Graduate Diploma in Teaching
(Early Childhood Education)

EDPRAC 610: Professional Practice

Practicum Handbook
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EDPRAC 610: Professional Practice Overview

Greetings to all in the professional education community of the Faculty of Education and Social work: Associate Teachers, teaching colleagues, children, parents, whanau.

Practicum is a partnership between ECE centres and the Faculty of Education and Social Work. This handbook provides guidelines to inform all parties to the practicum.

Working in partnership during practicum experiences is vital and assists in maintaining high expectations and supporting student teachers to achieve the learning outcomes.

The University, Professional Supervisors, Associate Teachers, and teaching colleagues in practicum centres will together support student teachers to actively engage in teaching and learning practices within the context of practicum to develop their teaching practice and work towards meeting the assessment criteria.

The aim is 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 to meet future challenges.

Practicum Contact Details

Faculty of Education and Social Work Contact Details

Kiri Jaquiery: Course Co-ordinator EDPRAC 610
☎ 09 6238899, Ext. 48421
Email: k.jaquiery@auckland.ac.nz

Practicum Office (Practicum placement coordinators)
☎ 09 6238899, Ext. 48452
Email: foed-practicumteam@auckland.ac.nz

Shima Mozafarian: Practicum Manager
☎ 09 6238899, Ext. 48781
Email: s.mozafarian@auckland.ac.nz

The University of Auckland
Faculty of Education and Social Work
Private Bag 92601
Symonds Street
Auckland 1150
Aims of Practicum

The main aims of practicum are for Student Teachers to:

• gain a deepening understanding of the complexity and constraints of early childhood contexts;
• develop, practise, and refine skills in communicating and building and maintaining professional relationships;
• recognise and apply on-campus learning in a centre environment;
• connect experiences in centre settings to academic studies - Integrating theory, research, and practice
• practise and receive feedback regarding teaching practice;
• consider and reflect on own professional practice (teaching).

EDPRAC 610: Professional Practice

Points: 30

Calendar Prescription: Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whanau in complex environments.

Learning Outcomes

1. Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.

2. Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.

3. Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.

4. Use digital technologies to foster and enhance collaboration.
## Practicum Placements

Student Teachers will complete a total of 16 weeks (82 days) of practicum in the Graduate Diploma of teaching Early Childhood Education programme.

This includes three practicum placements in different early childhood contexts (placements A, B, & C).

<table>
<thead>
<tr>
<th>Placement A</th>
<th>Placement B</th>
<th>Placement C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and Education</td>
<td>Kindergarten</td>
<td>Care and Education Centre (Placement with children 0-2yrs)</td>
</tr>
<tr>
<td>21 days</td>
<td>32</td>
<td>29 days</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th>2-19 February 2021 + Wed/Thurs (in centre) in weeks beginning 24 February – 12th March 2021</th>
<th>Wed/Thurs (in centre) in weeks beginning 12th May- 3rd June 2021 + 8th June-9th July 2021</th>
<th>18th October- 26th November 2021</th>
</tr>
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<tbody>
<tr>
<td><strong>Practicum Focus:</strong></td>
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<tr>
<td>Introduction to the ECE environment, the role of the ECE teacher, the philosophy and programme of the centre and what learning and teaching looks like in a kindergarten context.</td>
<td>The role of the teacher and learning and teaching practice in a care and education centre with children aged over two years. This practicum placement will enable student teachers to deepen their understanding of their developing teaching practice - engaging with and alongside teaching colleagues to plan for learning and teaching.</td>
<td>The role of the teacher and learning and teaching practice in an infant and toddler context. Planning for and implementing meaningful learning and teaching experiences in collaboration with teaching colleagues. The Weds/Thurs in-centre days will provide student teachers time in the ECE context to observe, experience, and develop teaching practice prior to completing their final six week block placement.</td>
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Professional Conduct

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

Attendance
Students are required to attend the centre for 7½ hours each day of the practicum: 6 hours teaching (with children) and 1½ hours for non contact time, including 30 minutes lunch break. 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 their Associate Teacher and Professional Supervisor. 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 610 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 at each of your practicum placements and to take responsibility for their own health and safety. Student teachers are expected to take responsibility for themselves in this regard.

Care Routines
The intimate practices of sleeping, meal times, and nappy changing 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.

