

Associate Teacher Practicum Handbook

Teacher Education Refresh



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Introduction

Thank you for supporting a teacher to complete the Teacher Education Refresh (TER) programme through Open Polytechnic. The practicum placement is an opportunity for TER teachers to demonstrate their learning through experience.

The practicum placement provides teachers with an invaluable opportunity to develop and critically reflect on their knowledge, skills and understanding of teaching and learning. This understanding and skill development is likely to be more effective if the TER teacher and associate teacher engage in reflective conversations that allow the TER teacher to derive meaning from the learning organisation's practices.



Course and programme overview to the Teacher Education Refresh

The TER is for early childhood, primary and secondary teachers who have graduated from an Initial Teacher Education programme but have not achieved a full practising certificate within a six-year period; are returning to the workforce; or have trained overseas.



Completing a TER enables teachers to be provisionally certified for an additional six years. The Teaching Council expects that teachers will satisfactorily meet the Standards for the Teaching Profession and progress to a full practising certificate within this time.

A summary of the full programme is provided on the next pages of this booklet.

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Teacher Education Refresh Programme

EDU701: TEACHING IN AOTEAROA NEW ZEALAND NEW ZEALAND

Professional learning goals

- ▶ Your professional identity as a teacher
- ▶ Planning for future success
- ▶ Setting professional learning goals

Teaching in Aotearoa New Zealand today

- ▶ Teaching in Aotearoa New Zealand – foundations and future
- ▶ Educational settings and structures
- ▶ Collegiality and professional contribution

Professional responsibilities and obligations

- ▶ What it means to be a part of the teaching profession
- ▶ Teaching – law and regulation
- ▶ The Code of Professional Responsibility and Standards for the Teaching Profession
- ▶ Acting ethically as a teacher

Professional learning

- ▶ Ako and Reflective practice
- ▶ Teaching as inquiry
- ▶ Appraisal
- ▶ Portfolio of evidence

EDU702: CREATING A CULTURE FOR LEARNING

Culture in my classroom

- ▶ What is culture
- ▶ Who am I? Ko wai au?
- ▶ Who's in my classroom and what's important to them?

Tangata Whenua

- ▶ Te Tiriti o Waitangi
- ▶ The unique place of Māori as tangata whenua

Diverse learners

- ▶ Everyone is different
- ▶ Priority learners
- ▶ Inclusion
- ▶ Cultural responsiveness

Fostering positive dynamics in the classroom

- ▶ PB4L
- ▶ Challenging behaviours
- ▶ Creating high expectations of student achievement

EDU703 EFFECTIVE DESIGN FOR LEARNING

The design for learning cycle

- ▶ The importance of effective design for learning
- ▶ Introduction to the cycle and its components

Effective design for learning

- ▶ Educational pedagogies
- ▶ Culturally responsive learning design
- ▶ Effective use of technology in the classroom
- ▶ Evaluation of teaching and learning

Assessment and reporting

- ▶ Principles of good assessment and moderation
- ▶ Principles of good reporting

Early Childhood Education

- ▶ Planning for ECE
 - Te whāriki
 - inquiry learning
 - learning dispositions
 - literacy and numeracy
- ▶ Assessment
- ▶ Intentional teaching

Primary (Yr0-10)

- ▶ Planning for primary education
 - the New Zealand curriculum
 - key competencies
 - inquiry learning
 - sources and collection of data (E-asTTle)
 - teaching across progressions
 - literacy, numeracy and digital literacy
- ▶ Assessment

Secondary (Yr9-13)

- ▶ Planning for secondary education
 - the New Zealand curriculum
 - key competencies
 - NCEA
 - inquiry learning
 - sources and collection of data (E-asTTle)
 - teaching across progressions
 - literacy, numeracy and digital literacy
- ▶ Assessment
 - NCEA
 - Moderation

EDU704 TEACHING PRACTICUM

Practicum Planning – Candidates need to find their own school for practicum. Tutors can provide information for schools.

Observation – Feedback and Analysis

Reflective Practice

Self-Assessment and Inquiry – Setting goals and reflecting/revisiting Teaching as Inquiry

Linking practice to theory

Evaluative Observation

Seeking Employment

Induction and Mentoring – Where to next?

The associate teacher's role

An associate teacher is any fully registered teacher who allows a TER teacher to work alongside them in a learning organisation. An associate teacher must be a fully registered teacher.

Your primary focus as an associate teacher is to provide professional support and guidance to the TER teacher in key aspects of professional practice over the duration of the practicum placement.

