to report situations.		
	Knowing how to communicate assessment information appropriately to parents/caregivers.		
	Keeping accurate and tidy records.		
	Recording observations systematically, competently and objectively.		
	Recording data consistent with assessment policies and the practices of the school and the associate teacher.		
	Maintaining adequate records of the associate's teaching and general classroom procedures.		
	Keeping up to date with tasks set by the University and associate teacher.		
	Recording ideas, procedures and strategies from observation and discussion with associate teacher.		
	Keeping an effective, organised and suitably tabbed ring binder folder or equivalent.		
c) How effectively does the pre-service teacher demonstrate their ability in classroom management by:			
	Giving clear instructions and use of 'wait time'.		
	Organising appropriate seating, movement and work areas.		
	Using effective attention gaining skills.		
	Using appropriate and authentic praise.		
	Monitoring and promoting children's responsibility for learning and behaviour.		
	Presenting a consistent, confident and comfortable role model.		
	Being firm with, but supportive of students.		
	Providing opportunities for students to work independently and develop problem solving and metacognitive strategies.		
	Reacting appropriately to a variety of behaviours to maintain quality learning.		
	Managing individuals/groups/class with confidence in a variety of situations, including outside the classroom.		
	Using a range of effective management strategies		
	Maintaining class routines.		
	Maintaining consistent and effective management patterns for extended periods of time.		
	Taking full control for a minimum of two consecutive weeks.		