

Bachelor of Education (Teaching) Early Childhood Education

EDPRAC 307A: Practicum 3 (Part A)

Practicum Handbook



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EDPRAC 307 Practicum 3

2023

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 ākonga, their families/whanau, and the education settings and colleagues they work with.

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EDPRAC 307 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.

Learning Outcomes:

1. Build and sustain positive respectful and ethical relationships and communicate professionally with ākonga, whanau and colleagues.
2. Develop and critically reflect on theoretically informed pedagogical practice that is responsive to and promotes ākonga learning.
3. Consistently demonstrate the professional knowledge, skills and dispositions required as an effective teaching in Aotearoa New Zealand in alignment with professional standards.
4. Critically analyse own teaching and responses to contextual complexities in the learning and teaching environment.
5. Select, use and evaluate digital tools to support inquiry into your own teaching practice.

Overview of early childhood BEd (Teaching) ECE practicum courses

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

Students will complete a total of 24 weeks of practicum throughout the programme

Year One Practicum 1 EDPRAC 105	Year Two Practicum 2 EDPRAC 205	Year Three Practicum 3 EDPRAC 307
5- week Practicum (Kindergarten)	5-week practicum placement (infant and toddler centre)	Part A (semester one) 5-week block placement + 3 weeks of Weds/Thurs in centre PART B (semester two) 5 weeks of Wed/Thurs in centre + 5-week block placement

The Purpose of EDPRAC 307

Practicum Course EDPRAC 307 Practicum 3 provides an opportunity for the student teachers to continue extending and consolidating knowledge of the role of the teacher and learning and teaching in the ECE centre environment. Student teachers are required to demonstrate the appropriate professionalism and communication expected of a professional teacher.

The course includes two placements:

Part A:

Five-week block placement followed by 3 weeks of in two days in centre
(*Care and Education- 2-6years of age*)

Part B:

5 weeks of two days in centre followed by 5 week block placement-
(*Student will indicate a type of ECE service/context where they have academic/professional interest*)

Requirements of EDPRAC 307

Prior to practicum: Student teachers are required to:

- Engage in practicum preparation and briefing sessions/tasks
- 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.
- Engage in all preparatory tasks for practicum including contacting their Professional Supervisor
- Set up Google Site ready for creating practicum portfolio

During Practicum:

Student's Teachers are required to work with and alongside teaching colleagues and contribute to the learning and teaching programme in the centre. 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	Evidencing Criteria – Part A
<p>1: Build and sustain positive respectful and ethical relationships and communicate professionally with ākongā, whānau and colleagues.</p>	<p>Effective oral and written communication within the educational community of the service is maintained consistently and critically reflected upon</p> <p>Effective professional relationships within the educational community of the service are maintained consistently and critically reflected upon</p>	<p>Identify different strategies that Kaiako use (oral and written) to build relationships and effectively communicate with parents and whānau. Document.</p> <p>Reflect on (and document) professional relationships effective communication (with tamariki, kaiako and parents/whānau)</p>
<p>2. Develop and critically reflect on theoretically informed pedagogical practice that is responsive to and promotes ākongā learning.</p>	<p>Intentional responses are informed by thoughtful analysis of observation, and assessment information - a range of learning experiences are used and sequenced to influence and promote outcomes for tamariki</p> <p>Teaching practice reflects a repertoire of teaching strategies, approaches and experiences to promote the learning of diverse tamariki.</p> <p>Teaching and learning experiences are identified, planned for, implemented and evaluated (across a range of learning areas) with individuals, small groups and large groups of tamariki in culturally responsive ways.</p> <p>Appropriate strategies used to foster children’s developing skills in social competence. Strategies are culturally responsive, effectively implemented and critically evaluated</p>	<p>Learn about ways that the centre assesses children’s learning (including how they document assessment for learning) - document understanding of this.</p> <p>Detail what you notice children doing and experiencing. Document these moments and discuss with AT.</p> <p>Document what you notice, recognise as learning and plan possible learning experiences in response.</p> <p>Document some learning and teaching experiences with individual and small groups of children. Implement and then evaluate these with and alongside AT/teachers.</p> <p>Source a copy of the centres social Competence/Positive guidance policy. Identify strategies that are outlined in the policy for fostering children’s developing skills in social competence. Reflect on strategies implemented in own teaching practice. Seek feedback from kaiako to evaluate practice.</p>
<p>3. Consistently demonstrate the professional knowledge, skills and dispositions required as an effective teaching in Aotearoa New Zealand in alignment with professional standards.</p>	<p>Behaviours and understandings within the frameworks of Tapasā and Tātaiako are demonstrated and drawn upon to develop responsive pedagogy.</p> <p>Standards of conduct stipulated by the NZ Teaching Council Code of Professional responsibility are demonstrated consistently</p> <p>Teaching inquiry is implemented with support from teaching colleagues.</p>	<p>Learn about (and document) how the frameworks of Tapasā and Tātaiako are used to inform practice in the ECE centre – Share and discuss with AT.</p> <p>Review the NZ Teaching Council Code of Professional responsibility – in what ways are you demonstrating the commitments in your practice?</p> <p>Discuss inquiry/review process with AT – document understanding about the purpose of this process and outline what</p>

