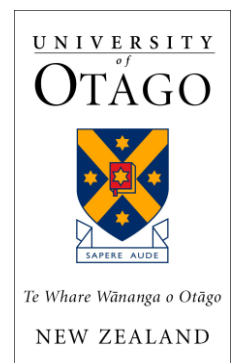




# COLLEGE OF EDUCATION

## EDUS371 Teaching Practice Course Outline 2010

Otago



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## Course Information

### Course Coordinator

<i>Name</i>	<i>Location</i>	<i>Phone</i>	<i>Email</i>
Karyn Fielding	S102	479 4261	karyn.fielding@otago.ac.nz

## General Information

### Points Value

20 points

### Expected Workload

180 contact hours

20 non-contact hours

### Pre-requisites/Co-requisites

Restriction/s: Students must have completed all required curriculum course work to the satisfaction of the Programme Director before they are permitted to undertake teaching practicum placement.

## Learning Aims and Objectives

During the teaching practice the student teacher will, under the supervision of associate teachers and College lecturers:

- a Demonstrate a working knowledge of relevant curricula.
- b Demonstrate successful planning and delivery in whole lessons in a range of classes and in four-six linked lessons with at least one class.
- c Demonstrate the ability to establish, manage and maintain a positive learning environment for students.
- d Demonstrate an awareness of cultural, gender and social issues as they relate to the delivery of the curriculum.
- e Identify and implement appropriate assessment techniques (diagnostic, formative and summative) within the classroom that support student learning.
- f Establish appropriate and effective professional relationships with students and colleagues.

## Course Content

- a Observe Associate Teachers and their teaching strategies.
- b Observe Associate Teachers classroom management and routines and reflect on these.
- c Develop outcomes for single lessons, linked lessons and units.
- d Explore and experiment with teaching strategies.
- e Under supervision, implement appropriate curriculum and link to school schemes.
- f Deliver whole lessons and linked lessons with guidance from Associate Teachers.
- g Identify and implement appropriate assessment techniques
- h Reflect on and evaluate their own teaching practice.

- i Respond to feedback from Associate Teachers and College Lecturers.
- j Participate in the wider life of the school and attend meetings.

## **Course Overview**

Observation of the implementation of and teaching of secondary school programmes.

Notes: (i) Proven literacy competence required. (ii) Students must have completed all required curriculum coursework to the satisfaction of the Programme Director before they are permitted to undertake teaching practicum placements.

## **Terms Requirements**

Students will be required to have all required curriculum assignments completed before they are permitted to go on practicum.

## **Attendance**

### *Illness While on Practicum*

Any student enrolled in a secondary 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.

## **Blackboard**

This course is on Blackboard. Access is from <https://blackboard.otago.ac.nz/webapps/login/> then login with your username and password. Once you have logged in you will find yourself on your personal Blackboard page.

On the right hand side of the site you will see the heading 'My Courses'. All the papers in which you are enrolled should be listed. Click on this button.

Once you are in the website, either bookmark it or add it to your 'favourites'.

If you have any problems with Blackboard please contact the ITS HelpDesk, phone 479 8888 (or toll free 0800 479 888). Email: [helpdesk@stonebow.otago.ac.nz](mailto:helpdesk@stonebow.otago.ac.nz)

## **Recommended Texts**

Barry, K., & King, L. (1998). *Beginning teaching and beyond* (3<sup>rd</sup> ed.). Katoomba, New South Wales, Australia: Social Science Press.

McGee, C., & Fraser, D. (Eds.). (2001). *The professional practice of teaching: An introduction to teaching, learning and curriculum* (2<sup>nd</sup> ed.). Palmerston North, New Zealand: Dunmore Press.

New Zealand Ministry of Education. (1994). *Assessment: Policy to practice*. Wellington, New Zealand: Learning Media.

New Zealand Ministry of Education. (2007). *The New Zealand curriculum*. Wellington, New Zealand: Learning Media.

## **Websites**

New Zealand Qualifications Authority. Retrieved August 1, 2006, from [www.nzqa.govt.nz](http://www.nzqa.govt.nz).

Te Kete Ipurangi: The Online Learning Centre. Retrieved August 1, 2006, from [www.tki.org.nz/ncea](http://www.tki.org.nz/ncea).

