



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

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FACULTY OF EDUCATION AND SOCIAL WORK

# Bachelor of Education (Teaching) Early Childhood Education

EDPRAC 205: Practicum 2

## Practicum Handbook



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### 2022

Kia Ora and greetings to all those in the professional education community of the Faculty of Education and Social Work, The University of Auckland: our practicum centre teachers, children, families and whānau, student teachers and professional supervisors.

Our teacher education programmes are accredited by the Teaching Council of New Zealand. The Teaching Council has set six standards for the teaching profession, and provides a code of professional responsibility that describes teachers' obligations and behaviours. These standards provide the organising themes of this qualification, and student teachers will be able to trace their progress towards them through courses and practicum experiences in education settings. We have grouped the six standards into three themes that summarise their intent: *partner, design and inquire*. These three key ways of working will shape student teachers experience of learning to teach.

We aim to support student teachers to become self-aware, self-critical, inquiring professionals, who understand the complexities of teaching and are able to employ multiple perspectives and meet future challenges. Graduates will integrate theory, research and practice and be able to teach diverse learners appropriately in Aotearoa/New Zealand.

These practicum guidelines are intended to inform all parties to the practicum. Working in partnership during practicum experiences is vital to maintaining high expectations of student teachers to achieve the learning outcomes.

Practicum learning is self-directed learning. Student teachers are expected to engage in teaching and learning practices within the context of the practicum and work towards meeting the assessment criteria. In this practicum, the first in the programme, student teachers observe and engage in their learning with a focus on relationships and communication in the ECE context.

We look forward to guiding student teachers development towards meeting the standards and being able to teach in ways that make a positive difference for ākongā, their families/whānau, and the education settings and colleagues they work with.

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# EDPRAC 205 Course Descriptor and Learning Outcomes

## Calendar Prescription:

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners informed by or guided by curricula. Practises and reflects on skills necessary to manage complex learning environments.

Points: 15

## Learning Outcomes:

1. Establish professional respectful relationships and communicate effectively with ākonga and colleagues and whanau.
2. Demonstrate effective pedagogical practice that promotes ākonga learning and is informed by theory, research, curriculum and practice.
3. Demonstrate and reflect on the responsibilities and dispositions expected of a professional kaiako in Aotearoa New Zealand.
4. Explain how contextual complexities have implications for teaching and learning.
5. Use digital tools as a means to collaborate with colleagues and peers to inform practice.

## Overview of early childhood BEd (teaching) ECE practicum courses

Year One EDPRAC 105	Year Two EDPRAC 205	Year Three EDPRAC 307
5- week Practicum (Kindergarten)	5-week practicum placement (infant and toddler service)	<p><b>Part A:</b> 4-week placement <i>Semester One</i></p> <p><b>PART B:</b> 8-week practicum placement <i>Semester Two</i></p>

**NB:** All EDPRAC courses consist of two components: a taught component and the practicum placement.

Four recurrent learning themes have been identified as critical to the student's development of high-quality pedagogical practice during practicum placements.

These are:

- understanding the complexity of the teacher's role and the educational contexts
- forming professional relationships - including effective communication
- focusing on purposeful teaching and learning
- becoming a professional

It is intended that these themes be explored in greater depth in each consecutive practicum placements.

## **The Purpose of EDPRAC 205**

Practicum Course EDPRAC 205 Practicum 2 provides an opportunity for the student teachers to continue extending their knowledge of the role of the teacher and the ECE centre environment. Student teachers are required to demonstrate the appropriate professionalism and communication expected of a student teacher.

The course includes one placement:

A 5-week practicum placement in a care and education centre with children under the age of two (Infants and Toddlers).

## Requirements of EDPRAC 205

### **Prior to practicum: Student teachers are required to:**

- Engage in practicum preparation and briefing sessions
- Visit the centre prior to practicum: Meet the Associate Teacher, Kaiako, children and become familiar with the centre setting.
- Prepare a one-page introduction (with photo) to display at the centre
- Discuss expectations for practicum and complete Student Teacher/Associate Teacher contract.
- Read this handbook thoroughly and become familiar with the expectations and learning outcomes of this practicum.
- Undertake all preparatory tasks for practicum.