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 centre’s 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, the concern should be discussed with the Associate Teacher as soon as possible.
Professional Relationships

With colleagues
Student teachers will be required to initiate, develop, and maintain effective professional relationships with people in the education community. These include the Professional Supervisor, Associate Teacher, the teaching team, other centre staff, and support services.

Engagement in and evidence of professional discussions, team meetings, and centre events are expected. Through discussions with the Associate Teacher, expectations regarding the role of the student teacher within the centre will be established. These expectations may vary from context to context.

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

With children
Student teachers 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; during routine times, such as meals and transition to sleep, as well as during their play and investigative experiences. These are all opportunities for meaningful engagement with children. Students should be mindful of the tension between developing relationships with children and the impact on children due to the short-term nature of practicum.

As respect and trust are pre-requisites for the development of meaningful relationships students must 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 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.

Expectations of Student Teachers on Practicum Placements

Student teachers must demonstrate professional behaviour and responsible practice in all practicum placements. Reference should be made to the Graduate Diploma of Teaching Handbook, particularly the sections Practicum Placements and Confidentiality on Practicum.

Student teachers are expected to:
- Participate fully in centre life as is appropriate for the purpose of the particular practicum.
- Establish professional, respectful relationships with teachers, children, parents and whanau.
- Behave professionally in ways that uphold the ethical standards of conduct stipulated in the Code of Professional Responsibility – a major aspect of this is respecting confidentiality - students should maintain confidentiality at all times.
• Be punctual and meet attendance requirements (Full day, 7.5hrs). The Associate Teacher and Professional Supervisor must be informed of any unexpected absences before the practicum day begins.
• Communicate proactively - including being interested and inquiring about the centre, showing an openness to feedback, daily monitoring of emails, and prompt responses.
• Maintain professional dress and presentation in accordance with the centre’s policy.
• Show courtesy as a visitor in the centre. For example, being considerate in the use of teacher’s workspace and resources, the staffroom/car parking.
• Engage with DELNA through initial screening prior to Practicum A If the student has been identified as requiring additional English language support, they must follow through on the DELNA process within the first three months of starting the programme.
• Progress toward proficiency of the key Teaching Tasks of the Programme (including monitoring progression) (See Appendix One)

NOTE: On-campus classes are structured to prepare student teachers for their practicum experiences in ECE centres. These classes are an important and integral part of preparing for practicums and future teaching profession. In our experience, student teachers who miss classes are often inadequately prepared for their practicums. We reserve the right to not allow student teachers a place in practicum where we determine 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, student teachers should contact Kiri Jaquiery (k.jaquiery@auckland.ac.nz)

Preparing for Practicum

Student teachers are required to:
• Attended and engaged in practicum classes and to read this handbook (and supplementary documentation) to ensure they understand what is required and the focus of the practicum before commencing practicum
• Phone the centre and arrange to meet their Associate Teacher prior to the start of practicum. At initial visit students must present a form of photo ID and discuss and sign the ST/AT practicum contract.
• Contact their Professional Supervisor before practicum begins to introduce themselves and to send their profile for feedback.
• Organise a practicum portfolio
• Prepare a one-page profile (with photo) to be displayed at the practicum centre
• Prepare the letter requesting permission to participate in assessments of children while on practicum (template on EDPRAC 610 Canvas Site)
• Consider how they will gather evidence of teaching practicum for their portfolio

Assessment of Practicum

Students are expected to synthesise their curriculum knowledge from their programme courses with their teaching practice during practicum. This will entail reading and reflecting on the connections between theoretical understandings, between personal experiences and the practical application of theoretical understandings.

For the successful completion of EDPRAC 610 - student teachers will fully meet (with evidence) the assessment criteria of each learning outcome, including progression toward the Key Teaching Tasks in placements A, B, & C to the satisfaction of the Professional Supervisor and Faculty of Education and Social Work.
The final decision about whether a student has passed or failed a placement will be made by the Faculty of Education and Social Work on the basis of the recommendation made by the Professional Supervisor (informed by evidence gathered from teaching practice, the Associate Teacher and student teacher, the students’ practicum portfolio, and reports from the triadic meeting.

It is expected that all students will have a number of areas requiring further development. However, if there are significant concerns regarding a student’s ability to meet the practicum learning outcomes, it is important that these be shared with the Professional Supervisor early on so that they can work with the student and AT to address areas of concern.

