



COLLEGE OF EDUCATION

EDUS 372
Teaching Practicum 2
Paper Outline Semester Two 2011

Otago



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Paper Coordinator

<i>Name</i>	<i>Location</i>	<i>Phone</i>	<i>Email</i>
Karyn Fielding	Registry G29a	479 5754	karyn.fielding@otago.ac.nz

Teaching Staff

<i>Name</i>	<i>Location</i>	<i>Phone</i>	<i>Email</i>
John Taylor	S2-3	479 4989	jf.taylor@otago.ac.nz

Timetable / Lectures

<i>Day/Date/Time</i>	<i>Room</i>	<i>Lecturer</i>
Tuesday 1.00-2.00	TG07	John Taylor

Prescription

24 points

Pre-requisite: EDUS 371

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 practice postings.

Expected Workload

210 contact hours

30 non-contact hours

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 the ability to plan, deliver and assess whilst managing a coherent block of linked lessons.
- 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) that support student learning within the classroom.
- f Establish appropriate and effective professional relationships with students and colleagues.

Content

- a Observe Associate Teachers and their teaching strategies.
- b Observe Associate Teachers' classroom management and routines and reflect on those.
- c Develop outcomes for a coherent series of lessons.
- d Explore teaching strategies.
- e Under supervision, implement appropriate curriculum and link to school schemes.
- f Deliver a coherent block of 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.
- k Acknowledge issues relating to the Treaty of Waitangi.

Attendance

Should exceptional circumstances arise regarding attendance, students need to communicate with their Paper Coordinator as soon as possible.

- a) Students are expected to attend **ALL** classes for which they are scheduled, and to meet any particular attendance requirements of individual papers as set out in paper outlines.
- b) **It is the student's responsibility to ensure that they are marked present.**
- c) The Paper Coordinator will keep an official record of attendance.
- d) Absence – Students should contact staff whose classes they have missed, and arrange to catch up work where necessary.

Delivery Schedule

(Please note that the sequence of some lectures may change due to the availability of guest lecturers)

<i>Session</i>	<i>Date</i>	<i>TLE(2 hr/week tutorial) Mon, Tues, Thurs 10-12</i>	<i>TLP (1 hr/week mass lecture) Tues 1-2pm TG7</i>	<i>TLA (1 hr/week mass lecture) Thurs 3-4 TG7</i>
ITLE	10-25 Feb	Constructivism Scaffolding Learning Being the Teacher/Leader The NZ Curriculum (Part 2) Taxonomies of learning	NZ Curriculum (Part 1) Observing classroom practice Reflective Practice Peer Teaching (Service)	How we Learn Developmental Theories of Learning NZ Secondary Schooling NZ Qualifications Framework
1	28- 4 Mar	Planning a unit of work	Planning a lesson	NCEA
2	7-11 Mar	Adolescence	Taking care of ourselves as student teachers	Guest Speaker – Research on Adolescent behaviour
3	14-18 Mar	Student Centred Teaching – learning styles and teaching strategies	Assessment Overview	Guest Speaker on Assessment
4	21-25 Mar	Cooperative Learning	Inclusive Education – Teaching for social justice	ICT in the classroom

