



Bachelor of Teaching

Primary Education

Professional Practice 1 EDPR132

Year 1

Practicum Booklet

2010

3-14 May

November (3 weeks)

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Introduction to the Programme

Welcome to the first year professional practice paper which includes 5 weeks in schools. This paper is a compulsory part of both the Bachelor of Teaching Primary and Bachelor of Education Studies degrees.

This is an opportunity to put the knowledge and skills gained in curriculum and professional papers into a context. By the end of the two placements students will have gained confidence in working with groups of children supported by an associate teacher.

The EDPR132 paper is closely linked to the curriculum papers of English, Mathematics, The Arts and Science. These links are shown in the degree structure diagram.

Bachelor of Teaching (BTchg) – Primary Education

Strand	Year 1	Pts	Year 2	Pts	Year 3	Pts	Total
Education	EDUC 101 Education and Society EDUC 102 Human Development	18 18	EDUC 252 How People Learn	18	EDUC 335 Construction of Learning in Education Settings **	18	72
Curriculum	EDCR 131 Primary Curriculum English & Mathematics 1 EDCR 132 Introduction to The Arts & Science	18 18	EDCR 231 Primary Curriculum English & Mathematics 2 EDCR 232 Introduction to Social Studies, Technology, Health & Physical Education	18 18	EDCR 331 Primary Curriculum English & Mathematics 3 EDCR 332 Curriculum Pedagogy & Content ** EDCR 333 Curriculum Approaches and Innovations	18 18 18	126
Professional Studies and Professional Practice	EDPR 131 Te Weu – Professional Studies 1 EDPR 132 Professional Practice 1	12 18	EDPR 231 Te Aka – Professional Studies 2 EDPR 232 Professional Practice 2	12 18	EDPR 331 Te Puāwaitanga – Professional Studies 3 EDPR 332 Professional Practice 3a EDPR 333 Professional Practice 3b	12 18 18	108
Subject Studies	Subject Study *	18	Subject Studies *	36			54
Content Mastery/ Competence Tests Must be passed to start year 2 of the degree	Competency tests in ICT Literacy Mathematics	0					0
Total		120		120		120	360

Professional Practice Staff Contacts

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Learning Aims and Objectives

- 1 Identify and demonstrate the professional, ethical, legal and practical requirements of teachers.
- 2 Examine the ways experiences shape ideas about teaching and learning.
- 3 Demonstrate the elements of effective relationships and communication skills for teachers.
- 4 Examine and reflect on practice taking cognisance of relevant education theory.
- 5 Plan, implement and evaluate learning experiences.

Professional practice relies on successful communication between the student teacher, the Associate Teacher and the University Lecturer. The roles are outlined below:

Student Teacher

- Student teachers are professionally responsible to the Principal while on practicum
- Be at school by 8.30am and allow time at the end of the day to discuss and reflect on the day's work
- Seek, accept and act on advice and guidance from your Associate Teacher and University Lecturer
- Inform the school and university (Ange Ellison, Ph 479 4225) before 8.30am if you are going to be absent
- Maintain a tidy standard of dress
- Do duty at the same time as the Associate Teacher and spend as much time as possible observing and interacting with children at lunch times
- Maintain confidentiality when dealing with information about children
- Observe professional ethics
- Keep all plans in a well ordered file that is available to the Associate Teacher and University Lecturer at all times
- Keep a log of all lessons that are taught in the front of your file

Note – absence from practicum of more than two days of practicum 1, and 3 days of practicum 2 will result in repeating a week in conjunction with the November practicum. Absence of more than 5 days will result in the practicum experience being repeated.

Associate Teacher

- Provide the student with a range of opportunities for guided practice
- Support the student to select appropriate curriculum content
- Observe the student and give oral and written feedback for some lessons, **see Appendix 2.**
- Provide time for discussion with the student both of their work and of the curriculum delivery decisions that you make in the classroom
- Expect to see written planning before each lesson is taught. Sign plans
- Challenge students to critically reflect and analyse situations. Encourage them to seek solutions
- Communicate areas of concern to the Student Teacher and if necessary to the University Lecturer or Carole Randall as soon as possible during the practicum
- Provide a written report to the University at the end of the practicum. Written comments should be realistic and constructive
- Send practicum reports to Ange Ellison, University of Otago College of Education, PO Box 56, Dunedin.