(See Appendix Two for details of the process to follow with a student of concern).

Learning Outcomes and Assessment Criteria for each practicum placement

The Learning Outcomes have been designed to reflect the developmental nature of teacher education and are expected to be addressed incrementally. Student teachers will be expected to refine their teaching during each practicum as they develop skills, knowledge, and practice over time. The following criteria will be used to assess achievement of the learning outcomes in each practicum placement.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Learning Outcome One: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1: appropriate oral and written communication with tamariki and kaiako is established competently</td>
<td>1.1: effective oral and written communication with tamariki, kaiako, whānau is practised consistently and reflected upon</td>
<td>1.1: effective oral and written communication within the educational community of the centre is maintained consistently and critically reflected upon</td>
</tr>
<tr>
<td>1.2: appropriate professional relationships with tamariki and kaiako are established positively</td>
<td>1.2: effective professional relationships with tamariki, kaiako and whānau is practised consistently and reflected upon</td>
<td>1.2: effective professional relationships within the educational community of the centre are maintained consistently and critically reflected upon</td>
</tr>
<tr>
<td>1.3: practises and develops the use of te reo and tikanga Māori.</td>
<td>1.3: practises and develops the use of te reo and tikanga Māori.</td>
<td>1.3: practises and develops the use of te reo and tikanga Māori.</td>
</tr>
<tr>
<td>Learning Outcome Two: Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.</td>
<td></td>
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</tr>
<tr>
<td>2.1: provision for a safe and purposeful learning environment is made, with support.</td>
<td>2.1: meaningful teaching responses (including provision for the environment) are informed by thoughtful analysis of observation and assessment information.</td>
<td>2.1: social, cultural, and political influences impacting on pedagogical practice are identified, critically reflected upon and used to inform responsive pedagogy.</td>
</tr>
<tr>
<td>2.2: teaching responses are informed by students’ observations of children’s interests (noticing) and abilities (recognising).</td>
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</table>
2.3: key influences on the learning and development of tamariki are identified, discussed, and reflected upon.

2.4: practice is informed by a beginning understanding of Te Whariki, current learning and teaching approaches, and culturally responsive practice.

2.5: strategies for positively guiding tamariki are identified and discussed.

2.2: theory, research, and evidence of effective practice are drawn upon to inform meaningful responses to curriculum design and the learning of diverse tamariki (responding).

2.3: practice is informed by Te Whariki, content knowledge, current learning and teaching approaches, culturally responsive practice, and current assessment information.

2.4: skills in social competence are fostered by selecting and using appropriate strategies with tamariki that are culturally and contextually appropriate.

2.2: intentional responses are informed by thoughtful analysis of observation and assessment information (including using, sequencing, and documenting a range of learning experiences to influence and promote positive outcomes for tamariki)

2.3: gather, analyse, and use assessment information to inform planning for learning and teaching.

2.4: teaching practice reflects a repertoire of teaching strategies, approaches, and experiences to promote the learning of tamariki.

2.5: teaching and learning experiences are identified, planned for, implemented, and evaluated with individuals, small groups and large groups of tamariki in culturally responsive ways.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Three</td>
<td>Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>3.1</th>
<th>the complex roles that kaiako carry out within the ECEC context are identified and discussed.</th>
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<tr>
<td>3.2</td>
<td>the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are demonstrated with growing self awareness and understanding.</td>
</tr>
<tr>
<td>3.3</td>
<td>some opportunities for professional growth are recognised and actioned.</td>
</tr>
<tr>
<td>3.4</td>
<td>relevant legislative requirements and centre policies are identified and explored.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1</th>
<th>appropriate digital tools for engaging and/or communicating with colleagues, parents, whānau and the wider community are identified and discussed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>effective/appropriate/contextual digital tools are used to communicate with colleagues, Associate Teacher and Professional Supervisor.</td>
</tr>
<tr>
<td>4.1</td>
<td>effective/appropriate/contextual digital tools are used to foster meaningful engagement with colleagues and wider community.</td>
</tr>
</tbody>
</table>

LO 4: Use digital technologies to foster and enhance collaboration.
4.2: digital tools and experiences in the learning and teaching programme are identified and discussed.

4.3: digital technologies are used to foster and enhance digital collaboration with peer, teaching colleagues/AT and Professional Supervisor.

4.2: appropriate digital tools and experiences in the learning and teaching programme are implemented and reflected upon.