### **During Practicum:**

Student's Teachers are encouraged to introduce themselves to children, the teaching team, parents and whānau, and familiarise themselves with the centre environment.

Student teachers are encouraged to involve themselves as much as possible in all aspects of the centre, including interacting with the children and teachers and undertaking the routine tasks of the centre. If they are unsure about processes (for example involvement in sleep routines /meal times) – this needs to be discussed with the associate teacher for guidance.

# Learning Outcomes and Assessment Criteria

To pass this practicum course students are required to demonstrate achievement of the following five learning outcomes. The assessment criteria will be used to assess achievement of each Learning Outcome.

Learning Outcomes	Assessment Criteria
<p><b>1: Establish professional respectful relationships and communicate effectively with ākongā and colleagues and whānau</b></p>	<ul style="list-style-type: none"> <li>• effective oral and written communication with ākongā, colleagues, whānau is practised consistently and reflected upon (KTT 4)</li> <li>• effective professional relationships with ākongā, colleagues, whānau are practised consistently and reflected upon (KTT 8)</li> </ul>
<p><b>2: Demonstrate effective pedagogical practice that promotes ākongā learning and is informed by theory, research, curriculum and practice</b></p>	<ul style="list-style-type: none"> <li>• provision for a safe and purposeful learning environment is made and reflected upon (KTT 1, 2).</li> <li>• theory, research and evidence of effective practice are drawn upon to inform meaningful responses to the learning of ākongā.</li> <li>• meaningful teaching responses are informed by thoughtful analysis of observation and assessment information (KTT 3)</li> <li>• valued learning is recognized and documented (KTT 3)</li> <li>• skills in social competence are fostered by using strategies with ākongā that are culturally and contextually appropriate (KTT 11).</li> </ul>
<p><b>3: Demonstrate and reflect on the responsibilities and dispositions expected of a professional kaiako in Aotearoa New Zealand.</b></p>	<ul style="list-style-type: none"> <li>• The behaviours and understandings within the frameworks of Tapasā and Tātaiako are identified and demonstrated (KTT 10)</li> <li>• standards of conduct stipulated by the NZ Teaching Council Code of Professional Responsibility are demonstrated (KTT 12)</li> <li>• opportunities for professional growth are recognised and actioned and with insight</li> </ul>
<p><b>4: Explain how contextual complexities have implications for teaching and learning.</b></p>	<ul style="list-style-type: none"> <li>• the implications of social, cultural and political factors that impact on teaching are identified, discussed and reflected upon (KTT 10).</li> <li>• key influences on the learning and development of ākongā are identified, discussed and reflected upon (KTT 3, 5).</li> <li>• relevant legislative requirements and centre policies are discussed and implications for teaching and learning considered (KTT 9, 13)</li> </ul>
<p><b>5: Use digital tools as a means to collaborate with colleagues and peers to inform practice.</b></p>	<ul style="list-style-type: none"> <li>• digital tools and experiences in the learning and teaching programme are identified and discussed</li> <li>• digital technologies are used to foster and enhance digital collaboration with teaching colleagues (KTT 4).</li> </ul>



## Practicum Portfolio – Online (Google Doc)

### Practicum Portfolio:

Student teachers are required to create an online practicum portfolio (a google doc shared with both AT and PS) to collate evidence of their learning and teaching during practicum as one way of demonstrating achievement of the required learning outcomes for EDPRAC 205.

The practicum portfolio is more than just material gathered during placements, it is evidence of meaningful engagement with children, teachers and the learning context; it demonstrates understanding of developing teaching practice and evidence of progress toward and achievement of the learning outcomes.

The portfolio needs to provide evidence of how student teachers have met the learning outcomes and so presenting the portfolio with a section for each learning outcome would be advised.