University Lecturer

The lecturer will make one visit to see the student actively teaching.

- Provide guidance and advice to the student about their teaching
- Liaise with the Associate Teacher regarding students' progress
- Write field notes and a report based on the lesson observed (**Appendix 4**)
- Mark the practicum folder
- Submit a pass/fail result to the EDPR132 paper coordinator by May 28 for practicum 1A; December 3 for practicum 1B

Summary of Practicum Requirements

The requirements are divided into two categories

A Professional Dialogue

- i Learning about children
- ii Learning about teaching
- iii Learning about themselves as teachers

B & C Planning, teaching and reflecting on lessons

- i Planning, teaching and reflecting on small group lessons (May and November).
- ii Planning, teaching and reflecting on whole class lessons (November).

Illness While on Practicum

Any student enrolled in a teacher education programme, who is ill for three consecutive days or more and unable to attend practicum, must notify the Programme Director/Coordinator as soon as possible and provide a completed University of Otago *Medical Certificate for Special Consideration*, downloadable from <http://www.otago.ac.nz/education/students/index.html> or available from University of Otago College of Education Reception.

Practicum 1A

3-14 May

Specific Requirements

Category A Professional Dialogue

Use the questions in the boxes below to write reflections on 3 lessons.

Learning about children

Student teachers will further develop their understandings of children's thinking and learning.

Student teachers have engaged in learning conversations with children. This enables them to develop their awareness of children's knowledge and opinions about classrooms and the curriculum. It is expected that throughout the practicum these experiences will be further developed.

Continue to develop your understanding of:

How can we establish effective learning conversations with children?

Learning about Teaching

Student teachers will engage in small group teaching activities to develop appropriate management techniques and curriculum practice for children.

It is generally accepted that there is no 'one right way' to teach. All teachers have developed their own personal theory and assumptions about teaching and learning that underpin their classroom practice. During the practicum student teachers are encouraged to further develop their own conceptions about teaching by talking with teachers and participating in different environments for learning.

Continue to develop your understanding of:

What we can learn about our teaching practice from the children's responses?

Learning about themselves as Teachers

Student teachers will reflect on their own learning as they interact with teachers, children and colleagues.

Reflective writing is an integral part of the student teachers' practicum experience, and is necessary to develop critical thinking skills.

Continue to develop your understanding of:

What new insights have emerged for me from teaching interactions with children?

Category B Teaching

Students are encouraged to negotiate their teaching opportunities with their Associate Teacher early in week 1.

Students will require support from Associates in selecting appropriate objectives and planning.

1. English (minimum of two lessons)

The focus in semester 1 is on language acquisition and the importance of children's literature in enhancing vocabulary and knowledge about how language works.

Students are asked to observe and work alongside their Associate in English, developing an awareness of the many opportunities for literacy to be included in the programme.

Students are asked to:

- Plan and teach a lesson using a picture book – introduction, questioning sequence and follow-up activities have been covered in class
- Read daily to a group of children and include a variety of text types and authors
- Identify the variety of oral language opportunities across the curriculum. Use the observation framework given out in English classes to record this information
- Handwriting – observe the teacher taking a handwriting lesson, record the sequence of the lesson, organisation, routines and teaching points. Plan and teach one lesson.

2. Mathematics (minimum of 2 lessons)

The first year curriculum mathematics course has focused on numeracy and teaching the Number strand.

Students will be able to plan and teach number knowledge activities to a small group of children.

These activities could include:

- Counting forwards and backwards
- Numeral identification
- Basic facts
- Place value and grouping
- Ordering and sequencing numbers including decimals and fractions

Students would also be able to teach a numeracy strategy lesson to a small group of children with Associate support with planning.

3. Select at least two areas to teach from the Arts and Science

Visual Arts

With support from your Associate and using models of teaching from your workbook, teach two linked lessons of visual arts to a group of children.