4.3: digital technologies are used as a means to enhance communication, collaboration and collaborative knowledge creation.

4.2: appropriate digital tools and experiences in the learning and teaching programme are critiqued and reflected upon.

4.3: digital technologies are critiqued and used as a means to enhance communication, collaboration and collaborative knowledge creation.

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**Key Teaching 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. *(See table in Appendix One showing how expectations of progress will be measured)*

**Tasks**

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<tbody>
<tr>
<td>1</td>
<td>Can carry out a centre health and safety check and identify and respond to health and safety issues as they arise.</td>
</tr>
<tr>
<td>2</td>
<td>Can plan a responsive, safe and effective learning environment for all tamariki.</td>
</tr>
<tr>
<td>3</td>
<td>Can notice, recognise and respond effectively to the learning and interests of tamariki as they arise in the moment.</td>
</tr>
<tr>
<td>4</td>
<td>Can confidently initiate and sustain responsive and reciprocal conversations with tamariki, colleagues, whānau, professional agencies and community members.</td>
</tr>
<tr>
<td>5</td>
<td>Can work effectively in a team demonstrating initiative, flexibility and responsiveness.</td>
</tr>
<tr>
<td>6</td>
<td>Can engage professionally in a learning conversation about own practice with colleagues.</td>
</tr>
<tr>
<td>7</td>
<td>Can confidently and effectively document tamariki learning in a range of ways.</td>
</tr>
<tr>
<td>8</td>
<td>Can confidently initiate and sustain responsive and reciprocal relationships with tamariki, colleagues and whānau.</td>
</tr>
<tr>
<td>9</td>
<td>Can confidently demonstrate an understanding of licensing criteria, EC regulations, and centre policy and apply these in practice.</td>
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<tr>
<td>10</td>
<td>Uses culturally responsive strategies so each tamariki feels safe, secure, included and trusting of their environment.</td>
</tr>
<tr>
<td>11</td>
<td>Uses strategies that foster empowerment and autonomy for tamariki.</td>
</tr>
<tr>
<td>12</td>
<td>Demonstrates knowledge and use of Te Reo, Tikanga Māori and Te Tiriti o Waitangi in practice.</td>
</tr>
<tr>
<td>13</td>
<td>Able to contribute to internal centre review and inquiry processes.</td>
</tr>
</tbody>
</table>

**Practicum Documentation**

Student teachers will establish and maintain a practicum portfolio (for each practicum placement) with detailed documentation of their learning and developing teaching practice.

Documentation within the portfolio is more than just material gathered during the placement, it is evidence of meaningful engagement with children and the learning and teaching process. This includes reflecting on own teaching practice, evidence of progressing toward meeting the learning outcomes, observations and assessment of children and personal records of teaching. Together, these provide a foundation for professional growth. As developing professionals, student teachers are responsible for documenting evidence that clearly demonstrates how they have met the criteria of each learning outcome in each practicum placement.

Student teachers are reminded to respect people’s rights to privacy and maintain confidentiality at all time. Student teachers must seek permission to collect assessment materials of children from parents/caregivers and ensure that the early childhood centre and children are not identifiable in documentation.

**Practicum Portfolio**

Student teachers are encouraged to share their portfolio with their Associate teacher and Professional Supervisors regularly during the practicum placement so progress can be monitored and feedback provided.

The portfolio should be clearly presented and kept up to date. Quality rather than quantity should guide documentation.

The portfolio will likely include:

- General Faculty of Education course information.
- Notes from weekly meetings with/feedback from the Associate Teacher.
- Completed weekly tasks with feedback from the Associate Teacher and Professional Supervisor.
- Reflective writing, including feedback from the Associate Teacher and Professional Supervisor and evidence of how feedback has been used/responded to (see appendix three).
• Photographs and interpretative statements (the maintain privacy and confidentiality requirements and have written permission from parents/caregivers).
• Records 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 parents/caregivers and the wider educational community.
• Evidence of contributions to the centre programme

The portfolio will include evidence of how the student has met the assessment criteria of the learning outcomes for each placement.

### 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 from a parent/caregiver. 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 (Appendix 6).

### Triadic Assessment Meeting

A Triadic meeting (involving the student teacher, associate teacher, and professional supervisor) will occur toward the end of the practicum placement.