	<p>Pedagogical practice is critically reflected upon in relation to a written personal and professional philosophy</p> <p>Professional agency is appropriately exercised and critically reflected upon</p> <p>Ethical professional practice is consistently demonstrated and critically reflected upon</p>	<p>teaching inquiry/review looks like in practice.</p> <p>Draft personal philosophy statement – share and discuss this with AT and PS. Make adjustments as practicum experience develops. Share these changes with AT and PS.</p>
<p>4: Critically analyse own teaching and responses to contextual complexities in the learning and teaching environment.</p>	<ul style="list-style-type: none"> • Social, cultural and political influences impacting on pedagogical practice are identified, critically reflected upon and used to inform culturally responsive pedagogy • Relevant legislative requirements and centre policies are clearly understood and drawn upon in to inform teaching practice. 	<p>Identify social, cultural and political factors that may impact/inform practice in the centre. Document and discuss these.</p> <p>Document understanding of legislative requirements (ECE regulations, licencing criteria and centre policies).</p> <p>Source and read centre policies. Annotate policies to show what you understand about Select three policies and identify where/how you see these enacted in practice in the centre</p>
<p>5: Select, use and evaluate digital tools to support inquiry into own teaching practice.</p>	<ul style="list-style-type: none"> • Effective/appropriate/contextual digital tools are used to foster meaningful engagement focused on own teaching. • Appropriate digital tools and experiences are used critiqued and reflected upon own practice. 	<p>Learn about (and document) how digital tools are used in the centre for learning and teaching.</p> <p>Discuss and document how digital tools are used within the centre with AT. Document these discussions.</p>

Practicum Portfolio

Practicum Portfolio:

Student teachers are required to create an eportfolio Google Site where they will store and share all practicum portfolio documentation and collate evidence of their learning and teaching during practicum as one way of demonstrating achievement of the required learning outcomes for EDPRAC 307.

The portfolio is more than just gathering documentation 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 clear sections/tabs for each learning outcome would be advised.

Students will share their Google Site with both their Associate Teacher and their Professional Supervisor where they will be able to read and provide feedback throughout the practicum placement.

Documentation within the Google site will likely include:

- Reflective writing (you will write one reflection in week 2, 3 and 4 of your block practicum), including feedback from AT and PS and evidence of this feedback has been used/responded to.
- Weekly tasks set for the in-centre days of practicum
- Evidence of learning and teaching practice - demonstrating the assessment criteria of the learning outcomes.
 - 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 learning and teaching programme of centre.

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) during this practicum. Students will complete one reflection in week 2, 3, 4 of the block 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 Google Site should be used as a basis for professional discussion with the Associate Teacher and Professional Supervisor and therefore important that the Associate Teacher and Professional Supervisor have access to this site.

The role of the Professional Supervisor and the Associate Teacher is to support and provide feedback on student teachers developing teaching practice, how are working towards demonstrating the assessment criteria of the learning outcomes and progressing toward the Key Teaching Tasks.

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

A major requirement of this Faculty of Education and Social Work programme is the completion of a minimum of 24 weeks of practicum as determined by the Teaching Council of Aotearoa New Zealand. If Student Teachers are absent from practicum for a number of days, even when fully justified by evidence, they may be required to do an additional practicum at a later time.