### The portfolio will likely include:

- Reflective writing (at least three reflections during the practicum placement), including feedback from AT and PS and evidence of this feedback has been used/responded to.
- Photographs and interpretative statements (following permission process and showing awareness of privacy and confidentiality with digital documents)
- Records (e.g. copies) and interpretations of children work as a demonstration of own teaching practice.
- Assessment for children's learning (e.g. observations, notes, learning stories)
- Records of meetings that have been attended (and what has been learnt from these meetings)
- Evidence of engagement and communication with families, whānau and the wider educational community
- Evidence of contributions to the centre programme

### Permission to undertake observation and assessment

The ethics of undertaking assessments of infants, toddlers and young children need to be carefully considered, particularly given the current frequent use of photographs in children's portfolios. You may contribute to centre documentation and provide this as evidence during the triadic assessment process. However, for any material that a student teacher wishes to take away as practicum evidence, permission must be obtained. Please note this is a requirement not covered by centre permission on enrolment forms or any other similar method. The required permission form can be downloaded from the course Canvas site

### Reflections

Students are to document (and share for feedback) at least three pieces of reflective writing during this practicum. Reflections should identify the learning outcome/s and Key Teaching Task the practice relates to. Reflections are to be shared with the Associate Teacher and Professional Supervisor for written feedback/feed-

forward. Student teachers are expected to demonstrate how they have considered this feedback to develop and refine their practice.

The portfolio should be used as a basis for professional discussion with the Associate Teacher and Professional Supervisor and therefore will be made available to them at all times during the practicum

## Practicum Guidelines for Student Teachers and Associate Teachers

### Professional Expectations

Student teachers must demonstrate professional behaviour and responsible practice through all of their practicum experiences. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections Practicum Placements, “Confidentiality on Practicum” and the Teaching Council of Aotearoa NZ Code of Professional Responsibility. Student teachers are expected to be involved in the life of the early childhood centre and to engage positively in collaboration with others. They should maintain confidentiality at all times.

### Professional Relationships

#### With colleagues

Students are expected to initiate, develop and maintain effective professional relationships with a range of people in the education community. These include the professional supervisor, the associate teacher, the teaching team, other centre staff and support services.

Engagement in and evidence of professional discussions, team meetings and centre events is expected in order to meet the Learning Outcomes of practicum. Through discussions with the associate teacher, expectations regarding the role of the student within the centre will be established. This may vary from setting to setting.

The roles of the Professional Supervisor and the Associate Teacher are to support students in working towards meeting the Learning Outcomes. Open communication is key to this and may take the form of face-to-face discussions/meetings, telephone conversations and emails and written feedback on reflections and may be initiated by any of those involved.

#### With children

Students are required to develop meaningful and responsive relationships with children using a range of strategies appropriate to the centre context. Learning occurs across the many experiences in each child’s day; in routine times such as meals, transition to sleep, toileting as well as during their play and investigative experiences. These are all opportunities for meaningful engagement with children. You should be mindful of the tension between the need to develop strong relationships with children and the impact on children of the short-term nature of practicum.

As respect and trust are pre-requisites for the development of meaningful relationships students need to be mindful to interact respectfully at all times, working alongside children in ways that empower them to direct their own learning.

#### With parents and whānau

Building and maintaining effective relationships with parents and whānau is a key role of the teacher. Practicum provides students with a unique opportunity to engage with families and therefore to acquire these skills with the support of experienced teachers. The Associate Teacher and the student will need to discuss the ways in which it is appropriate for the student to engage with families in the context of the centre.

**Note: Student Teachers must be supervised at all times in the early childhood centre.**

### **Attendance**

Students are required to attend the centre full time each day (7½ hours). This includes 1.5hrs for breaks/non-contact time. Starting and finishing times are to be negotiated with the Associate Teacher. Students are required to be punctual and appropriately dressed for practicum.

### **Absences**

If, for some unexpected reason the student teacher cannot attend the centre on any day, they are required to phone the centre as early as possible to inform the Associate Teacher. Student Teachers are expected to also email the Professional Supervisor to inform them of the absence. Absences will result in student teachers having to extend the practicum placement. Absence for more than five days requires a medical certificate.

### **Special leave from practicum**

Special leave from practicum must be applied for in advance and will only be allowed under exceptional circumstances. This form is available from the EDPRAC 205 CANVAS page.