Prior to the Triadic, the Associate Teacher will discuss their provisional report with the student teacher. This will support to ensure that the Triadic meeting is a ‘no surprises’ conversation for the student teacher.

The Triadic will occur toward the end of the practicum placement and will take place following the Professional Supervisor’s observation of the students teaching practice.

Using the assessment criteria, the student teacher, Associate Teacher, and Professional Supervisor will draw upon evidence to share and discuss examples of practice that demonstrate the learning outcomes and progression toward the Key Teaching Tasks.

Evidence may include:

**From the Student Teacher:**
Examples of teaching practice, reference to documentation within the practicum portfolio and the Student Teacher self-assessment report.

**From the Associate Teacher:**
The Associate Teacher’s assessment report based on interactions with the student teacher, observation of student teacher’s practice, and evidence in student teacher’s practicum portfolio.
From the Professional Supervisor:
The Professional Supervisor's assessment report based on interactions with the student teacher, observation of practice, and analysis of practicum portfolio.

Each learning outcome will be assessed in relation to the assessment criteria for the particular placement including reference to progression toward proficiency in relation to the Key Teaching Tasks.

The assessment terms for each learning outcome will be:

**Achieved** ‘means that the learning outcome has been achieved' and indicates 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** ‘means learning outcome has not been achieved' and indicates an unsatisfactory demonstration of the performance criteria, either through inconsistent professional performance and/or inadequate written evidence in the student teacher’s portfolio.

Assessment of the student teacher’s performance on practicum will be based on the professional judgment of the Associate Teacher and Practicum Supervisor and guided by the assessment criteria of the learning outcomes and progression toward mastery of the Key Teaching Tasks. It is important that all participants in the triadic process are fully conversant with the learning outcomes and Key Teaching tasks and their related assessment criteria.

At the conclusion of the practicum placement the Professional Supervisor will make a recommendation for the result of the practicum. Recommendations must relate directly to the learning outcomes and performance criteria and be supported by evidence. All learning outcomes must be achieved for a student to pass the practicum placement.

Any result prior to the conclusion of the practicum is provisional. Successful completion of the practicum placement is contingent on completing the remainder of the practicum to the same level of performance. Some students may need to undertake additional work after the triadic before a decision is made about whether they have done enough to pass. Other students, who have narrowly failed, may be offered an extension of up to two weeks of additional practicum to give them more time to show that they have met all of the requirements to pass.

Ultimate responsibility for moderation of standards remains with the Faculty of Education and Social Work.

**Guidance and Support**

Crucial to the student teacher’s teaching and learning experiences are the Associate Teacher and the Professional Supervisor (Faculty of Education and Social Work). Representing two key sites of learning for the student teacher, their role is to guide, support, and challenge the student teacher during practicum. The triadic relationship is the basis of the supervision and assessment process in the practicum with the Student Teacher, the Associate Teacher, and the Professional Supervisor each having an opportunity to engage in an interactive process.
To promote success during the practicum, a number of processes for on-going guidance, assistance, and reflection apply. These processes provide opportunities for the student teacher to build on existing knowledge and make sense of new knowledge.

**The student teacher will:**

- receive and discuss the practicum handbook. This will provide focus on the link between practicum and the courses currently being studied
- attend practicum classes
- meet and discuss practicum expectations with the Professional Supervisor (if needed)
- ensure that a communication network is set up with the Professional Supervisor and Associate Teacher
- reflect orally and in writing on their work during practicum
- work collaboratively with the Associate Teacher and other teaching colleagues
- visit the centre to meet their Associate Teacher prior to commencing practicum (and discuss and negotiate the student teacher/associate teacher contract)
- contact their Professional Supervisor prior to practicum
- be professionally prepared for practicum (e.g. create profile for centre noticeboard/online portal)
- establish and maintain professional relationships with children, teaching colleagues, and parents/whānau
- engage in teaching and learning practices
- ask questions, facilitate discussions, and request feedback from Associate Teacher and teaching colleagues
- reflect on their practice
- establish and maintain practicum portfolio as evidence of learning and teaching
- contribute to the Triadic meeting.