Key elements of your role are outlined below.

1. Before the practicum placement starts

We ask the TER teacher to contact you a week or two prior to starting their practicum placement. This is a useful time to discuss what time the TER teacher should start on their first day, and provide the TER teacher with any information about your learning organisation's policies and procedures that they should read before they start their practicum placement.

Before the practicum begins, the associate teacher should confirm the TER teacher's timetable for their practicum and ensure that they have the opportunity to teach at least 0.5 of a full teaching load during their practicum.

2. At the beginning of the practicum placement

Introduce the TER teacher to other staff, learners and parent families/whanau (where appropriate). Many TER teachers are very nervous about their practicum placement. Providing a warm welcome and introducing them can help ensure a positive start to the TER teacher's practicum placement.

Provide the TER teacher with an induction to the setting. During the induction, it is helpful to provide an overview of key routines, policies, programmes, and any other special considerations that the TER teacher will need to be informed about. Please ensure you explain to the TER teacher the health and safety and emergency procedures operating in your learning organisation. As part of your induction, please outline what you expect of the TER teacher and clarify the TER teacher's role. It is also valuable to ask the TER teacher what they need in order to successfully demonstrate their professional practice competencies and complete their practicum tasks.

Negotiate specific hours of attendance and non-contact time with the TER teacher. Negotiate the specific start, finish and break times with the TER teacher, ensuring that they are able to teach at least 0.5 of a full teaching load during their practicum. Ensure the TER teacher will have opportunities to engage in all aspects of the teacher's role (with supervision), including working with learners, setting up and tidying, and planning time.

TER teachers may use 1 hour 'non-contact' time per day to complete documentation requirements for their practicum. This counts towards their teaching time.

Establish time to meet regularly with the TER teacher – at least once per week. We ask that you meet with the TER teacher at least once per week to discuss their practice and how they are meeting competencies, check their progress in relation to practicum tasks, and establish goals for the following week.

Clarify any initial questions or concerns with the practicum facilitator. The course leader will usually contact you and the TER teacher by phone or email early in the practicum placement to check if there are any questions, issues or concerns.

In some cases the teacher completing the practicum will already be employed as a teacher in your learning organisation. If this is the case, they are able to remain in their position while completing TER but must have an associate teacher to reflect with during their practicum. In these cases, the teachers should hold a Practising Certificate or Extension to Teach from the Teaching Council if they are working in a school.

If the teacher is not employed by your learning organisation, they are required to have an associate teacher who is legally required to be present with the TER teacher if they do not have a current practising certificate. Discretion is required regarding supervision of TER teachers.

3. Throughout the practicum placement

- ▶ Give ongoing, informal and constructive feedback to further support and scaffold the TER teacher's understandings.
- ▶ Model an appropriate range of teaching methods.
- ▶ Model appropriate interactions with learners, whānau and staff.
- ▶ Negotiate opportunities for the TER teacher to plan and implement activities that are relevant to their teaching experience.
- ▶ Discuss questions and ideas raised by TER teacher about the activities and learners they are observing.
- ▶ Review any observations or other data that the TER teacher has collated.
- ▶ Meet more formally with the TER teacher once per week to discuss the TER teacher's professional practice and behaviours.
- ▶ Record the TER teacher's hours of attendance and any absences on the attendance sheet. The TER teacher is required to inform their course leader and associate teacher if they are going to be absent at any time during the practicum.

4. Near the end of the practicum placement

Be available to discuss the TER teacher's progress during the practicum facilitator's visit.

During this visit the practicum facilitator will observe the TER teacher, look at their practicum documentation and discuss the TER teacher's progress with them. The focus of this discussion is the extent to which the TER teacher has met the competencies in the practicum assessment observation. You can find the practicum observation assessment at the end of this booklet.

What to do if you have significant concerns

It is important for the TER teacher to be made aware of any concerns you have about their professional practice, behaviours and attitude as early as possible. It will be helpful if you discuss your concerns with the TER teacher early and provide constructive suggestions and goals to help them develop their professional practice and behaviour. Setting clear goals with the TER teacher can help both you and the TER teacher see whether or not progress is being made.

If you have concerns about the TER teacher, you should contact the TER course leader as soon as possible. The practicum facilitator can then help you to put a plan of action in place.

Please ring the course leader as soon as possible if you have significant concerns about the TER teacher's progress or professional conduct.

