Bachelor of Education (Teaching)  
Early Childhood Education  
EDPRAC 202  
Early Childhood Practicum 2  
Practicum Handbook
BACHELOR OF EDUCATION (TEACHING) EARLY CHILDHOOD

EDPRAC 202 PRACTICUM
EARLY CHILDHOOD PRACTICUM 2

No to rourou, naku to rourou, ka ora te iwi.
With your basket and my basket, we will have enough.

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Vulnerable Children 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 Vulnerable Children 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 Vulnerable Children 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 Vulnerable Children Act 2014, even if it would normally permit that person to conceal their criminal convictions.
Four learning themes have been identified as critical to the student teacher’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 – and effective communication
- focusing on purposeful teaching and learning - becoming a professional

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

Practicum Course EDPRAC 202 Practicum Early Childhood 2 (Infant and toddler placement) provides an opportunity for student teachers to do this by gaining a greater understanding of their practice in relation to the contextual factors they encounter and experience in this early childhood environment. The course is made up of preparatory classes, pre-practicum task/s, and one five-week placement.

EDPRAC 202 has a specific focus on:
- learning and teaching for Infants and toddlers
- teaching in relation to contextual factors
- effective communication and relationships with infants/toddlers, colleagues, families and whānau
- recognising how pedagogical practice optimises children’s learning and is informed by theory, research and practice in an infant and toddler setting
- the behaviour and dispositions expected of professional teachers in Aotearoa New Zealand

Course learning outcomes:

1. **Explain the contextual complexities associated with teaching and reflect on ways to manage these.**

2. **Communicate effectively with children and adults and establish professional relationships within centre community.**

3. **Demonstrate effective pedagogical practice that optimises children’s learning and is informed by theory, research and practice.**

4. **Consistently demonstrate the behaviour and dispositions expected of a professional teacher in Aotearoa New Zealand.**

Towards the conclusion of this five-week placement the student teacher will be required to demonstrate achievement of these learning outcomes.
**PREPARING FOR PRACTICUM**

Preparing for practicum involves attendance and engagement in EDPRAC 202 classes, completion of pre-practicum task/s and accessing and engaging with course material via Canvas (the University's learning management system).

**NOTE:** On-campus classes are structured to prepare students for their practicum experiences out in centres. These classes are an important and integral part of preparing for practicums and future teaching profession. In our experience, students who miss classes are often inadequately prepared for their practicums. We reserve the right to not allow students 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, students should contact Shareen Sapsworth (s.sapsworth@auckland.ac.nz)

Prior to practicum the student teacher will:

- Contact their Professional Supervisor to introduce themselves
- Read this handbook and be clear on the expectations and learning outcomes of this course.
- Organise their practicum portfolio (including setting goal and supporting action plan)
- Phone the centre and arrange to visit the centre and meet associate teacher (and where possible also meet children and teachers) prior to practicum (**showing photo ID on this first visit**)
- Discuss and sign the Student Teacher/Associate Teacher practicum contact (Downloadable from Canvas)
- Prepare a one-page profile (with photo) to display in the centre
- Prepare the letter requesting permission to participate in observation/assessments of children while on practicum (template on EDPRAC 202 Canvas page)

**Practicum portfolio**

Students teachers need to be thoughtful about documenting evidence appropriate to each Learning Outcome. It is expected that explicit links will be made between the evidence provided, the practicum course Learning Outcomes, and the Graduating Teachers Standards.

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

Evidence may include such things as: anecdotal observations, notes about significant conversations, annotated photographs, diary notes, annotated articles where connections have been made between theory and practice (transferring theoretical learning to practice), records of discussions / meetings (and what was learnt), questions, ideas to extend learning, reflections, learning stories, communication with families.

**Reflections**

Students are to document two reflections per week using the Smyth framework. Reflections need to identify the learning outcome/s and Graduating Teacher Standard/s that each piece of reflective writing relates to. Reflections are to be emailed to the Professional Supervisor for feedback and also shared with and discussed with the Associate Teacher. Student teachers will receive feedback from both the Professional Supervisor and Associate Teacher and will be expected to demonstrate how they have considered this feedback to develop and refine their practice.

**Practicum Goal**

Student teachers are required to develop a specific goal to work on throughout this practicum.

Students teachers are reminded to respect people’s rights to privacy and maintain confidentiality at all times. Students must seek permission to collect assessment materials (permission letter downloadable from course Canvas site) and ensure that the early childhood centre and children are not identifiable in documentation.