## Assessment

### Summary

Students will be required to meet the attendance requirements of not less than 80% to pass the paper.

Formative assessment will be an integral part of the teaching programme and will involve constructive feedback.

A pass in this course will require the satisfactory completion of each of the assessment tasks.

- a Portfolio of teaching practice experience with evidence to illustrate the achievement of the required outcomes. Included will be regular self-evaluations of planning and delivery of lessons. This work will be assessed against agreed criteria, and will be the basis for personal goal setting. (Learning Aims and Objectives a-f)
- b Teaching practicum reflection journal. (Learning Aims and Objectives a-f)
- c Teaching Practice Assessment. A performance assessment judged against established performance criteria, by the Associate Teachers, Lecturers and Student. (Learning Aims and Objectives a-f)

### Assignments

A **cover page** must be completed and attached to the front of **each** assignment. This can be downloaded from the College website: <http://www.otago.ac.nz/education/students/index.html>.

Detailed *Course Information for University of Otago College of Education Students enrolled in Teacher Education Programmes* (see below) is available on the College website: <http://www.otago.ac.nz/education/students/index.html>. It is students' responsibility to read this information.

### Deadlines for Handing in Assignments

1. ASSIGNMENTS ARE TO BE SUBMITTED ON OR BEFORE THE DUE DATE.

Due dates for assignments have been given well in advance and it is the responsibility of the student to plan ahead in order to meet deadlines for essay submission.

N.B. Having a heavy load of assignments and/or tests for other courses is NOT an adequate reason for an extension to be given.

2. University of Otago College of Education (UOCE) policy clearly states that no assignments can be accepted
  - (a) after marked scripts have been returned to students, and/or
  - (b) after the last day of the Semester.

### Submission of Assignments

1. Put your course assignments into the assignment box labelled with the course code and title, located in the foyer to the right of UOCE Reception.
2. If you have any questions about your tutorials or assignments, please contact your lecturer in the first instance.
3. IT IS EXPECTED THAT STUDENTS WILL KEEP A PHOTOCOPY (OR BE ABLE TO SUPPLY A COPY) OF ALL WORK SUBMITTED FOR ASSESSMENT.

### Summary of Assignments

**NOTE: All assignments are due at 10.00am on or before the due date.**

#	Assignment	Due Date
1a	Portfolio – Teaching Practice Folder	2 June
1b	Practicum Reflection Journal	2 June

## Assignment

### Assignment 1a Portfolio – Teaching Practice Folder

#### Assignment Due Date and Time

Due Date and Time	Who to hand work in to	Where to hand in work
Wednesday 2 June, 10.00 am	Professional Supervising Lecturer	Assignment Box, College Reception

#### Detailed Requirements

You are to compile a teaching folder consisting of:

- Your lesson plan for each lesson, including supporting material, student activities and assessment for each lesson.
- Each lesson should be on a template format. It is preferable, but not necessary, that this be word processed. If handwritten, your planning must be legible, ie neat enough to be easily read by your Associate, Visiting Lecturer and Curriculum Lecturers.
- Every lesson will be evaluated by you at the end of each day, making note of aspects that worked well, aspects you would modify next time and what your intentions are for next lesson.
- Your lessons should be organised by subject and class, and be in chronological order, ie all of the lessons for Year 9G Physical Education will be in order from the first to your last lesson with 9G.
- Also include with any lesson your Associate Teacher's notes or report on that particular lesson.
- Daily plan summary (Yellow Planning Book)

The purpose of the Teaching Folder is that it is evidence of your planning, delivery, assessment and evaluation. It is an indicator of your level of achievement in these areas.

Your folder may be a ring binder, several ring binders (using clear pockets), a box-file or cardboard wallets. Put assignment cover sheet (page 13) at front of ring binder.

Your personal organisation of this folder should be an end of the day activity, each day, on Practicum. You will be able to easily access this planning and resources for future reference and use.