**The Associate Teacher will:**

- contact and be supported by the Pacticum Course co-ordinator (if needed)
- receive the practicum handbook and relevant documentation via email prior to the practicum commencing
- be invited to attend a practicum forum to discuss the practicum placement, learning outcomes, and Key Teaching Tasks
- be supportive to the student teacher
- write and discuss weekly progress with the student teacher
- clarify issues with the Professional Supervisor (via phone or email, or face to face meeting if necessary)
- prepare for practicum, read practicum handbook, and access/read supplementary information
- introduce the student teacher to children, teachers, and families
- induct the student teacher into the centre (e.g., policies, daily routine, programme)
- discuss and negotiate the student teacher/associate teacher contract
- provide support and encouragement
- observe student teacher’s participation in a range of relevant experiences
- monitor progress carefully (meet weekly with student teacher for formative conversations about learning and next steps)
- provide regular verbal and written feedback, including written feedback on reflective writing.
- model and discuss own and centre practice (including assessment and planning for learning and teaching)
- discuss any concerns with student teacher and professional supervisor promptly
- regard student teacher as a potential professional colleague
- provide opportunities for student teachers to construct new learning, knowledge, and understanding from
practical experience
• Encourage the student teacher to and try out ideas and theories, then test and modify these in practice

The Professional Supervisor will:

• discuss the role of the Professional Supervisor with Practicum Course Coordinator (if needed)
• receive and read the practicum handbook, overview of practicum, and supplementary information.
• discuss practicum expectations with the student teacher prior to placement (if needed)
• set up an effective communication network with the Associate Teacher and student teacher
• have access to the ECE Professional Supervisor CANVAS page
• be supportive to the student teacher
## Appendix One: Key Teaching Tasks - Scale of progression toward achievement of Key Tasks