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

Formative Assessment
Student teachers value regular written and verbal feedback to support their professional growth. Feedback will assist student teachers in progressing toward the learning outcomes while also providing evidence of how these are met. Discussing learning as well as progress and future plans will enable student teachers to establish new goals and areas for inquiry. Associate teachers should encourage student teachers to reflect upon their own learning and teaching.

This process can be supported by the Associate Teacher posing questions such as:

- What do/did you hope to achieve?
- What are the challenges that arise for you out of this?
- What do/did you anticipate?
- How will/did your decisions influence ...? (e.g. children's learning; what occurred)
- What is/was the basis of your decisions?
- What have you learnt about yourself/about children as a result?
- What would you do differently next time?
- Where did these practices come from?
- What do your practices say about your assumptions, values and beliefs about teaching?

Summative Assessment (Triadic Assessment process)
To gain a pass grade for EDPRAC 202 student teachers must demonstrate achievement of all the learning outcomes. This will be evidenced through practice (including documentation) while on practicum. The assessment criteria will be used to determine achievement of these learning outcomes. Towards the end of the practicum, the student teacher performance is jointly reviewed by the associate teacher, student teacher, and the professional supervisor (triadic assessment). While the provisional assessment is made by the professional supervisor, the contribution of all parties to this summative assessment meeting is particularly important. For all EDPRAC courses the ultimate responsibility for a student teacher’s assessment rests with the Faculty of Education and Social Work.

All parties will complete their own assessment report.

Practicum: Competence requirement
For the successful completion of EDPRAC 202 student teachers will:

- complete EDPRAC 202 (a five-week assessed practicum)
- become involved in the teaching and learning programme
- regularly reflect on their own learning and teaching
- maintain a professionally presented practicum portfolio
- contribute professionally to the triadic assessment and demonstrate (with evidence) how they meet all learning outcomes of EDPRAC 202
- complete the self-assessment report in time for the triadic discussion

At the conclusion of practicum, reports are to be emailed to Practicum Team
foed-practicumteam@auckland.ac.nz
## LEARNING OUTCOMES EDPRAC 202 – PRACTICUM EARLY CHILDHOOD 2

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Evidence of learning and practice may involve</th>
</tr>
</thead>
</table>
| **1** Explain the contextual complexities associated with teaching and reflect on ways to manage these. | **1.1** the implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner | **Exploration and consideration of:**  
- Parent/whānau/community in the ECE service  
- The context (uniqueness) of the early childhood service  
- ECE regulations  
- Te Whāriki in practice  
- The centre philosophy  
- The learning and teaching programme in the ECE service  

Reflecting on, and discussing contextual factors specific to the service.  
Documenting evidence of learning and understanding of the influence of these factors on teaching. |
| **Key question** | | |
| What contextual factors do you need to consider and manage when teaching in complex environments? | | |
| **2** Communicate effectively with children and adults and establish professional relationships within centre community. | **2.1** effective communication with children, colleagues, parents/whānau is practiced consistently and reflected upon regularly  
**2.2** effective professional relationships within the educational community of the early childhood setting are practiced consistently | **Learning about and practising effective communication:**  
- writing, speaking and reading fluently and accurately  
- adjusting communications to consider purpose and context  
- using appropriate listening skills/body language  
- working collaboratively and positively  
- treating children and adults with respect  
- beginning use of te reo Māori  

Reflecting on use of communication in establishing professional relationships.  
Considering the power relations inherent in interactions with children.  
Learning about and documenting the variety of ways used to communicate within the ECE community. |
| **Key question** | | |
| In what ways do you use communication to establish and maintain professional relationships in the centre and its community? | | |
Demonstrate effective pedagogical practice that optimises children’s learning and is informed by theory, research and practice.

**Key Question**

How is your understanding of pedagogy and related learning theory demonstrated in your practice?

1. Bicultural practice and diversity are considered when planning for learning and teaching
2. Meaningful responses are informed by thoughtful analysis of assessment information.
3. Variety of teaching approaches are selected and implemented to enhance children’s learning
4. Teaching intentions/learning experiences are identified, planned, implemented and evaluated (across a range of learning areas) with individuals, small groups and large groups of children
5. Children’s social competence is fostered by strategies that are contextually appropriate

**Assessing for and responding meaningfully to learning and teaching**

Assessment for learning, as exemplified in Kei Tua o te Pae the Early Childhood Exemplars, promotes “noticing, recognising and responding” (Cowie, 2000 in MOE, 2004) as the key to authentic and meaningful engagement with children’s learning.