Drama

Plan, teach and evaluate 1 lesson in drama with a group of children. Explore some aspect of the elements, techniques and conventions of drama taught in EDCR132. After reflection and evaluation of teaching take the opportunity to teach the same learning sequence with another group of children, reflect and evaluate on adjustments made to teaching and learning.

Dance

Plan, teach and evaluate 2 linked dance lessons with a group of children. Each lesson should be at least 20 minutes long. A suggested design for the lessons might be:

Lesson 1: Questioning to introduce the topic, followed by teacher-guided exploration of 3-5 related movement and/or shape ideas. Help the children to explore (and show) variations of the movements/shapes with specific focus on 1-3 dance elements. Provide an opportunity for the children to reflect and give feedback.

Lesson 2: Briefly review the previous lesson with further practice or development of the movement ideas from Lesson 1. Give a small sequence-making task for individuals or pairs, followed by class reflection/feedback.

Ideas and content for the lessons may come from dance resources or experiences introduced in the dance curriculum component of EDCR132.

Music - Listening

Choose an appropriate piece of music for listening with a group of children. Plan a discussion and an activity to follow the listening to explore its context with children over one or two short sessions.

Students who are more confident in music may choose to prepare and teach a song or a rhythmic activity to the class. The students have been prepared to work from resources such as Into Music 1 or 2 to support development of questions and musical ideas with the children. They are encouraged to use accurate musical language with children.

Science

Students are expected to plan, implement and evaluate linked science lessons.

Working with a group of children, they will begin by finding out and recording the children's present ideas around a science topic (lesson one). They will then build on the understandings of the children with at least one follow-up lesson. Planning that has been started during the curriculum course may be used for this teaching but it will need to be worked on further with the assistance of Associate Teacher prior to being used in the classroom.

4. Te Reo Māori me ōna Tikanga

Social and Managerial Language:

- Greet and farewell children in Te Reo Māori.
- Issue instructions and give positive comments in Te Reo Māori.

Assessment

Assessment A Practicum Folder

Prepare an indexed practicum folder including:

- Written planning and evaluation for all lessons taught
- Written reflections (select 3 lessons and respond to the questions listed under Learning about Teaching and Learning below)
- Include a section for the feedback received from the Associate Teacher and visiting Lecturer
- Teaching log
- Class information (class plan, class list, group lists)
- School information and organisation

PASS CRITERIA

The folder is organised with dividers under the practicum task headings before the practicum begins.

Written Planning (refer Appendix 1)

Include:

– Introduction	– Learning area
– Motivation	– Key competencies
– Learning activities	– Strand, level, achievement objective
– Conclusion	– Learning outcomes
– Key questions	– Resources
– Timing	– Teacher reference material
– Prediction	

Evaluation

After each teaching session it is expected that student teachers will engage in evaluation on their own teaching practice including:

- Appropriateness of the lesson for the children
- Whether the children progressed towards meeting the learning outcomes with supporting evidence

Reflection

Address the bullets points below for 3 lessons.

Refer to Category A, Learning about Teaching and Learning

- How can we establish effective conversations with children?
- What can we learn about our teaching practice from children's responses?
- What new insights have emerged from teaching interactions with children?

A **teaching log** that details the class level, lessons taught noting the essential learning area, duration, group size (Appendix 3).

Due date noon May 17 at the College Reception

Please name your visiting lecturer in the front of your folder

Assessment B One critical incident episode

Refer to Hole, S., & Hall-McEntee, G. H. (1999) Reflection is the Heart of Practice. *Educational Leadership*, May, 34-37.

Bring a written statement to your scheduled EDPR132 class in week 20. Be prepared to discuss and analyse your report in a group. This is not to be included in your teaching practice folder.

Structure

Step 1

What happened? Write a brief comment without analysis or judgment (100 – 150 words).

Step 2

Why did it happen? Consider the context in which the event occurred for answers. There may be more questions than answers at this point.

Step 3

What might it mean? Could you have done something differently? Consider all options.

Step 4

What are the implications of your practice? Do you need to rethink and change your practice? How will you do this next time?