### **Managing a Disability**

If a Student Teacher has a disability (ongoing or short term) they are strongly recommended to make an appointment with [disability@auckland.ac.nz](mailto:disability@auckland.ac.nz) to:

- register the disability so that they can access special consideration should they need it;
- discuss how to manage the disability while on practicum;
- identify strategies that can be put in place in order to prevent any potential problems;
- decide how and what to disclose to colleagues in centres. *This includes conditions such as dyslexia, physical impairments, mental illness etc.*

### **Centre Policies**

Student Teachers are expected to become familiar with and act in accordance with centre policies, particularly those that impact directly on health and safety, child protection, social competence and cyber safety.

### **Health and Safety**

Student Teachers are asked to pay attention to the appropriate Occupational Health and Safety policies (Including Hazard register) at each practicum placement centre. **Student Teachers are expected to take responsibility for themselves in this regard.**

### **Cleaning in the early childhood centre**

Student teachers are expected to undertake general tidying and cleaning as part of the daily routines, however student teachers are not expected to engage in cleaning tasks that are the domain of cleaners.

### **Care Routines**

The intimate practices of sleeping and meal times are valuable opportunities for a child's learning as part of a holistic approach. It is advisable for student teachers, wherever appropriate and suitable, to participate in these routines. Involvement in routines **must** be negotiated with the associate teacher and Student Teachers **must** be supervised at all times.

***Student teachers are not to be involved in children's toileting routines.***

### **Procedures for child protection**

Bearing in mind the four types of child abuse, i.e. physical, sexual and emotional abuse and neglect, all student teachers must familiarise themselves with the early childhood centres child protection policy. It is essential to adhere to the procedures set down for each early childhood centre. **In instances where student teachers have a concern about any procedure regarding child protection in its widest definition the concern should be discussed as soon as possible.**

## **Roles and Responsibilities of Practicum Partners**

### ***Student teacher:***

- Engage in EDPRAC 205 practicum orientation and briefing sessions
- Visit the centre prior to practicum: Meet the Associate Teacher, Kaiako, children and become familiar with the centre setting (must show Photo ID on first visit)
- Prepare a one-page introduction (with photo) to display at the centre
- Discuss expectations for practicum and complete student teacher/Associate Teacher contract.
- Read this handbook thoroughly and become familiar with the expectations and learning outcomes of this practicum.
- Undertaken all preparatory tasks for practicum.
- review course content for application in practicum context
- establish and maintain professional relationships with children and teachers and practicum peer
- ask questions, facilitate discussions with associate teacher and practicum peer
- Establish and maintain a professional practicum portfolio with documentation that demonstrates learning related to the two key learning outcomes

### **NOTE:**

Classes are structured to prepare student teachers for practicum experiences out in centres. These classes are an important and integral part of preparing students for practicums and their future teaching profession.

In our experience, students who miss lectures are often inadequately prepared for their practicums. We reserve the right to not allow students a place in practicum where we determine that they are not sufficiently prepared. This could result in failure of the practicum course in which they are enrolled. Should exceptional circumstances arise regarding attendance, students need to contact Kiri Jaquery (k.jaquery@auckland.ac.nz)

### ***Associate teacher:***

- prepare for practicum by reading the EDPRAC 205 handbook, and meeting with student teacher
- introduce student teacher to teachers, whānau and children
- induct student teacher into centre's policies, programme and environment
- provide support and encouragement
- discuss student teacher responsibilities and participation/contributions
- discuss any concerns with student teacher and practicum course co-ordinator
- regard student teacher as a potential professional colleague

- set aside time each week to meet with student teacher to discuss students progression toward learning outcomes.

### ***Professional Supervisor***

The Faculty of Education and Social Work recognises that the Professional Supervisor has an important responsibility in the monitoring, guidance and assessment of students' professional growth. However, the professional supervision of students is seen as a collaborative process. As such, it is hoped that the Professional Supervisor, Associate Teacher and Student Teacher will work together in a relationship that encourages mutual trust, professional support and inquiry. Communication and liaison are therefore critical to the Professional Supervisor's role. The Professional Supervisor will be the point of contact for the student during the practicum.