<i>Session</i>	<i>Date</i>	<i>TLE(2 hr/week tutorial) Mon, Tues, Thurs 10-12</i>	<i>TLP (1 hr/week mass lecture) Tues 1-2pm TG7</i>	<i>TLA (1 hr/week mass lecture) Thurs 3-4 TG7</i>
5	28-1 Apr	Classroom Management	Classroom management	Practicum Preparation
6	4-8 Apr	Classroom Management	Voice and Presence	Psychological readiness for practicum
	11-15 Apr	<i>Special Programme Marae Visit and Peer Teaching Classroom Management</i>	<i>Special Programme Marae Visit and Peer Teaching Teaching as Inquiry Experiential learning</i>	-
	18-29 Apr	<i>Easter and Break</i>		
	2 May- 10 Jun	<i>Practicum 1</i>		
7	13-17 Jun	Practicum debrief & Classroom management revisited	Formative Assessment	Practicum debrief on NZ Schools (Student panel)
8	20-24 Jun	Groupwork	Thinking skills	Hotspots
9	27 Jun - 1 Jul	Mixed Ability Classes	Using data to inform teaching and planning	Gender & Sexual Diversity
10	4-8 Jul	Maori in the mainstream	Pacifica students	Disability Studies in Education
11	11-15 July	Disability Studies in Education	CVs and applying for positions	Practicum preparation
	18-29 July	<i>Break</i>		
12	1-5 Aug	The role of the form teacher	Working with Teacher Aides	Special Education and RTLBs
13	8-12 Aug	Code of Ethics	Conference preparation	Teachers and the Law
14	15-19 Aug	Careers Education	Beginning Teachers – Time and Stress Management	PPTA
	22 Aug- 7 Oct	<i>Practicum 2</i>		
	10-21 Oct	<i>Break</i>		
15	24-28 Oct	Labour Day Monday Practicum debrief	<i>Practicum debrief (Monday TLE Group Only)</i>	EOTC briefing Guest Principal – Interview tips
	31 Oct-4 Nov	Principals Day (Monday)- EOTC (Tues-Fri)		
16	7-11 Nov	Report Writing	NZTC Guest speaker	NZTC Registration
17	14-18 Nov	Parent/Caregiver Interviews	PD and Support for beginning teachers	Conference preparation
	21-25 Nov	<i>TLE Conference</i>		

Graduation 3rd December

Assessment/Assignments

NOTE: All assignments are due at 12.00 noon on or before the due date.

Students will be required to maintain attendance (tutorials and practicum) of not less than 80% to pass the paper.

#	Assessment/Assignment	Due Date
1a	Teaching Practice Portfolio	Tuesday 25 th October noon
1b	Practicum Reflection Journal	Tuesday 25 th October noon

(Please note: lecturers would appreciate it if students were able to submit assessments 1a and b earlier than the due date).

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)

Assignment Information

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 information for students enrolled in University of Otago College of Education papers 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 assignment submission.

N.B. Having a heavy load of assignments and/or tests for other papers 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.
3. In the case of practicum papers, assessments are due the Monday after the last day of the practicum.

Submission of Assignments

1. Put your paper assignments into the assignment box labelled with the paper 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.

Assignment # 1a Portfolio – Teaching Practice Portfolio

Due DateTuesday 25 October, 12:00 noon

Who to hand work in to.....Supervising Lecturer

Where to hand in work.....Assignment Boxes Reception

Detailed Requirements for the Assignment

You are to compile a teaching portfolio consisting of:

- Your lesson plan for each lesson, including supporting material, student activities and formative 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, taking into account your intended action and forward planning, as well as modifications you would make if teaching the lesson again.
- 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.

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

Your portfolio may be a ring binder, several ring binders (using clear pockets), a box-file or cardboard wallets.

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.
- Logical, appropriately sequenced and linked.
- Presented in a template format.
- Supported by materials used in teaching.
- Accompanied by Associate lesson observations.
- Regularly evaluated.

Assignment # 1b Practicum Reflection Journal

Due DateTuesday 25 October, 12:00 noon

Who to hand work in to.....Supervising Lecturer

Where to hand in work.....Assignment Boxes Reception

Teaching Practice Assessment

You will have an interview with your assigned Supervising Lecturer. This will be scheduled following the September/October break. You must bring with you, your;

- Teaching practice portfolio
- Self Assessment – Indicators Report. – on the back page of this course book

Teaching and Learning Assignment

Due DateTuesday, 25 October, 12 noon

Who to hand work in to.....TLE Lecturer

Where to hand in work.....College Reception

Detailed Requirements for Assignment

Part A

Gather evidence about the achievement of two “unnamed” students you have taught. Select one high achieving student and one for whom learning is a challenge. Please refer to the students as student A and student B to respect confidentiality. The evidence must include:

- Subject specific knowledge
- Subject specific skills
- Attitudes and learning skills
 - Organisation
 - Homework
 - Behaviour
 - Work habits

This information must be kept confidential. It will be used for report writing practice back at College.

Part B

Outline how assessment information you gathered and analysed on practicum was used to improve learning and inform your planning.

Include:

- a brief description of the assessment task
- a summary of the overall class findings
- specific examples or samples of what feed-back/feed-forward was provided
- a discussion of the implications for future planning and teaching.

Word Guide: 750 words

Bring this task to TLE Session 15
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Recommended Texts

Barry, K., & King, L. (1998). *Beginning teaching and beyond* (3rd 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* (2nd 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.

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

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 12.00 noon on Wednesday, 26 October 2011.
- 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 (Gail's direct dial number (03) 479 4942 or email at gail.morris@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 from the Programme Coordinator.
- 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 Fielding 021 279 5754 or 479 5754

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 or email to gail.morris@otago.ac.nz 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

Angela Miller	470 1210	John Taylor	Home – 453 3396 Mobil 021 247 7731
David Bell	455 7772	Ian Stevens	021 772 381 489 5671
Gaye McDowell	488 6201 Mobil 021 901 251	Margie Campbell-Price	476 1559 021 279 4948
Gaynor Corkery	467 5427 Mobil 021 022 08653	Suzanne Renner	027 628 6546 477 1010
Hine Waititi	456 1942	Trish Wells	0211172017 4561981
Hugh Morrison	021 063 3136		
College Details		Karyn Fielding	
Fax 479 4299		Work – 479 4261	
Gail Morris 479 4942 (to record absent)		Home – 455 1871 or 021 279 5754	
Email - gail.morris@otago.ac.nz		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>



**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
Planning and Preparation Skills			
▪ 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"/>
Teaching Techniques and Communication Skills			
▪ 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 students' 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 board/OHT/Smart/Interactive board and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management Skills			
▪ 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"/>
▪ Maintaining 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 and/or technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	Level (Tick one box)		
	Area of Strength	Satisfactory	Needs Further Work
<i>Professional Attitudes</i>			
<i>Towards Students</i>			
▪ 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"/>
<i>Towards Learning to be a Teacher</i>			
▪ Willing to accept opportunities to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Taking the Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Evaluating lessons taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Towards Professional Responsibilities</i>			
▪ 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 Student Diversity	<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 year

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Associate Teacher

SECONDARY EDUCATION FINAL TEACHING PRACTICUM 2011

After an **initial observation time** of one period with each class, we would like the student teachers to:

- 1 Teach a series of linked lessons and/or whole units of work.
- 2 Teach across **two** different levels or **two** different curriculum areas.
- 3 Teach a minimum of 12 hours per week for 2 weeks, with one week being a 0.8, Year One teacher's load (=15 hours per week)

Could you please give the student teacher a list of students in your class/es and, if possible, a chance to look at photos of the students.

Students have identified **specific goals** for this practicum with their supervising lecturers. Please encourage students to share these with you so that you can support their ongoing development as teachers.

Associate teachers should ensure that student teachers discuss their **plan** for each lesson or unit of work before teaching begins. Please give **support and guidance** regarding the planning of, level and progressions within, a lesson or unit. Students particularly appreciate assistance with, and access to, appropriate resources. After the teaching programme has started, student teachers require **written lesson comments** from Associate Teachers from time to time. They appreciate positive feedback as well as direct advice.

OVERALL REPORT

We ask that EACH Associate Teacher completes a Teaching Practice Report Form **and** the Indicators Overview Report and discusses these with the student teacher at the end of the section.

Practicum Outcomes and Expectations ... see over...