Assessment C Practicum Report

The University Lecturer will observe the student teaching and write a report. The report criteria include:

Relationships	Planning, teaching	Reflection
Communication	Professionalism	

Areas of strength will be identified and suggestions for further development recorded. Students will be awarded a pass/fail result.

Check list for students May 3-14

English

Minimum 2 lessons

- Picture book lessons
- Reading daily to the class
- Identify oral language opportunities
- Plan and teach a handwriting lesson

Mathematics

- 2 lessons

Lessons in at least 2 areas

- Visual Arts
- Drama
- Dance
- Music - listening
- Science

Te Reo Māori me ōna Tikanga

- Social and Managerial language

- Reflections on all lessons with detailed responses on 3 lessons

Practicum 1B

November

Specific Requirements

Category A Professional Dialogue

Use the questions in the boxes below to write reflections on 5 lessons.

Learning about children

Student teachers will further develop their understandings of children's thinking and learning.

Student teachers have engaged in learning conversations with children. This enables them to develop their awareness of children's knowledge and opinions about classrooms and the curriculum. It is expected that throughout the practicum these experiences will be further developed.

Continue to develop your understanding of:

How can we establish effective learning conversations with children?

Learning about Teaching

Student teachers will engage in small group and whole class teaching activities to develop appropriate management techniques and curriculum practice for children.

It is generally accepted that there is no 'one right way' to teach. All teachers have developed their own personal theory and assumptions about teaching and learning that underpin their classroom practice. During the practicum student teachers are encouraged to further develop their own conceptions about teaching by talking with teachers and participating in different environments for learning.

Continue to develop your understanding of:

What we can learn about our teaching practice from the children's responses?

Learning about themselves as Teachers

Student teachers will reflect on their own learning as they interact with teachers, children and colleagues.

Reflective writing is an integral part of the student teachers' practicum experience, and is necessary to develop critical thinking skills.

Continue to develop your understanding of:

What new insights have emerged for me from teaching interactions with children?

Category B Teaching

Students are encouraged to take every opportunity to teach in a range of curriculum areas.

1. English

Students should have practiced recording children's reading behaviours in running records but have not covered the analysis of children's use of the sources of information. Students should be involved, alongside their Associate Teacher with the ongoing English programme.

Note- guided reading is a major focus for second year English courses. First year students are not expected to assist with guided reading during this posting.

Students should:

- Read daily to the class – include a variety of text types and authors
- Plan and teach two linked lessons using a non-fiction or poetry text
- Carry out running records with support from the Associate Teacher
- Handwriting – observe the teacher taking a handwriting lesson, recording the sequence of the lesson, organization, routines and teaching points. Plan and teach handwriting daily for one week, if appropriate.

2. Mathematics

In the number strand, the teaching of addition and subtraction, multiplication and division and number knowledge has been studied. In the measurement strand the teaching of length, area, volume, capacity, mass and time has been covered.

Students will be able to plan and teach learning activities to a group of children in these areas.

3. The Arts and Science

Students will be able to teach in the Arts disciplines and Science.

Visual Arts

With support from your Associate and using models of teaching from you workbook, teach two linked lessons of visual arts to a group of children.

Drama

Plan, teach and evaluate 1 lesson in drama with a group of children. Explore some aspect of the elements, techniques and conventions of drama taught in EDCR132. After reflection and evaluation of teaching take the opportunity to teach the same learning sequence with another group of children reflect and evaluate on adjustments made to teaching and learning.

Dance

Plan, teach and evaluate 2 linked dance lessons with a group of children. Each lesson should be at least 20 minutes long. A suggested design for the lessons might be:

Lesson 1: Questioning to introduce the topic, followed by teacher-guided exploration of 3-5 related movement and/or shape ideas. Help the children to explore (and show) variations of the movements/shapes with specific focus on 1-3 dance elements. Provide an opportunity for the children to reflect and give feedback.

Lesson 2: Briefly review the previous lesson with further practice or development of the movement ideas from Lesson 1. Give a small sequence-making task for individuals or pairs, followed by class reflection/feedback.

Ideas and content for the lessons may come from dance resources or experiences introduced in the dance curriculum component of EDCR132.