If you are unable to get hold of the course leader for any reason, please contact:

Programme Delivery Manager: Karen Kane 0508 650200 ext:5739

email: Karen.kane@openpolytechnic.ac.nz

The TER teacher's role

Professional practice learning outcomes and competencies

The primary focus for the TER teacher during their practicum placement is to demonstrate the extent to which the TER teacher has met the competencies in the practicum assessment observation. You can find the practicum observation assessment at the end of this booklet. During their time in your learning organisation, the teacher should participate in all aspects of the life of the learning organisation – including attending meetings, participating in professional development and undertaking tasks such as duty or supervision.

The TER teacher will be asked to gather examples of their practice, observations, reflections and discussions. They will also be asked to complete a number of practicum tasks, and document these in their practicum folder.

After the practicum observation assessment, the TER teacher will then be asked to share their documentation to show the extent to which they are able to demonstrate they have met the criteria in the practicum assessment observation. TER teachers will also draw on this documentation for their final course assignment for EDU704 Teaching Practice.

Practicum folder and tasks

TER teachers should develop a practicum folder and have this with them throughout their practicum placement. TER teachers will use their practicum folder to organise and store documentation examples of reflections on their practice, observations and planning, information about your learning organisation, and resource ideas.



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Behavioural expectations

While on the practicum, the TER teacher is aware of the specific behavioural expectations the Open Polytechnic has of them.

Absence: A TER teacher must notify you and their course leader of any absences and make the time up on another occasion.

Acceptance: The TER teacher is expected to acknowledge differences in philosophy and practice, remain non-judgemental, and learn from any differences.

Communication: The TER teacher is required to maintain regular, open communication with you. The TER teacher is also expected to listen to your advice and suggestions and share their understandings, ideas and reflections.

Confidentiality: The TER teacher should not share confidential information they may encounter during their practicum with others (other than their associate teacher, as appropriate).

Consent: If the TER teacher is completing an observation in an early childhood centre, they are required to gain the consent of the child's/children's parent/s, and also the consent of any other adults who may be involved in the observation. Specific consent should be sought for the use of photographs. In other circumstances, TER teachers should follow your learning organisation's policies and procedures for consent.

Dress code: The TER teacher is expected to dress to a professional standard and is advised to follow the dress code of the practicum setting.

Hygiene: The TER teacher is required to maintain a high standard of personal hygiene at all times during the practicum.

Language: The TER teacher must take care to maintain a professional standard of language in all interactions while on the practicum.

Negotiation of TER teacher role: The TER teacher will discuss their role with you. This may include discussion of any special issues, such as travel restrictions, health or dietary requirements and so on.

Positive guidance: The TER teacher is expected to discuss their role in guiding learner's behaviour with you and know what you expect of them. The TER teacher will seek out the centre's policies and procedures for further information and guidance.

Practicum documentation: The TER teacher is expected to keep their practicum documentation up to date and share this with you on a regular basis.

Punctuality: The TER teacher is expected to be punctual and keep to agreed attendance times.

When in doubt, ask: The TER teacher is advised to not assume they know the correct practice. If unsure of what to do, they will ask you for advice, or another staff member if you are unavailable.

The practicum facilitator's role

The practicum facilitator is a person approved by the Open Polytechnic to visit the TER teacher during the practicum.

Assessment visit: The assessment visit will take up to 3 hours. During this visit practicum facilitator will observe the TER teacher, look at their practicum documentation and conduct a discussion with the TER teacher. They will also speak with you.

Practicum Assessment observation report: The practicum facilitator will complete the final practicum Assessment observation report.

Practicum pass requirements

In order to gain a pass for their practicum placement, TER teachers need to complete their 4-week practicum placement and demonstrate they have met the competencies in the practicum assessment observation. The TER teacher's professional practice learning outcomes and competencies are formally assessed by the practicum facilitator.

If you are concerned about a TER teacher's lack of progress while on the practicum, it is important to let both the TER teacher and the course leader know of your concerns as early as possible.



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Who to contact

Queries regarding a practicum teacher: Practicum facilitator – contact details are available from the TER teacher or the course leader.

General queries: Karen Kane – freephone 0508 650 200 extn 5739

EDU704 Teaching practicum

Assessment 1 Observation Assessment

Weighting: 70%

Due date: At a mutually agreed date between you and your practicum facilitator.

Learning outcome: 1. Implement designed learning experiences

This assessment requires you to demonstrate your ability to deliver a learning experience in a learning organisation. You will be observed against criteria that relate to the Standards for the Teaching Profession.

ECE and Primary teachers will be observed teaching for at least one hour. Secondary teachers will be observed for at least one lesson (or period).