#### Marking Guide

Planning will be:

- Organised by subject, level and class
- Logically and appropriately sequenced
- Presented on a template format.
- Evaluated

- Accompanied by:
  - Supporting materials used in teaching
  - Associate lesson observations.
  - Daily plan summary (Yellow Plan Book)

***Assignment 1b Practicum Reflection Journal***

***Assignment Due Date and Time***

<i>Due Date and Time</i>	<i>Who to hand work in to</i>	<i>Where to hand in work</i>
Wednesday 2 June, 5.00 pm	Professional Supervising Lecturer	Assignment Box, College Reception

You are to write at least one reflection per week on an issue relating to your teaching; eg student management, policy implementation, school issues. These are written in your **Practicum Journal**.

***Post-Teaching Practicum Interview***

You will have an interview with your assigned Supervising Lecturer.

This will be scheduled in the 4 weeks following the practicum.

You must bring with you, your;

Self Assessment – Indicators Report – filled in from the back page of this Course Book

**Use of standard English in professional settings**

The New Zealand education system is committed to teaching standard English to the highest possible levels. (Ministry of Education. (1996). Exploring Language: A handbook for teachers. Wellington: Learning Media.) As a potential member of the teaching profession, it is vital that you demonstrate the ability to use standard English within the professional, educational context.

Throughout your course at college, and in practicum in schools, you will be expected to present material in both written and oral modes. You are required to use accepted standard English in these formal and professional settings. Your ability to do this will be monitored throughout the course. Your written planning tasks will provide evidence of your writing skills, and your ability to use oral language suitable to a school setting will be checked during your **first Teaching Practicum**. **Your initial TLE, LTL, curriculum assignments and all in class tasks will be used as an indicator of your ability to write clearly and accurately.** Analysis of these tasks will indicate whether or not you will be required to attend sessions to develop these skills to the required level.

## PRE-PRACTICUM BRIEFING

- 1 **Be professional** in terms of approach, appearance, involvement, language and punctuality etc. Maintain a professional distance from students.
- 2 Ensure you maintain the confidentiality of all information gained on teaching practice.
- 3 As guests in the school you must remember that the Principal is your boss while you are there. The Liaison Teacher acts as the Principal's representative and is your first point of contact.
- 4 Keep your Plan Book and Planning Folder up to date AND ORGANISED. You must have them available for your Associates and Visiting Lecturers. Your Planning Folder, Plan Book and Reflection Journal are handed in by 5.00 pm on Wednesday, 2 June 2010.
- 5 Follow the guidelines given to you in *Teaching and Learning* with respect to planning – plan thoroughly – **be well organised**. Learn the names of students in your classes quickly. This should be a priority.
- 6 Mark students' work – discuss with associates what you should be looking for etc.
- 7 Ask associates to observe your teaching and look at specific aspects. (you can use the report sheets for this which show the indicators on which you would value feedback.) Ask associates to be clear about what is going well, what can/should be improved and **how**. Listen to, and accept, their feedback and advice, then act upon it. Work on **one** aspect of your teaching at a time.
- 8 Take the opportunity to collect resources and ideas, but ask and check requirements about paying for personal photocopying. Also, acknowledge who has prepared the material.
- 9 Attend assemblies, go to meetings – staff, departmental etc.
- 10 Do duty, help with co-curricular activities, exam supervision etc.
- 11 If you are absent from school, inform the school promptly. If you know the night before let the appropriate people know, otherwise by 8.00 am at the very latest. **Also, inform College (Karyn's direct dial number (03) 479 4261 or email at [karyn.fielding@otago.ac.nz](mailto:karyn.fielding@otago.ac.nz). A Medical Certificate is required for absences of 3 days or more.** You may be required to set work for the classes affected by your absence. If you are car pooling, then ensure they know of your absence.
- 12 If any special leave is needed, this must be approved in advance by College. For Graduation in Dunedin, you may have one day's leave, with approval.
- 13 **Be punctual** for everything – arrive at school with time to spare before school and be available after school finishes, for meetings and/or co-curricular activities. You **should not expect to leave before 4.30 pm** some staff cannot meet you till 4.00/4.15 pm to review your planning and teaching.
- 14 The office, ancillary and cleaning staff are an important part of the teaching team – your professional co-operation with them is expected.
- 15 It is a nice touch to thank your associates and colleagues with a shared morning tea on the last day of practicum, or a personal card/small gift on the last day for those who have given you extra support.
- 16 Use of the Internet:  
As an educational institution, the College must be exemplary in the use of information technology. Should you be given access to a school's Internet facility while on teaching practice:
  - a All usage must be related to your teaching and
  - b In accordance with the Films, Videos and Publications Classification Act 1993, and College Equity policies, no objectionable material must be accessed.
- 17 **Any problems or concerns please contact Karyn (home 455 1871)**