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. 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

Practicum requires student teacher's presence in centres for the **whole day**. Centres are advised of this requirement. Where a student knows in advance that they may be unable to meet this requirement on occasion then they will need to apply for leave from practicum. In the case of unanticipated leave during practicum (e.g. sick leave, tangihanga/bereavement leave) student teachers apply in advance for special leave from practicum. This form is available from the EDPRAC 307 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 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 unsupervised.

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 307 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
- Set up Google Site to store/share practicum portfolio documentation
- 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 Jaquierey (k.jaquierey@auckland.ac.nz)

Associate teacher:

- prepare for practicum by reading the EDPRAC 307 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/clarify student teacher's hours of attendance/non contact time
- set up process of receiving and responding to weekly reflections
- zoom meeting with student teacher/Associate Teacher (end of week 1/beginning of week 2) to discuss progress toward course learning outcomes and arrange date/time for observation and triadic meeting.

Week two and four:

Read and provide written feedback on documentation so far, liaise as necessary, provide support, deal with concerns (if needed)

In the final week of practicum (please note the triadic could take place in the last or second to last week of the placement):

- 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 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.

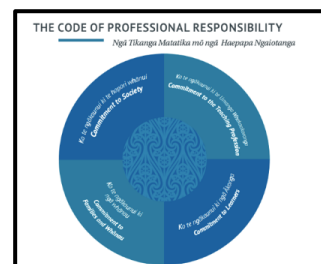
Appendices

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>Te Tiriti o Waitangi partnership 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>Professional learning 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>Professional relationships 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>Learning-focused culture 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>Design for learning 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>Teaching 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.</p>

<p>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.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>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-ordinator. 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 third year of study and undertaking final practicum placement should be performing key tasks at the Independent/Proficient phase in the table below

Direct supervision (Beginning)	Indirect supervision (Developing)	Independent (Proficient)	Key Tasks
Work alongside centre kaiako to carry out centre health and safety check and respond to health and safety issues as they arise.	Independently carries out a centre health and safety check and with support can identify and respond to health and safety issues as they arise.	Independently carries out a centre health and safety check. Can independently identify and respond to health and safety issues as they arise.	1. Can carry out a centre health and safety check and identify and respond to health and safety issues as they arise.
Work alongside centre kaiako to plan a responsive, safe and effective learning environment for all tamariki.	Plan a responsive, safe and effective learning environment for all tamariki with guidance from centre kaiako.	Independently plans a responsive, safe and effective learning environment for all tamariki.	2. Can plan a responsive, safe and effective learning environment for all tamariki.
Work alongside centre kaiako in noticing, recognising and responding to learning and interests of tamariki as they arise in the moment.	Can notice, recognise and respond to the learning and interests of tamariki as they arise in the moment, seeking guidance from centre kaiako as needed.	Independently notices, recognises and responds effectively to the learning and interests of tamariki as they arise in the moment.	3. Can notice, recognise and respond effectively to the learning and interests of tamariki as they arise in the moment.
Initiates and sustains responsive and reciprocal conversations with tamariki and kaiako.	Initiates and sustains responsive and reciprocal conversations with tamariki, kaiako and whānau.	Confidently initiates and sustains responsive and reciprocal conversations with tamariki, kaiako and whānau.	4. Can confidently initiate and sustain responsive and reciprocal conversations with tamariki, colleagues and whānau,
Takes guidance from kaiako to contribute to the teaching team. Beginning to demonstrate initiative, flexibility and responsiveness.	Contributes to the teaching team and in most circumstances demonstrates initiative, flexibility and responsiveness.	Works effectively in a team demonstrating initiative, flexibility and responsiveness.	5. Can work effectively in a team demonstrating initiative, flexibility and responsiveness.