Your practicum facilitator will provide a holistic judgement of your teaching based on their observation and conversation with you. Before they can do this, they will need to have received the three parts of your Practicum Plan.

For each group of criteria you will be assessed as:

E = exceeding the criteria (2 marks)

M = meeting the criteria (1 mark)

N = not yet meeting the criteria (0 marks)

Read through the observation criteria carefully so you understand what is being asked of you and how your marks will be allocated.

You will be given a mark out of 12 for this assignment, which will be converted to a total of 70% of your final grade.

You must achieve at least an 'M – meeting the criteria' grade in each category in order to pass this observation assessment. If you do not meet the criteria in each of the six categories, you will not pass this course, or your TER programme.

Observation Assessment Criteria

Criteria	Specific comments from the observer on how the student has met (or not met) the criteria		
Progress and monitoring Does the teacher/kaiako: - Adapt or modify the opportunities for learning in real time according to the needs of the learners? - Create opportunities for all learners to enjoy success? - Employ strategies to 'check in' with the learners to monitor the pace of learning?		E	2
		M	1
		N	0
Māori learners Does the teacher/kaiako: - Use te reo Māori in a naturally occurring way e.g. greeting the learners - Affirm Māori learners as Māori by providing contexts for learning where the language, identity and culture of Māori learners is affirmed. - Create opportunities for teacher to learn from the student and vice versa. - Demonstrate actively engaging in respectful working relationships with Māori learners. - Demonstrate practices aligned with culturally responsive and relational pedagogies.		E	2
		M	1
		N	0

Criteria	Specific comments from the observer on how the student has met (or not met) the criteria		
Pedagogy Does the teacher/kaiako: • Use teaching strategies that motivate and engage all learners? • Use teaching approaches that demonstrate sound pedagogy in action? • Use learning opportunities to stimulate learning? • Use assessment for learning strategies for the context? • Show evidence of modifying teaching strategies and/or approaches in response to the needs of specific learners?		E	2
		M	1
		N	0
Knowing your learner Does the teacher/kaiako: • Build on learner interests? • Build on prior learner experiences? • Build on existing learner knowledge? • Enable learners to engage with authentic contexts and/or contexts of specific interest to them? • Offer a range of ways for learners to engage with their learning, and to see themselves in the content? • Offer opportunities for learners to think critically and utilise higher order thinking skills?		E	2
		M	1
		N	0

Criteria	Specific comments from the observer on how the student has met (or not met) the criteria		
Learners leading learning Does the teacher/kaiako provide opportunities for: • Learners to share their learning? • Collaborative learning? • Learners to make meaningful and positive choices about what they are learning? • Learners to make meaningful and positive choices about how they are learning?		E	2
		M	1
		N	0
Feedback and feedforward Does the teacher/kaiako: • Provide opportunities for learners to give and receive feedback and feedforward relevant to the learning objectives? • Provide opportunities for learners to set relevant and appropriate learning goals for themselves? • Provide evidence of using data to plan appropriate learning activities to meet the needs of specific learners? • Support learners to understand what they are learning, why they are learning that material, and what their next learning steps are?		E	2
		M	1
		N	0

EDU704 Teaching Practicum

Practicum Setting Induction Checklist

Print this checklist and use it as the basis for discussion with your associate teacher regarding your role and responsibilities while on the practicum. This discussion should occur either when you meet with your associate teacher before your practicum begins, or at the start of your practicum placement.

I have discussed the following points with my associate teacher:	Initial as discussed
Practicum hours	
My hours, including start and finish times	
Non-contact time (with up to 1 hour per day for practicum documentation)	
Lunch breaks	
Morning/afternoon tea	
Weekly meeting time with my associate teacher	
Practicum requirements	
Consents for staff/child observations (if required)	
Learning Organisation's policies and procedures	
Practicum support	
The support that I will need	
My goals	
Communication with my associate teacher	
What to do if I have questions or am unsure	
Other	

I have discussed the following points with my associate teacher:	Initial as discussed
Guiding behaviour	
The learning organisation's guiding behaviour policy	
Strategies used by staff	
Other	
Health and safety	
Sun safety policy and procedures (as appropriate)	
Healthy food policy and procedures (as appropriate)	
Medication policy and procedures (as appropriate)	
Infectious diseases policy (as appropriate)	
Injuries policy and procedures (as appropriate)	
Fire/earthquake/evacuation procedures	
Other	
General	
Where to keep my belongings (including personal medication)	
What to do if I have an accident	
What to do if I am ill	
Other	