Music - Listening

Choose an appropriate piece of music for listening with a group of children. Plan a discussion and an activity to follow the listening to explore its context with children over one or two short sessions.

Students who are more confident in music may choose to prepare and teach a song or a rhythmic activity to the class. The students have been prepared to work from resources such as Into Music 1 or 2 to support development of questions and musical ideas with the children. They are encouraged to use accurate musical language with children.

Science

Students are expected to plan, implement and evaluate linked science lessons.

Working with a group of children, they will begin by finding out and recording the children's present ideas around a science topic (lesson one). They will then build on the understandings of the children with at least one follow-up lesson. Planning that has been started during the curriculum course may be used for this teaching but it will need to be worked on further with the assistance of Associate Teacher prior to being used in the classroom.

4. Te Reo Māori me ōna Tikanga

Social and Managerial Language:

- Greet and farewell children in Te Reo Māori.
- Issue instructions and give positive comments in Te Reo Māori.

Category C General

Include group and whole class teaching. Students are encouraged to develop their confidence to teach one curriculum area and make the transition into the lesson in another curriculum area which immediately follows.

Students should work towards teaching the class or a group of children for the morning programme.

Assessment

Assessment A Practicum Folder

Prepare a practicum folder including:

- Written planning for all lessons taught
- Assessment of children’s work: In 5 selected lessons, discuss the evidence that your teaching resulted in new student learning
- Written reflections and include in the theory statements for 5 lessons
- Feedback received from the Associate Teacher and visiting Lecturer
- Teaching log
- Class information (class plan, class list, group list, etc.)
- School information and organisation

PASS CRITERIA

- The folder is organised with dividers under the practicum task headings before the practicum begins.
- Teaching plans include:

– Introduction	– Learning area
– Motivation	– Key competencies
– Learning activities	– Strand, level, achievement objective
– Conclusion	– Learning outcomes
– Key questions	– Resources
– Timing	– Teacher reference material
– Prediction	– Assessment

Evaluation

After each teaching session it is expected that student teachers will engage in evaluation on their own teaching practice. This will consider:

- The appropriateness of the teaching for the children
- Children progressing towards the learning outcomes
- Next teaching steps.

Reflection and Assessment

For 5 lessons address the following:

- Questions and insights about teaching. Refer to Category A , Learning about Teaching and Learning
- Linking theory and practice. Include in the reflections of five lessons the links to the theory or research that informs the teaching.
- In the same 5 lessons provide evidence of students’ new learning. How do you know students achieved the outcomes of your lesson?

A teaching log that details the class level, essential learning area, duration, mode (whole class/small group) of each lesson.

Due date noon College Reception

November 27 (BTchg)

December 3 (BESt)

Assessment B

Practicum Report

The University Lecturer will observe the student teaching and write a report.

The report criteria include:

Planning, preparation, evaluation of teaching

- Written planning
- Links to the New Zealand curriculum
- Feedback to children
- Evaluation

Relationships, communication and management

- Projection of personality
- Development of effective relationships
- Development of an appropriate professional manner
- Development of management strategies
- Communication in Standard English
- Use of a positive approach
- Development of effective questioning

Demonstration of the professional role of the teacher

- Reflection on teaching experiences
- Identification of future learning
- Maintenance of professional standards

Students are responsible for ensuring all planning is available for the University Lecturer to see and that they are engaged in active teaching during lecturer's visit.

The date and time of visit will be negotiated with the school.

Students will be awarded a pass/fail result

Check list for students November

English

- Minimum 2 linked lessons using a non-fiction or poetry text
- Reading daily to the class
- Running records
- Handwriting lessons

Mathematics

- 2 lessons

Lessons in at least 2 areas (these should be different from those taught in May).

- Visual Arts
- Drama
- Dance
- Music listening
- Science

Te Reo Māori me ōna Tikanga

- Social and Managerial language

- Assessment evidence and reflections with links to research literature for 5 lessons

- Teach whole class lessons

- Teach the class or a group for a sustained period e.g. the morning programme

Appendix 1 – A Guide to Lesson Planning

Pre-planning points

Plan positive, interesting, learning experiences.
A plan for learning should be consistent with good classroom practice.
Activities must be appropriate to meet the needs of the learners.
The content and management of the lesson will benefit all the children.
Written preparation will show evidence of your thinking and preparation.