<table>
<thead>
<tr>
<th>Direct supervision  (Beginning)</th>
<th>Indirect supervision  (Developing)</th>
<th>Independent  (Proficient)</th>
<th>Key Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works alongside centre kaiako to carry out centre health and safety check and respond to health and safety issues as they arise.</td>
<td>Independently carries out a centre health and safety check and with support can identify and respond to health and safety issues as they arise.</td>
<td>Independently carries out a centre health and safety check. Can independently identify and respond to health and safety issues as they arise.</td>
<td>1. Can carry out a centre health and safety check and identify and respond to health and safety issues as they arise.</td>
</tr>
<tr>
<td>Works alongside centre kaiako to plan a responsive, safe, and effective learning environment for all tamariki.</td>
<td>Plan a responsive, safe and effective learning environment for all tamariki with guidance from centre kaiako.</td>
<td>Independently plans a responsive, safe, and effective learning environment for all tamariki.</td>
<td>2. Can plan a responsive, safe and effective learning environment for all tamariki.</td>
</tr>
<tr>
<td>Works alongside centre kaiako in noticing, recognising, and responding to learning and interests of tamariki as they arise in the moment.</td>
<td>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.</td>
<td>Independently notices, recognises and responds effectively to the learning and interests of tamariki as they arise in the moment.</td>
<td>3. Can notice, recognize, and respond, effectively to the learning and interests of tamariki as they arise in the moment.</td>
</tr>
<tr>
<td>Initiates and sustains responsive and reciprocal conversations with tamariki and kaiako.</td>
<td>Initiates and sustains responsive and reciprocal conversations with tamariki, Kaiako, and whānau.</td>
<td>Confidently initiates and sustains responsive and reciprocal conversations with tamariki, Kaiako, and whānau and professional agencies, and community members.</td>
<td>4. Can confidently initiate and sustain responsive and reciprocal conversations with tamariki, colleagues, whānau, professional agencies and community members.</td>
</tr>
<tr>
<td>Takes guidance from kaiako to contribute to the teaching team. Beginning to demonstrate initiative, flexibility, and responsiveness.</td>
<td>Contributes to the teaching team and in most circumstances demonstrates initiative, flexibility, and responsiveness.</td>
<td>Works effectively in a team demonstrating initiative, flexibility, and responsiveness.</td>
<td>5. Can work effectively in a team demonstrating initiative, flexibility and responsiveness.</td>
</tr>
<tr>
<td>Practices active listening and seeks clarification when receiving feedback from Professional Supervisor Associate Teacher or teaching colleagues.</td>
<td>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.</td>
<td>Engages professionally in a learning conversation about own practice with peers, professional supervisor, associate teacher or teaching colleagues.</td>
<td>6. Can engage professionally in a learning conversation about own practice with colleagues.</td>
</tr>
<tr>
<td>Describes the learning of tamariki in relation to key curriculum documents, learning outcomes, and learning disposition.</td>
<td>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.</td>
<td>Confidently and effectively documents the learning of tamariki in a range of ways.</td>
<td>7. Can confidently and effectively document the learning of tamariki in a range of ways.</td>
</tr>
<tr>
<td>Initiates and sustains relationships with tamariki and kaiako.</td>
<td>Demonstrates an increasing ability to initiate and sustain responsive and reciprocal relationships with tamariki and kaiako.</td>
<td>Confidently initiates and sustains responsive and reciprocal relationships with tamariki, Kaiako, and whānau.</td>
<td>8. Can confidently initiate and sustain responsive and reciprocal relationships with tamariki, colleagues, and whānau.</td>
</tr>
<tr>
<td>1. Identifies centre policies and applies these in practice.</td>
<td>Demonstrates an understanding of licensing criteria, regulations, and centre policies and can connect these with practice.</td>
<td>Demonstrates an understanding of licensing criteria, EC regulations, and centre policies and can make connections to practice.</td>
<td>9. Can confidently demonstrate an understanding of licensing criteria, EC regulations, and centre policy and apply these in practice.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Identifies different strategies and cultural tools that a centre uses to ensure each tamariki feels safe, secure, included, and trusting of their environment.</td>
<td>Uses an increasing range of strategies and cultural tools to ensure each tamariki feels safe, secure, included, and trusting of their environment.</td>
<td>Uses culturally responsive strategies so each tamariki feels safe, secure, included, and trusting of their environment.</td>
<td>10. Uses culturally responsive strategies so each tamariki feels safe, secure, included, and trusting of their environment.</td>
</tr>
<tr>
<td>Identifies and beginning to use a range of strategies that scaffold the autonomy, independence, and agency of tamariki.</td>
<td>Communicates with tamariki using a range of strategies that scaffold their autonomy, independence, and agency.</td>
<td>Uses strategies that foster empowerment and autonomy for tamariki.</td>
<td>11. Uses strategies that foster empowerment and autonomy for tamariki.</td>
</tr>
<tr>
<td>Uses a simple repertoire of Māori greetings, phrases, and waiata and is able to identify tikanga and Te Tiriti o Waitangi in practice.</td>
<td>Uses an increasingly complex repertoire of Te reo and engages with tikanga and Te Tiriti o Waitangi in practice.</td>
<td>Demonstrates knowledge and use of Te Reo, Tikanga Māori, and Te Tiriti o Waitangi in practice.</td>
<td>12. Demonstrates knowledge and use of Te Reo, Tikanga Māori, and Te Tiriti o Waitangi in practice.</td>
</tr>
<tr>
<td>Identifies review and inquiry processes undertaken in a centre.</td>
<td>Identifies review and inquiry processes undertaken in a centre and can discuss in relation to own practice.</td>
<td>Has knowledge of internal centre review and inquiry processes and can make links to practice and contribute where appropriate in role as student kaiako.</td>
<td>13. Able to contribute to internal centre review and inquiry processes.</td>
</tr>
</tbody>
</table>
Appendix Two: Procedures for Resolving Concerns during 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 their 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 these. 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 their progress and advise that steps need to be taken to address this. Following the discussion, document the concern/s and formulate an agreed written plan of action that the student teacher can use to guide their 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 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 teacher’s progress.

2. When the student teacher has a concern regarding their 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-coordinator 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: Reflective Practice

The Faculty of Education and Social Work teacher education programmes are professional teaching qualifications and a central aspect of the professional learning is critical reflection. Critical reflection promotes analysis, appraisal, and evaluation of theory and practice. It allows students to synthesise the theoretical knowledge gained through engagement in the teacher education courses with the practical component of the programme which is the practicum.

- Reflection is a process that is centrally concerned with challenging dominant myths, assumptions, and hidden message systems, implicit in the way teaching and education are currently organised.
- Reflection is also fundamentally about creating improvements in educational practice, and the social relationships that underlie those practices.
- Reflection is founded on the belief that knowledge about teaching is a tentative and incomplete state, and as such is continually being modified as a consequence of practice.
- Reflection occurs best when it begins with the experiences of practitioners as they are assisted in the process of describing, informing, confronting and reconstructing their theories of practice.