**Use a range of methods to demonstrate developing pedagogical practice**

Consider the following questions:

- What does bicultural practice mean for me and my pedagogy?
- How are the principles of Te Whāriki evident in my teaching practice?
- Which theories of teaching and learning support my practice?
- How do I justify the teaching techniques I am using?
- What differences do I notice in my practice between teaching individuals, small and large groups?
- What do I do in my teaching to foster children’s developing skills in social competence?

Consistently demonstrate the behaviour and dispositions expected of a professional teacher in Aotearoa New Zealand.

**Key question**

In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?

1. Standards of conduct stipulated by the NZ Teaching Council Code of Professional Responsibility are demonstrated
2. Practicum related professional development goal/s are actioned and evaluated effectively
3. Professional dilemmas are recognised and appropriate procedures to resolve these are negotiated and critically reflected upon

**Learning about demonstrating appropriate professional responsibilities as a teacher include:**

- Professional dispositions (see dispositions to teach)
- Understanding the role of the professional teacher (see Graduating Teacher Standards and Code of Professional Responsibility)
- Documenting involvement in teaching and learning
- Engaging in regular professional discussion
- Being professionally responsible
- Recognising professional dilemmas
- Understanding of professional obligations under the Treaty of Waitangi

A professional dilemma is a complex problem for which there is no clear ‘right’ or ‘wrong’ answer and more than one possible solution. Identifying and critically reflecting on dilemmas is an important component of teaching.

**Complete at least two critical reflections each week focused on own teaching practice**
PROFESSIONAL RELATIONSHIPS

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 New Zealand Teaching Council Graduating Teacher Standards and 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.

With colleagues

Student teachers are required 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 encouraged. Through discussions with the associate teacher, expectations regarding the role of the student within the centre will be established. This may vary from context to context.

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

With children

Student teachers are required to develop 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 learning experiences. These are all opportunities for meaningful engagement with children. Students should be mindful of the tension between the need to develop 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 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 therefore to acquire these skills with the support of experienced teachers. Students will need to discuss with their associate teacher the ways in which it is appropriate for them to engage with families in the context of the centre.
**Attendance**
Students are expected to attend the centre for 7½ hours each day of the practicum: 6 hours working with children and 1½ hours non-contact (taken in the centre), including breaks. Break times must be negotiated with the associate teacher. It is anticipated that students will be involved in centre tasks during non-contact time while also use this time to work on documentation for their practicum portfolio, writing reflections, reading etc. Breaks are often an opportunity for professional discussion. It is therefore suggested that this is taken into consideration when negotiating break times.

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

**Special leave from practicum**
Special leave from practicum must be applied for in advance and will only be allowed under exceptional circumstances. The application for leave form can be found on the EDPRAC 202 Canvas page.

**Centre Policies**
Students are expected to become familiar with and act in accordance with centre policies, particularly those that impact directly on you such as health and safety, nappy changing, child protection, fostering social competence and cyber safety.

**Health and Safety**
Students need to pay attention to the appropriate Occupational Health and Safety policies at the practicum centre. Students are expected to take responsibility for themselves in this regard.

**Care Routines**
Procedures for nappy changing and toileting children (please note that some centres do not allow student teachers to undertake this task at all).

These intimate practices are valuable opportunities for a child’s learning as part of a holistic approach to care and learning; therefore, it is advisable for student teachers wherever possible to participate fully in these routines.

Continuity in the developing relationships between student teacher and infant or child will be maintained with their involvement in nappy changing and toileting routines.

Student teacher involvement may need to be negotiated and agreement must be given by the associate teacher and centre families; for example, a period of time initially could be set aside for the student teacher to establish trusting relationships with the children and to gain familiarity with procedures before engaging in these routines. When changing nappies, or assisting with toilet routines, student teachers must be observed by another staff member. Student teachers need to understand how to carry out the centre’s safe policies and practices, e.g. not leaving child unattended on change table.
These guidelines are provided to help student teachers professional documentation based on active participation in teaching and learning.