## Lecturer Visits

- 1 Phone or email Lecturer – *by the end of your first week*
- 2 **Discuss** possible times, or if out of Dunedin fax timetables to 03 479 4299 with the times for each period written in. Mark the lessons you expect to be teaching with a **T**
- 3 Check these arrangements with Associate Teacher  
**AND**  
Liaison Teacher in charge of Student Teachers
  - Ensure you have **the period following the lesson free** so you are able to review the lesson with the visiting lecturer.
- 4 **Confirm** time, date and meeting place with visiting lecturer
- 5 Meet visiting lecturer at agreed place
  - Give them your Lesson/Unit Plan **before** lesson
  - Have your **planning folder with you** and hand to your lecturer **before the lesson.**
  - Introduce Lecturer to students
- 6 Free yourself for **discussion** with Lecturer **after** the lesson (at least half an hour. They may ask you to photocopy their feedback.)

### Home Telephone Numbers

David	Bell	455 7772	Hugh	Morrison	021 063 3136
Margie	Campbell-Price	476 1559	Suzanne	Renner	027 628 6546 03 477 1010
Gaynor	Corkery	467 5427	Ian	Stevens	021 772 381 489 5671
Gaye	McDowell	488 6201	Hine	Waititi	
Angela	Miller	470 1210	Trish	Wells	0211172017 4561981

#### College Details

Fax 479 4299  
Gail Morris 479 4942 (to record absent)

#### John Taylor

Work – 479 5754  
Home – 453 3396  
E-mail  
jf.taylor@otago.ac.nz

#### Karyn Fielding

Work – 479 4261  
Home – 455 1871  
E-mail  
karyn.fielding@otago.ac.nz



University of Otago College of Education  
Te Kura Akau Taitoka

***Lesson Observation - Associate Report***

Student Teacher ..... Date ..... Time .....

School ..... Subject ..... Level: Year: .....

Associate ..... Topic ..... Number of Students .....

<i>Positive</i>	<i>Advice</i>

<i>Positive</i>	<i>Advice</i>



University of Otago College of Education  
Te Kura Akau Taitoka

Graduate Diploma of Teaching - Secondary Education  
Student Teacher – Self Assessment of Indicators Overview

Name School ..... Section .....

Indicators	Level (Tick one box)		
	Area of Strength	Satisfactory	Needs Further Work
<b>Planning and Preparation Skills</b>			
• Subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Suitability of specific learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Introduction/development/conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Variety of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Planning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Planning for linked lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Planning for formative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teaching Techniques and Communication Skills</b>			
• Voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Giving clear advice explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Lesson purpose is made explicit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitoring and checking on student's understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Questioning and involving <i>students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Listening to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Acknowledging individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Variety of teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of white/chalk board, OHT, Smart/Interactive board and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Management Skills</b>			
• Beginning a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Directing attention and giving instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Awareness of the class climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintaining classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• On-task behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provision of a safe learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of encouragement and praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Concluding a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Managing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	Level (Tick one box)		
	Area of Strength	Satisfactory	Needs Further Work
<b>Professional Attitudes</b>			
<b>Towards Students</b>			
• Establishing rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Showing consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Firmness and fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Towards Learning to be a Teacher</b>			
• Willing to accept opportunities to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluating lessons taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Towards Professional Responsibilities</b>			
• Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Awareness of the Treaty of Waitangi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participation in the wider life of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relationship with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**My focus next Practicum**

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## GRADUATE DIPLOMA OF TEACHING - SECONDARY EDUCATION TEACHING PRACTICUM ONE 2010

Most student teachers have had no previous teaching experience. The enclosed form shows qualifications, experience and other details.