You are required to submit a written plan to your Associate Teacher **in advance of your teaching**.

Lesson plans may vary, however, lesson plans should contain the following information:

Achievement Objectives	You should choose this with guidance from your Associate. The Achievement Objective is taken from the curriculum documents – appropriate to the class levels.
Learning Outcomes or Learning Intentions	These need to be linked to the Achievement Objectives. When writing the outcomes ask yourself the question ‘What do I want the children to know by the end of the lesson?’ You should make these clear, specific statements of what is expected that the pupils will achieve by the end of the lesson (ie skills, knowledge, understandings, behaviours etc). It is recommended you have no more than 1-2 learning outcomes.
Prediction Forward Planning	What possible barriers to learning might exist for some children? Show in your plan possible supports you will provide based on your predictions.
Timing	Note the predicted timing for each part of the lesson.

A Sequential Plan for the Proposed Lesson

<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Organisation / Management</p> </div>	<p>Consider the equipment you will need, any preparation of work areas for pupils, time management, making provision for the early finishers, and for the range of performance within the group.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Introduction and motivation</p> </div>	<p>How you will initiate interest, promote inquiry, stimulate and introduce the topic and lesson to the group/class.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Main body of the lesson Teaching and learning sequence</p> </div>	<p>What will children do to achieve the learning outcomes? You should include: key questions, teaching points, any demonstration of techniques/processes/skills, and the learning experiences.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Closure</p> </div>	<p>How will you draw the session together and allow children to reflect on new learning?</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Reflections to inform future teaching</p> </div>	<p>Demonstrate an understanding of assessment by recording evidence of children's learning. Evidence may come from children's oral or written responses. Write a reflective statement about the appropriateness of your teaching for the children. Did all children meet the learning outcomes? Were the outcomes suitable for all children? Where would you take the learning in a follow up lesson? Refer to the questions in Category A.</p>

Appendix 2

Observation feedback sheet

It is expected that there will be written feedback from the Associate Teacher on some lessons.

Student Teacher:

Associate Teacher:

Date:

Essential Learning Area/Curriculum:

Small group(May/November)

Whole class(November)

Lesson focus:

Comments:

Appendix 3

First Year Practicum

Teaching Log – record the dates of each teaching episode – to provide an overview of curriculum coverage.

Remember: Relevant aspects of Te Reo Māori me Ōna Tikanga should form a natural part of your teaching.

The Arts	Drama	
	Dance	
	Visual Art	
	Music	
Science		
English	Picture book lesson	
	Story reading	
	Non-fiction Poetry	
	Handwriting (November)	
Mathematics	Numeracy	
	Measurement	

Appendix 4



University of Otago College of Education
Te Kura Akau Taitoka

Primary Lecturer's Professional Practice Report 1st Year

STUDENT	_____	LECTURER	_____
SEMESTER	_____	DATES OF OBSERVATION	_____
SCHOOL	_____	ASSOCIATE	_____
CLASS	_____	GROUP SIZE	_____
First Practicum	<input type="checkbox"/>	Second Practicum	<input type="checkbox"/>

The lesson

Planning, preparation, reflection

Manages children appropriately

Relationships; Communication

Demonstrates professional role of the teacher

Yes No **Models Standard English**

General

Suggestions for further development

ASSESSMENT

Pass

Fail

Assignment Cover Sheet

Department Coordinated through Primary Programme Director

Course Code and Title EDPR132 - Professional Practice

Student to complete this section

- Student Name
- Visiting Lecturer's Name
- Assignment No
- Date Due

Check

Verification



The work presented in this assignment is substantially my own:

- I did the reading and planning
- I wrote the whole assignment
- I have acknowledged the use of other people's work
- I have proof read my writing and believe it to be of a standard befitting a New Zealand teacher
- I have used 'spell check', 'grammar check' and/or a dictionary

I understand that work must be of an acceptable standard to pass.

Signed

Date

Date Received

By