In order to engage in critical reflection, it is important that students consider their own background; the values, attitudes, and assumptions that influence the way they react to particular teaching situations. Using reflective questions and techniques will assist in this process.

Critical reflection is a key to their learning during the programme and throughout each of the practicum placements. Students will be able to engage in reflective discussions with the Associate Teacher and discuss reflective writing. Students are expected to maintain contact with their Professional Supervisor by email, sending reflections each week to demonstrate that they are meeting the assessment criteria consistently and documenting evidence of their involvement and learning. Reflective writing is one way of evidencing how students meet the learning outcomes. Reflections will make links between course work, literature/research, and involvement in the early childhood education centre and may include reference to other items in the portfolio. Students will receive feedback from both their Professional Supervisor and Associate Teacher and will be expected to demonstrate how they have used this feedback to inform, change, or refine their teaching.

Smyth’s 1989 framework (Stages in Personal and Professional Empowerment) is the model that students are most familiar with. The following questions will support students to write reflectively under each of the headings.

**Describing - What did I do?**
- Detailed observational descriptions without judgement

**Informing - What does this mean?**
- The description is “unpacked” in a search for underpinning patterns or principles

**Confronting - How did I come to be this way?**
- This involves a “stepping back” from the event/activity that has been described and includes examining historical, social and cultural contexts e.g. Where did the ideas come from?
- What does this tell me about my beliefs and values?

**Reconstructing - How might I do things differently?**
- Consideration of alternative views and generation of goals for future action

<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
</tr>
<tr>
<td><em>What: What did I do?</em></td>
</tr>
<tr>
<td>detailed observational descriptions without judgement</td>
</tr>
<tr>
<td>Informing</td>
</tr>
<tr>
<td><em>What: What does this mean?</em></td>
</tr>
<tr>
<td>the description is ‘unpacked’ in a search for underpinning patterns or principles</td>
</tr>
<tr>
<td><em>How: How did I come to be this way?</em></td>
</tr>
<tr>
<td>this involves a ‘stepping back’ from the event/activity that has been described and includes examining historical, social and cultural contexts e.g. where did the ideas come from? What does this tell me about my beliefs and values?</td>
</tr>
<tr>
<td>Confronting</td>
</tr>
<tr>
<td><em>How: How might I view/do things differently?</em></td>
</tr>
<tr>
<td>consideration of alternative views and generation of goals for future action.</td>
</tr>
</tbody>
</table>
Appendix Four: 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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Elaboration of the standard</th>
</tr>
</thead>
</table>
| Te Tiriti o Waitangi partnership | - 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. |
| Professional learning | - Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.  
- 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. |
| Professional relationships | - Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.  
- Engage in reciprocal, collaborative learning-focused relationships with:  
  - Learners, families and whānau  
  - 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. |
| Learning-focused culture | - Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.  
- 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. |
| 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.  
- 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. |
| Teaching | - 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 to guide further learning. |

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 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.
Appendix Six: Permission Letter

Date

Kia ora,

I am a student teacher in the Faculty of Education and Social Work Graduate Diploma in Teaching (ECE) programme. As part of my practicum tasks and to further my professional learning and development, I am taking an active part in planning the programme for children in the centre, under the supervision of my Associate Teacher. I will be making written observations and/or taking photographs and videos of children engaged in play and learning with teachers and other children. These materials will be stored in my practicum portfolio. My practicum portfolio will be viewed by my Associate Teacher and Professional Supervisor for the purposes of demonstrating my practice as a beginning teacher and my professional learning. This may also be viewed by lecturers at the University as a part of my assessment tasks. Documentation about children will be kept confidentially with children’s identity protected (names removed). I am requesting permission from you to observe your child and document their learning. I am happy to answer any questions you may have about my practicum work and to show you any material that I gather about your child.

Yours sincerely
(Insert student teacher name here)

Associate teacher signature

Consent to observe:
I, _________________________________________________ (name of parent/guardian) give (Insert student teacher name here) permission to write observations and/or take photographs of my child _____________________________(child’s name) while they are on practicum at (Insert name of centre here).

I understand that:
• The materials will be used for the student teacher’s learning and assessment purposes
• The materials may be disclosed to the NZ Teaching Council for their consideration of the student teacher’s application for registration as a teacher.
• The materials will be deleted after they are no longer required.
• My child will not be identified by name in the materials.
• I have a right of access to materials relating to my child.

Signature

Date: