


# 1<sup>st</sup> International Conference on **Practicum** and Community Service

Session 1: Practicum and Student Community Service  
in 21<sup>st</sup> Century Education



**Teaching Practicum in the 21st Century: 2045 megatrends and  
implications for initial teacher education**

**Presenter: Alfred Deakin Professor Christine Ure  
School of Education  
Faculty of Arts and Education  
Deakin University  
Australia**

## Teaching Practicum in the 21st Century: 2045 megatrends and implications for initial teacher education

Future focused teacher education practicum

Pandemic 2020 : need to equip teacher graduates to respond to immediate and long term issues

Megatrend: need to equip teacher graduates with capacity to be adaptive to change

## Teaching Practicum in the 21st Century: 2045 megatrends and implications for initial teacher education

How will “experience in the practicum involve student teachers in activities that are at the level of practice that will allow them to apply their knowledge and skills in real contexts to better prepare them to teach in this context of change and uncertainty?”

(ICoPCoSE, 2021)

## Subtheme: Teaching Practicum.

### 11 Key actions

- a) Managing practicum
- b) Promoting student teachers' competencies during practicum
- c) Preparation of student teachers for effective practicum
- d) Adapting practicum for emergency situations: identifying problems and constructing solutions
- e) Supervising student teachers' for successful practicum
- f) Bridging the gap between theory and practices to better meet classroom needs
- g) Expectations for distance learning practicum
- h) Assessing the performance of student teacher in giving a lesson
- i) Assessing student teachers' learning docs
- j) Measuring student teachers' competency development
- k) Evaluating practicum

## Questions related to Management of Practicum (item a)

- Who are the strategic partners in the practicum?
- What are their respective roles and responsibilities?
- How do these strategic partners construct the practicum experience?
- How do these expectations relate to expectations for-, and of-, the student teachers?

# Practicum partnerships: Exploring Models of Practicum Organisation in Teacher Education for a Standards Based Profession

Ref: Ure, Newton and Gough 2009

## Australian Professional Standards for Teachers

Focus area 1.1	Graduate	Proficient	Highly Accomplished	Lead
<b>Physical, social and intellectual development and characteristics of students</b>	<b>Demonstrate knowledge</b> and understanding of physical, social and intellectual development and characteristics of students <b>and how these may affect learning</b>	<b>Use teaching strategies based on knowledge</b> of students' physical, social and intellectual development and characteristics <b>to improve student learning.</b>	<b>Select from a flexible and effective repertoire of teaching strategies to suit</b> the physical, social and intellectual development and characteristics of students	<b>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge</b> of the physical, social and intellectual develop



- ✓ Management of placements
- ✓ Expectations for learning

X Communication between schools and university leading to variable learning experiences for students – largely determined by the mentor teacher

## Practicum Study 2009 outcomes

- a) **Managing practicum**
- b) Promoting student teachers' competencies during practicum
- c) Preparation of student teachers for effective practicum
- d) **Adapting practicum for emergency situations: identifying problems and constructing solutions**
- e) Supervising student teachers' for successful practicum
- f) Bridging the gap between theory and practices to better meet classroom needs
- g) **Expectations for distance learning practicum**
- h) Assessing the performance of student teacher in giving a lesson
- i) Assessing student teachers' learning docs
- j) Measuring student teachers' competency development
- k) Evaluating practicum

Clinical placements likened to medical placements

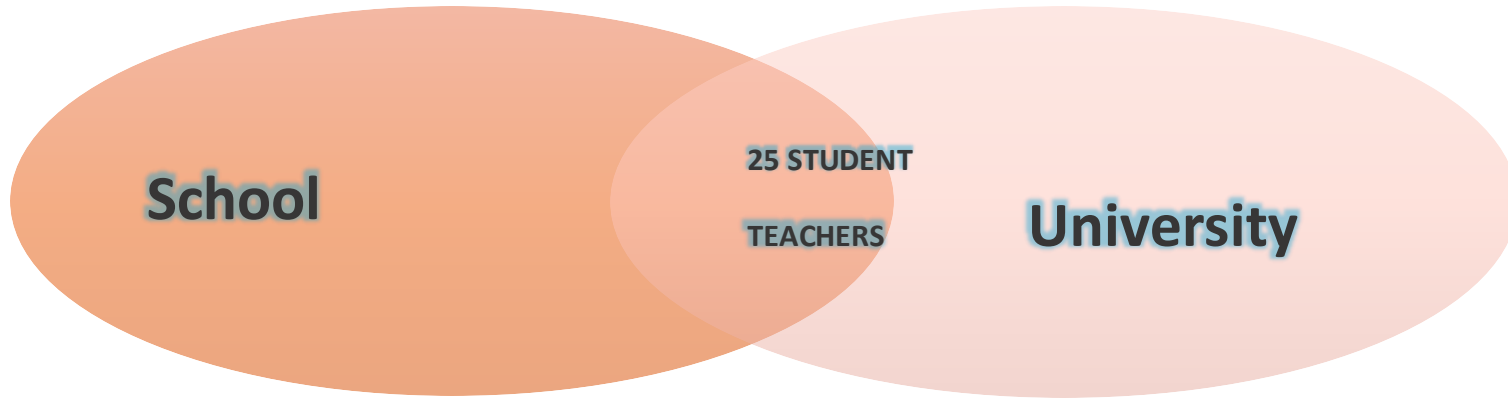
Clinical specialist (teaching practice)

Teaching Fellow (teaching knowledge)

Student teachers learn to use evidence to inform their teaching.

## Clinical placement model

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- Agreement on purpose of learning in placement
- Shared goals for student teacher to learn to use evidence to inform teaching
- Framework for ongoing professional learning

## Teaching Alliance and Assessment Circle placements model

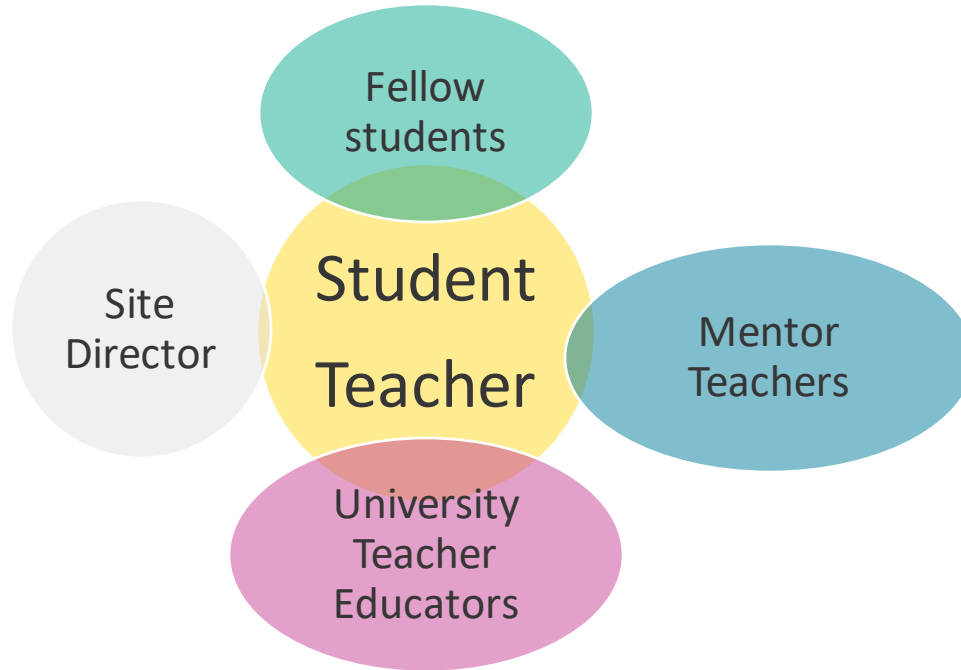
University works with alliance schools within a teaching academy

Site Director (teaching practice)

Teacher Educator (teaching knowledge)

Student teachers treated as a professional neophyte

## Teaching Alliance and Assessment Circle placements model



- Student led Assessment
- Agreement on purpose of learning in placement
- Framework for ongoing professional learning

## Impact of new models

**Management** – agreed expectations for student teachers

**Professional framework**- promotes student teacher learning as a career professional

**Strong links** - between knowledge and practise in teaching

**Authentic** – real classroom experience, real work of teachers, including day to day adaptations and future thinking

**Assessment practices** – engage student teachers in professional judgements about their practice

**Evaluation** – shared by schools, universities, preservice teachers and government