Practices active listening and seeks clarification when receiving feedback from professional supervisor associate teacher or teaching colleagues.	Practices active listening, is able to reflect on own practice, and seeks clarification during professional learning conversations with professional supervisor, associate teacher or teaching colleagues.	Engages professionally in a learning conversation about own practice with peers, professional supervisor, associate teacher or teaching colleagues.	6. Can engage professionally in a learning conversation about own practice with colleagues.
Describes the learning of tamariki in relation to key curriculum documents, learning outcomes and learning dispositions.	Develops an increasingly sophisticated level of documentation demonstrating an ability to select assessment tools and analyse the learning of tamariki in a range of ways.	Confidently and effectively documents the learning of tamariki in a range of ways.	7. Can confidently and effectively document tamariki learning in a range of ways.
Initiates and sustains relationships with tamariki and kaiako.	Demonstrates an increasing ability to initiate and sustain responsive and reciprocal relationships with tamariki and kaiako.	Confidently initiates and sustains responsive and reciprocal relationships with tamariki, kaiako and whānau.	8. Can confidently initiate and sustain responsive and reciprocal relationships with tamariki, colleagues and whānau.
Identifies centre policies and applies these in practice.	Demonstrates an understanding of licensing criteria, regulations and centre policies and can connect these with practice.	Demonstrates an understanding of licensing criteria, EC regulations, and centre policy and can make connections to practice.	9. Can confidently demonstrate an understanding of licensing criteria, EC regulations, and centre policy and apply these in practice.
Identifies different strategies and cultural tools that a centre uses to ensure each tamariki feels safe, secure, included and trusting of their environment.	Uses an increasing range of strategies and cultural tools to ensure each tamariki feels safe, secure, included and trusting of their environment.	Uses culturally responsive strategies so each tamariki feels safe, secure, included and trusting of their environment.	10. Uses culturally responsive strategies so each tamariki feels safe, secure, included and trusting of their environment.
Identifies and beginning to use a range of strategies that scaffold the autonomy, independence and agency of tamariki.	Communicates with tamariki using a range of strategies that scaffold their autonomy, independence and agency.	Uses strategies that foster empowerment and autonomy for tamariki .	11. Uses strategies that foster empowerment and autonomy for tamariki.
Uses a simple repertoire of Māori greetings, phrases and waiata and is able to identify tikanga and Te Tiriti o Waitangi in practice.	Uses an increasingly complex repertoire of Te reo and engages with tikanga and Te Tiriti o Waitangi in practice.	Demonstrates knowledge and use of Te Reo, Tikanga Māori and Te Tiriti o Waitangi in practice.	12. Demonstrates knowledge and use of Te Reo, Tikanga Māori and Te Tiriti o Waitangi in practice.
Identifies review and inquiry processes undertaken in a centre.	Identifies review and inquiry processes undertaken in a centre and can discuss in relation to own practice.	Has knowledge of internal centre review and inquiry processes and can make links to practice and contribute where appropriate in role as student kaiako.	13. Able to contribute to internal centre review and inquiry processes.

Appendix Four: Reflective Practice

The chart below outlines the model of reflection used in the course. The purpose of this reflection model is to provide a framework by which student teacher can examine their own ideas, beliefs, values and attitudes in teaching so that they appraise their effectiveness for teaching. Students can use this reflective thinking process in oral form during discussions with associate teachers and colleagues, and in written form when recording significant learning experiences.

It is important that student teachers use this reflective process for their own personal and professional development. *It is **not** a process for evaluating or critiquing the work of associate or other teachers; it is a process for confronting and refining one's own practice.* The word 'I' should have a central position in the reflective discussion.

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

DESCRIBE
<p><i>Describing what happened as a result of a decision you made...</i></p> <p><i>What did I do?</i></p> <p><i>Describe an incident or aspect of your teaching practice that caused a "moment of uncertainty".</i></p>
CONSIDER
<p><i>Considering own and others' perspectives on your decision making ...</i></p> <p><i>Why did I act/respond in this way? How did this make me feel?</i></p> <p><i>How were others affected?</i></p> <p><i>How do akonga perceive my actions?</i></p>

<p><i>How might colleagues perceive my actions?</i> <i>What autobiographical values and assumptions informed my actions?</i></p>
<p>UNDERSTAND</p>
<p><i>Understanding what decision making means for me as a professional...</i> <i>What do I now understand about myself as a teacher?</i> <i>What has informed my understanding?</i> <i>How might my actions be viewed by those who theorise and write about teaching and learning?</i></p>
<p>ACT</p>
<p><i>Acting to transform practice and professional decision making...</i> <i>What actions could I have taken?</i> <i>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. 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.