After an **initial observation time** of 2-3 periods with each class, we would like them to:

- 1 Be involved in working with groups of students or part of a class.
- 2 Begin by **teaching only parts of lessons** building up to teaching whole lessons by the middle or end of week 2.
- 3 Team teach with the associate.
- 4 Teach whole lessons and linked lessons by weeks 5 and 6 of the practicum.
- 5 Teach a **total** of 40 **lessons** during Practicum 1.

- Please give the student teacher a list of students in your class/es and, if possible, a chance to look at photos would be really helpful.
- Teachers should ensure that student teachers discuss their **plan** for each lesson before they teach it.
- **Support and guidance** from associates regarding the planning of, level and progressions within, a lesson or unit are valuable. They particularly appreciate assistance with, and access to, the appropriate resources.
- After the teaching programme has started, student teachers require **lesson comments** from Associate Teachers. Written feedback on every second lesson the student teaches – would be appreciated.

### OVERALL REPORT

We ask that **EACH** Associate Teacher complete a Teaching Practice Report Form and the Indicators Overview Report and discusses these with the student teacher at the end of the practicum before they leave the

This will probably be the most valuable school practicum for the student teachers, and it is important they feel some measure of success in their teaching at this stage.

We are most grateful for your participation in this aspect of our programme. Student teachers place a high value on this teaching opportunity.

## Practicum Outcomes

### Practicum 1

- 6 weeks
- Planning with associate support
- Initially teaching parts of lessons
- Teaching whole lessons
- Teaching linked lessons
- Minimum total of 40 hours of teaching across the practicum

### Practicum Expectations

Student teachers will:

- Show evidence of planning with support and guidance from Associate teacher
- Have planning approved by Associate Teacher **prior** to teaching
- Be involved in at least **one** co-curricular activity – managing, coaching or assisting
- Be involved with a form class or group and their teacher
- Attend:
  - Staff briefings
  - Staff meetings
  - Departmental meetings
- Do duty with a member of staff

## GRADUATE DIPLOMA OF TEACHING - SECONDARY EDUCATION

# TEACHING PRACTICE REPORT

## EDUS 371 – Practicum 1 - 2010

**IMPORTANT** This report is CONFIDENTIAL to the University of Otago College of Education, your school, and the student teacher concerned, and is not to be circulated elsewhere.

STUDENT TEACHER \_\_\_\_\_

ASSOCIATE TEACHER \_\_\_\_\_ SCHOOL \_\_\_\_\_

Teaching Practicum Dates FROM 19 April 2010 \_\_\_\_\_ TO 28 May 2010 \_\_\_\_\_

Subject \_\_\_\_\_ Year Level \_\_\_\_\_ Number of students \_\_\_\_\_

Subject \_\_\_\_\_ Year Level \_\_\_\_\_ Number of students \_\_\_\_\_

Subject \_\_\_\_\_ Year Level \_\_\_\_\_ Number of students \_\_\_\_\_

*Please record the teaching period of each day (eg P3) when the student teacher was with you and your class. We have allowed for recording 3 of your classes in the table below.*

Class	Week 1						Week 2					
	Mon	Tues	Wed	Thurs	Fri	Total	Mon	Tues	Wed	Thurs	Fri	Total
	Week 3						Week 4					
	Week 5						Week 6					
<b>Total Number of Lessons</b>												

## **PLANNING AND PREPARATION SKILLS**

eg: subject knowledge, suitability of specific learning outcomes, organisation of lesson content, introduction/development/conclusion, variety of activities, planning for assessment, planning resources, etc.

**Commendations for areas of strength**

**Recommendations for further development**

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## **TEACHING TECHNIQUES AND COMMUNICATION SKILLS**

eg: voice, giving instructions and explanations, questioning, establishing rapport and involving students, acknowledging individual needs, variety of teaching methods, use of chalk/white board, smart/interactive board, and resources etc.

**Commendations for areas of strength**

**Recommendations for further development**

## **MANAGEMENT SKILLS**

eg: beginning a lesson, directing attention and giving instructions, awareness of the class climate, maintaining classroom routines, on-task behaviour, provision of a safe learning environment, use of encouragement and praise, concluding a lesson, managing resources, classroom management, use of a range of assessment strategies, etc.