### **The Professional Supervisor role**

The Professional Supervisor will have been in email contact with the student teacher prior to practicum commencing.

#### **Week one**

- contact Student Teacher/Associate Teacher to check the Student Teacher has settled in
- clarify practicum requirements provide initial guidance (if required)
- check student teacher has prepared a profile page
- check/clarify student teacher's hours of attendance/non contact time
- set up process of receiving and responding to weekly reflections
- visit/Zoom meeting with student teacher/Associate Teacher (end of week 1/beginning of week 2) to discuss progress toward course learning outcomes
- arrange date/time for observation and triadic meeting visit.

#### **During practicum**

Read and provide written feedback on reflective writing respond to queries, liaise as necessary, provide support, deal with concerns (if needed)

#### **Week five**

- Observe student teachers practice and read practicum portfolio, facilitate professional triadic conversation
- make (provisional) assessment decision
- provide guidance and clarify future needs (as required)
- complete and submit final report

**THROUGHOUT THE PRACTICUM THE PROFESSIONAL SUPERVISOR ACTS AS THE FACULTY OF EDUCATION AND SOCIAL WORK LIAISON PERSON AND SHOULD BE THE FIRST POINT OF CONTACT.**

## **The Triadic Assessment Process:**

At the conclusion of this five-week placement the student teacher will be required to demonstrate achievement of the learning outcomes for the course by providing evidence that they have successfully fulfilled the assessment criteria.

The summative triadic meeting will take place after the professional supervisors' observation. At this time the student teacher, associate teacher and professional supervisor will engage in a triadic professional conversation. The Professional Supervisor will facilitate discussion to achieve consensus on how each of the learning outcomes has been achieved. Ultimate responsibility for moderation of standards remains with the Faculty of Education and Social Work.

Evidence will include:

**From the student teacher:**

Student teachers teaching practice, practicum portfolio containing documentation (including reflective writing) and the student teacher self-assessment report.

**From the Associate Teacher:**

Associate teacher assessment report based on interactions with the student teacher, observation of student teacher practice and evidence in student teacher's practicum portfolio.

**From the Professional Supervisor:**

Professional Supervisor assessment report based on interactions with the student teacher, observation of practice and analysis of evidence in student teacher's practicum portfolio and the triadic professional conversation.

Each learning outcome must be assessed in relation to the assessment criteria.

The assessment terms for each learning outcome will be:

**Achieved :** Indicating the competent demonstration of the assessment criteria. Competence is evident through the student teacher's consistent professional practice and appropriate written evidence in the portfolio.

**Not achieved:** Indicating lack of competent demonstration of the performance criteria through either lack of consistent professional performance or lack of appropriate written evidence in the portfolio or both.

Any result prior to the conclusion of the practicum is conditional. For successful student teachers, this success is contingent on completing the remainder of the practicum to the same level of performance; for unsuccessful student teachers, there may be the opportunity to redeem practice or evidence in one or two areas to achieve a pass result. Confirmation of the final result may therefore be made at the time of the triadic assessment processes or may be made on the final day of the scheduled practicum, in which instance the professional supervisor will phone the associate teacher at the early childhood centre to check the final outcome.

Assessment of the student teacher's performance in practicum will be based on Professional judgment guided by the assessment criteria of the learning outcomes. It is important that all participants are fully conversant with the learning outcomes and their related assessment criteria.

The final decision about pass/fail will be made by the Professional Supervisor/Faculty of Education and Social Work on the basis of evidence gathered during the observation, triadic professional conversation and the documentation in the practicum portfolio. Moderation of standards remain with the Faculty of Education and Social Work.