Practicum Outcomes

Content

- 7 weeks
- Planning initially with Associate support, then with full responsibility
- Teaching linked lessons
- Teaching units of work
- Full responsibility for a 2 week programme with one week constituting the equivalent of a full time beginning teacher's load (15 hours per week)

Practicum Expectations

Student teachers will:

- Plan with Associate Teacher support and advice
- Have all planning checked and approved by Associate Teacher **before** they teach
- Be involved in at least **one** co-curricular activity – managing, coaching or assisting
- Be involved with a form or group and their teacher
- Attend:
 - Staff briefings
 - Staff meetings
 - Departmental meetings
- Do duty with a member of staff

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

SECONDARY EDUCATION

TEACHING PRACTICE REPORT

Final Practicum - 2011

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 _____ SCHOOL _____

ASSOCIATE TEACHER _____ MOE number _____

Teaching Practicum Dates FROM 22 August 2011 _____ TO 7 October 2011 _____

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					
	Week 7						Total Number of Lessons					

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

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 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 Next year as a beginning teacher

ADDITIONAL COMMENTS

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 pass Practicum. (this is their final practicum).
- Needing support before Graduating. (**please ensure the details are outlined above**)
- Not ready to pass Practicum. (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 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.



University of Otago College of Education
Te Kura Akau Taitoka

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

Indicators	Level (Tick one box)		
	Area of Strength	Satisfactory	Needs Further Work
Planning and Preparation Skills			
○ 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"/>
Teaching Techniques and Communication Skills			
○ 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 and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Suggested focus as a beginning teacher

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Information for Students Enrolled in University of Otago College of Education Papers

Detailed information for students enrolled in University of Otago College of Education papers is available on the College website <http://www.otago.ac.nz/education/students/index.html>. It is students' responsibility to read this information, including (not exclusively):

- Attendance (Illness While on Practicum) *
- Extensions and Late Assignments
- Assignment Word Limits/Guides
- Grades
- Return of Assignments
- Plagiarism/Dishonest Practice
- Impairment
- Disability Support
- Appeal Procedures
- Academic Policies
- Documentation of Sources
- Referencing
- Information for Current Students
- Health Declaration for Special Consideration Applications

** Initial Teacher Education students only*

IMPORTANT NOTE

Students are advised to retain their programme and paper information on completion of the programme.

Should graduates wish to apply for teaching positions and/or registration as a teacher overseas, many countries require information in addition to copies of academic transcripts and degree certification in order to assess qualifications gained in New Zealand. It is also useful should you wish to apply for cross-credit or recognition of prior learning (RPL) at a future time.

Paper prescriptions, learning outcomes and teaching practicum information is most often requested therefore it is strongly recommended that students retain copies of the following:

- **University Calendar** (as applicable to the year of initial enrolment)
- **Guide to Enrolment** (as applicable to the year of initial enrolment)
- **Paper Outlines** (all compulsory and elective paper outlines completed during the course of study)

Lecturer Responsible for the Paper – *please complete the following:*

Paper Code: EDUS 372

Paper Title:

Lecturer Name: Karyn Fielding

Extn No. 5754

Dates: Start / /11

Finish

Blackboard (Bb)

All courses are to be placed on Blackboard.

Blackboard Services for Staff

Refer to <http://www.otago.ac.nz/ITS/staff/blackboardstaff.html>

Online Blackboard forms

These forms are to assist Paper Coordinators to maintain their paper(s) and are available from the above website.

Submitting the information on these forms will generate an email message to the [HelpDesk](#). The [HelpDesk](#) will check the information (e.g., that the person making the request is the Paper Coordinator) and then action or refer your request to our Blackboard admin team.

If you're not sure what to do or have any questions at any stage when completing the form, contact the [HelpDesk](#) <http://www.otago.ac.nz/ITS/about/contact.html>

Paper Outline Approved

Signed Date

Print Name
Coordinator

Signed Date
Associate Dean (Academic)