### **Commendations for areas of strength**

### **Recommendations for further development**

---

## **PROFESSIONAL ATTITUDES**

### **towards students**

eg: establishing rapport, using names, showing consistency, firmness and fairness, etc.

### **towards learning to be a teacher**

eg: willing to accept opportunities to teach, showing enthusiasm, initiative, willing to accept advice, etc.

### **towards professional responsibilities**

eg: reliability, punctuality, sense of responsibility, participation in the wider life of the school, awareness of the Treaty of Waitangi, relationship with colleagues, etc.

**RECOMMENDED FOLLOW-UP**

a At College

b For next practicum

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**ADDITIONAL COMMENTS**

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**Does this Student Teacher:**

- 1 Engage **effectively** with school students?
- 2 Take a leadership role in the classroom?
- 3 Have an authoritative classroom presence?
- 4 Display enthusiasm, passion and interest in their teaching subject?
- 5 Act upon advice?

(Tick one box)		
Yes	Sometimes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

I consider this student teacher is:

- Now ready to progress to Practicum Two
- Needing support before progressing to Practicum Two (**please ensure the details are outlined above**)
- Not ready to progress to Practicum Two. (please make your reasons clear above)

PLEASE USE A SEPARATE PAGE FOR ANY FURTHER COMMENTS

---

Signed \_\_\_\_\_ Date \_\_\_\_\_

Student teacher's signature (confirming this report has been read) \_\_\_\_\_

Note: This report is designed to assist student teachers by helping them to identify both the strong points of their teaching and the areas that need further development. The report should **BE DISCUSSED BY THE ASSOCIATE TEACHER WITH THE STUDENT TEACHER BEFORE THE PRACTICUM ENDS**. When completed, **please give to the liaison teacher**, who will mail it to the Secondary Practicum Administrator, University of Otago College of Education, P O Box 56, Dunedin. It will then be discussed with the student teacher at College. Please write a separate report for each curriculum area.

## Graduate Diploma of Teaching - Secondary Education Teaching Practice Indicators Overview Associate Teacher Report

(to be completed in the final week of Practicum)

(This report is designed to assist you in completing the Teaching Practicum Report)

**Student Teacher** ..... **Date** .....

**School** .....

**Subject** ..... **Level** .....

**No of Students** ..... **Associate Teacher** .....

<b>Indicators</b>	<b>Level</b> (Tick one box)		
	Area of Strength	Satisfactory	Needs Further Work
<b>Planning and Preparation Skills</b>			
<input type="radio"/> Subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Suitability of specific learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Introduction/development/conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Variety of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Relevance of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Sequencing of linked lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Planning for formative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teaching Techniques and Communication Skills</b>			
<input type="radio"/> Voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Clarity of explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Lesson purpose is made explicit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Monitoring and checking on students' understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Questioning and involving students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Listening to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Acknowledging individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Variety of teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Use of white/chalk board, OHT, Smart/Interactive board and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Use of encouragement and praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	Level (Tick one box)		
	Area of Strength	Satisfactory	Needs Further Work
<b>Management Skills</b>			
○ Beginning a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Directing attention and giving instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Awareness of the class climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Maintaining classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Sustaining on-task behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Provision of a safe learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Concluding a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Managing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Attitudes</b>			
<b><i>Towards Students</i></b>			
○ Establishing rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Using names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Showing consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Firmness and fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Towards Learning to be a Teacher</i></b>			
○ Willing to accept opportunities to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Shows initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Evaluating lessons taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Towards Professional Responsibilities</i></b>			
○ Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Professional presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Awareness of the Treaty of Waitangi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Participation in the wider life of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Relationship with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Course Information for University of Otago College of Education Students enrolled in Teacher Education Programmes**

Available [http://www.otago.ac.nz/education/staff/docs/course\\_information\\_students.doc](http://www.otago.ac.nz/education/staff/docs/course_information_students.doc)

- Attendance (Illness While on Practicum)
- Extensions and Late Assignments
- Assignment Word Limits/Guides
- Grades
- Return of Assignments
- Plagiarism/Dishonest Practice
- Impairment
- Appeal Procedures
- Academic Policies
- Documentation of Sources
- Referencing