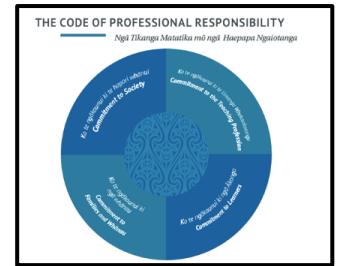
# Appendices

## Appendix One:

### Our Code Our Standards Code of Professional Responsibility and Standards for the Teaching Profession

Teaching Council of Aotearoa New Zealand 2017

<https://teachingcouncil.nz/content/our-code-our-standards>



Standards	Elaboration of the standard
<p><b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.</p>
<p><b>Professional learning</b> Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</p>
<p><b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with: Learners, families and whanau Teaching colleagues, support staff and other professionals Agencies, groups and individuals in the community. Communicate effectively with others. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information.</p>
<p><b>Learning-focused culture</b> Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities. Develop an environment where the diversity and uniqueness of all learners are accepted and valued. Meet relevant regulatory, statutory and professional requirements.</p>
<p><b>Design for learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Design learning that is informed by national policies and priorities.</p>
<p><b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.</p>

Note: the 'Elaboration of the standard' is not a checklist but aims to give the profession a shared understanding of possible evidence that might attest to each of The Standards

## **Appendix Two: Procedures for Resolving Concerns during the Practicum**

### **1. Students failing to meet professional expectations and/or make appropriate progress**

At times a student teacher may fail to understand the role of the teacher and his/her behaviour fails to meet professional expectations. This may often be difficult to articulate particularly in written form. However, this should not impede notification of any concern. A concern needs to be articulated as soon as it becomes evident. The Professional Supervisor should be notified in the first instance. Transparency is important. A student needs to be informed clearly of any concerns held and the processes that will be undertaken to address this. This will give the student teacher the opportunity to work towards meeting requirements. All communication should be documented and signed and dated by participants in the process.

The following steps are guidelines that an Associate Teacher should use if a student does not meet the professional standards expected.

#### **1.1 Identifying the concern(s)**

The Associate Teacher needs to identify the area of concern. This can be in any area: relating to children, disposition, communication, meeting centre requirements. Concerns should be linked to any of the following: practicum Learning Outcomes, Key Teaching Tasks, the Teaching Council of Aotearoa New Zealand Code and Standards for the Teaching Profession

#### **1.2 Articulating concern(s) to the Student Teacher and other centre professionals**

First inform the Student Teacher about the concern about his/her progress and advise that steps need to be taken to address this. Following the discussion, document the concerns and formulate an agreed written plan of action that the student teacher can use to guide his/her progress in the area of concern. This will provide the student with an opportunity to evaluate their practice and consider how to work towards success. All the documentation should be dated and signed by both the Associate Teacher and Student Teacher.

#### **1.3 Liaising with the Professional Supervisor**

Contact the Professional Supervisor and explain concerns. Forward a copy of the plan to be implemented. The Professional Supervisor will contact the student teacher to discuss and where needed may organise a visit to the centre to meet with the Student Teacher and Associate Teacher. During the discussion the Student Teacher needs to be informed of which Learning Outcome(s) is at risk and what needs to be done, and by when, in order to pass the practicum. The Professional Supervisor will observe the student teacher in the centre if necessary.

#### **1.4 Documenting Student Progress**

The Associate Teacher needs to give regular oral and written feedback to the Student Teacher. Where appropriate other senior teachers in the centre may also wish to make an observation and give feedback and feed forward to support the student teachers progress.

### **2. When the student teacher has a concern regarding her/his associate teacher or the early childhood centre**

2.1 The student teacher expresses concern to the associate teacher. Resolution may be achieved by professional discussion.

2.2 If concern is unresolved the student teacher seeks help from the Professional Supervisor who will facilitate conflict resolution with Associate Teacher and Student Teacher. Hopefully a way forward will be found.

2.3 If concern is still unresolved the practicum course co-ordinator must be informed and may be consulted to help facilitate resolution. A senior person from the early childhood centre or association may also be consulted.

2.4 Possible relocation of the Student Teacher is a last resort.



### **3. When the Associate Teacher has a concern regarding the Professional Supervisor**

3.1 The Associate Teacher expresses concern to the Professional Supervisor. Resolution may be achieved through professional discussion.

3.2 If concern is unresolved the Associate Teacher should address concern to the Practicum Co-coordinator. A senior person from the early childhood centre or association may also be consulted. The practicum course co-ordinator will facilitate conflict resolution between Associate Teacher and Professional Supervisor.

### **4. When the Professional Supervisor has a concern regarding the Associate Teacher or the early childhood centre**

4.1 The Professional Supervisor expresses concern to the Associate Teacher. Resolution may be achieved through professional discussion.

4.2 If concern is unresolved the Professional Supervisor should address concern to the Practicum Course Co-ordinator who will facilitate conflict resolution between Professional Supervisor and Associate Teacher.

### **5. When the student teacher has a concern regarding the Professional Supervisor**

5.1 The student teacher expresses concern to the Professional Supervisor. Resolution can be achieved through professional discussion.

5.2 If concern is unresolved the student teacher may address concern to the Practicum Course Co-ordinator who will facilitate conflict resolution between the student teacher and Professional Supervisor.

## Appendix Three: Key Teaching Tasks - Scale of progression toward achievement of Key Tasks

Key Teaching Tasks are tasks that early childhood teachers from the University of Auckland can be entrusted to carry out upon graduation from the programme. Student Teachers will be supported during practicum placements (and courses) to progress toward performing key tasks proficiently by the end of the programme.

Progression will be measured throughout the programme and documented within practicum reports

Students in their second year of study and undertaking their second practicum course should be performing key tasks at the 'developing' phase in the table below.

Key Teaching Tasks	105 Direct supervision (Beginning)	205 Indirect supervision (Developing)	307 Independent (Proficient)
<b>1. Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, colleagues, and whānau</b>	Demonstrates developing ability to initiate and sustain respectful and responsive relationships with tamariki and kaiako	Demonstrates increasing ability to initiate and sustain respectful, responsive, and reciprocal relationships with tamariki, kaiako, and whānau	Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, kaiako, and whānau
<b>2 Communicates effectively and engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</b>	Demonstrates developing ability to engage in responsive and reciprocal interactions with tamariki, colleagues, and whānau	Demonstrates increasing ability to initiate and responsive interactions with tamariki, colleagues, and whānau	Confidently engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau
<b>3. Uses mana-enhancing strategies that foster empowerment and autonomy for tamariki</b>	Identifies and begins to use a range of strategies that foster the autonomy, independence and agency of tamariki	Communicates with tamariki using a range of strategies that foster their autonomy, independence and agency	Consistently communicates with tamariki using a range of mana-enhancing strategies that foster their autonomy, independence and agency
<b>4. Uses culturally responsive strategies and tools to include and engage tamariki</b>	Identifies culturally responsive strategies and tools that kaiako use to ensure each tamariki feels included and engaged	Uses culturally responsive strategies and tools to ensure each tamariki feels included and engaged	Uses an increasing range of culturally responsive strategies and tools to ensure each tamariki feels included and engaged
<b>5. Incorporates knowledge and use of te reo, Tikanga Maori, and Te Tiriti o Waitangi in practice</b>	Uses a simple repertoire of Māori greetings, phrases, and waiata and is able to identify tikanga and Te Tiriti o Waitangi in practice	Incorporates knowledge of Tikanga Māori and Te Tiriti o Waitangi in practice and demonstrates increasing confidence in relation to using te reo in practice	Incorporates knowledge of Tikanga Māori and Te Tiriti o Waitangi in practice and confidently integrates te reo in everyday practice

<b>6.Works as a team to provide a safe learning environment and respond to health and safety issues as they arise</b>	Works alongside kaiako to carry out centre health and safety checks and respond to health and safety issues as they arise	Independently carries out centre health and safety checks and, with support, can identify and respond to health and safety issues as they arise	Independently carries out health and safety checks and works as a team to provide a safe learning environment, responding to health and safety issues as they arise
<b>7.Notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</b>	Works alongside kaiako to notice, recognise, and respond to the learning and interests of tamariki as they arise in the moment	Notices, recognises, and responds to the learning and interests of tamariki as they arise in the moment and over time with guidance from kaiako when needed	Independently notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time
<b>8. Plans an inclusive, responsive, and effective learning environment for tamariki</b>	Works alongside kaiako to plan an inclusive learning environment for tamariki	Plans an inclusive, responsive, and effective learning environment for tamariki with guidance from kaiako	Independently plans an inclusive, responsive and effective learning environment for tamariki
<b>9. Effectively documents and assesses the learning of tamariki in a range of ways that link to key curriculum documents and current theory and pedagogy</b>	Describes the learning of tamariki in relation to key curriculum documents, theory, and pedagogy	Effectively documents and assesses the learning of tamariki in ways that are linked to key curriculum documents and current theory and pedagogy	Demonstrates an increasingly sophisticated ability to document and assess the learning of tamariki in a range of ways that are linked to key curriculum documents and frameworks, and current theory and pedagogy
<b>10.Works effectively in a team demonstrating initiative, flexibility, and responsiveness</b>	Beginning to demonstrate initiative, flexibility, and responsiveness	Contributes to the teaching team and demonstrates initiative, flexibility, and responsiveness	Works effectively in a team demonstrating initiative, flexibility, and responsiveness
<b>11. Engages in professional learning conversations about their practice</b>	Practises active listening and seeks clarification when receiving feedback	Practises active listening, reflects on own practice, and seeks clarification during professional learning conversations	Engages in professional learning conversations about their practice and teaching and learning philosophy
<b>12.Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and applies these in practice</b>	Identifies centre policies and applies these in practice	Demonstrates understanding of licensing criteria, EC regulations, and centre policies and applies these in practice	Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and consistently applies these in practice
<b>13.Contributes to internal centre review and inquiry processes</b>	Identifies review and inquiry processes undertaken in a centre	Identifies review and inquiry processes undertaken in a centre and discusses these in relation to own practice	Has knowledge of internal centre review and inquiry processes, discusses these in relation to own practice, and contributes, where appropriate, in role as student kaiako

## Appendix Four: Reflective Practice

Reflection is the process by which teachers consider, analyse and synthesise their personal practice with a view to improving it. This is the key to professional growth and development as a teacher. Seeking opportunities to engage in professional discussions with Associate Teacher, Professional Supervisor and other teachers will assist student teachers to develop their reflective practice.

During this practicum student teachers are required to reflect regularly on their own teaching, learning, and interactions that have caused uncertainty, and to analyse these in detail. Reflective practice will take the form of discussions with the Associate Teacher, Professional Supervisor and other teachers. Discussions can be helpful to clarify thinking and to examine beliefs about teaching and learning. Student teachers are encouraged to maintain documentation relating to significant incidents and their learning in their practicum portfolio.

Student teachers are required to write at least three reflections during this practicum placement . Students are encouraged to select aspects of 'significant learning' from their own teaching, learning or interactions and in greater detail:

- **Describe** the incident/situation/experience
- **Consider** own and others perspectives
- **Understand** what decision making means for self as a teacher
- **Act** to transform practice and professional decision making

<b>DESCRIBE</b>
<p><i>Describing what happened as a result of a decision you made... What did I do? Describe an incident or aspect of your teaching practice that caused a "moment of uncertainty".</i></p>
<b>CONSIDER</b>
<p><i>Considering own and others' perspectives on your decision making ... Why did I act/respond in this way? How did this make me feel? How were others affected? How do akonga perceive my actions? How might colleagues perceive my actions? What autobiographical values and assumptions informed my actions?</i></p>
<b>UNDERSTAND</b>
<p><i>Understanding what decision making means for me as a professional... What do I now understand about myself as a teacher? What has informed my understanding? How might my actions be viewed by those who theorise and write about teaching and learning?</i></p>
<b>ACT</b>
<p><i>Acting to transform practice and professional decision making... What actions could I have taken? What action/s will I take in the future?</i></p>

Reflections need to identify links to the Learning Outcome/s and Key Teaching Tasks and be shared with the Associate Teacher and Professional Supervisor for feedback. Students are required to show how they have used/considered the feedback they have received.

## **Appendix Five: Children's Act 2014**

Every student applying for admission or admitted to an Initial Teacher Education programme or Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Children's Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children's worker. If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Children's Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme. Please refer to the legislation for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing [esc.manager@auckland.ac.nz](mailto:esc.manager@auckland.ac.nz). You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children's workers under the Children's Act 2014, even if it would normally permit that person to conceal their criminal convictions.