Professional discussion with Associate Teacher could include:
- the centre philosophy
- Infant and toddler pedagogy
- implementation of Te Whāriki
- the notion of ‘planning’ – responding meaningfully
- pedagogical documentation processes
- the Early Childhood Regulations and licencing criteria

Observing and Recording Children’s Learning

Noticing, recognising and responding to children’s learning are vital components of teaching. Documenting this process will allow student teachers to fully engage with the learning that is occurring and to reflect on their practice.

Observation is the process of gathering information about children, their interests, their thinking and their learning. It includes a recognition of the Principles of Te Whāriki:

- **Empowerment, Whakamana**
  - how are children empowered and their learning recognised and valued?
  - how can te reo Māori and te ao Māori principles support empowerment?

- **Holistic development, Kotahitanga**
  - in what ways do the cognitive, social, cultural, physical, emotional and spiritual dimensions influence children’s learning?
  - in what ways is the hauora of the children and their families and whānau taken into account?

- **Family and Community, Whānau Tangata**
  - how are the children’s family and whānau involved in the centre programme?
  - how is a sense of whānaungatanga established in the centre?

- **Relationships, Ngā Hononga**
  - how are responsive and reciprocal relationships developed and maintained?
  - reflect on how the centre philosophy reflects understandings of Te Tiriti o Waitangi

Te Whāriki warns that “a single observation is a snapshot of that occasion only and adults should be wary of generalising from individual pieces of information” (Ministry of Education, 1996, p.29).

Assessment for learning, as exemplified in Kei Tua o te Pae the Early Childhood Exemplars, promotes “noticing, recognising and responding” (MoE, 2004) as the key to authentic and meaningful engagement with children’s learning.

The ethics of undertaking assessments of infants, toddlers and young children need to be carefully considered, particularly given the now common use of photographs in children’s portfolios. Students 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 permission letter for student teacher use can be downloaded from the course Canvas page.
Guidelines for Observing Children’s Learning

What might you notice and/or recognise?

- children’s interests, their ideas and questions
- conversations that occur between children, or between children and adults
- your interactions with children, colleagues, families and whānau and other professionals
- complexities and tensions; e.g. gender roles, cultural/parental expectations
- evidence of:
  - the principles of Te Whāriki in action
  - evidence of learning dispositions
  - children’s engagement in a range of curriculum areas
  - children’s ways of working (e.g.: independent, collaborative, observation)

How might you respond?

- consider your role as a teacher and your place in the learning/teaching process
- what beliefs/values form the basis for your response?
- what links are you making to Te Whāriki in your teaching?
- how have the children responded to your ‘response’? What does this tell you about your teaching?
- reflect on your teaching and responses to children’s thinking
- in order to enhance the achievement of Māori learners?
- what do you choose to document and why?

Improving outcomes for Māori and Pasifika learners

Over the period of the three practicum placements student teachers are required to develop awareness and understanding of:

- policies related to partnership responsibilities to Te Tiriti o Waitangi
- the implementation of these policies within the daily practices of the early childhood setting
- personal pedagogical practice in relation to improving the educational achievement of Māori and Pasifika learners.
Reflective Practice

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

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

Student teachers are required to write at least two reflections per week using Smyth’s framework. Students are encouraged to select aspects of ‘significant learning’ from their own teaching, learning or interactions and in greater detail:
- describe the incident/situation
- record what informed your actions/thoughts
- confront the context
- reconstruct for future consideration

Reflections need to identify links to the Learning Outcome/s and Graduating Teachers Standard/s 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.

<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
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<tbody>
<tr>
<td><strong>Describing</strong></td>
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<tr>
<td>What did I do/observe/experience?</td>
</tr>
<tr>
<td>A brief statement describing problem/issue/question.</td>
</tr>
<tr>
<td>Observational description, without judgement, of the</td>
</tr>
<tr>
<td>context.</td>
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<tr>
<td><strong>Informing</strong></td>
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<tr>
<td>What does this mean for me?</td>
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<tr>
<td>The description is ‘unpacked.’ Clarification of the</td>
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<tr>
<td>event is sought. Personal feelings and emotions</td>
</tr>
<tr>
<td>involved are identified.</td>
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<tr>
<td><strong>Confronting</strong></td>
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<tr>
<td>How did I come to be this way?</td>
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<tr>
<td>This involves a ‘stepping back’ from the event and</td>
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<tr>
<td>looking at reasons for it. This includes examining</td>
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<tr>
<td>historical, social and cultural contexts e.g. Where</td>
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<tr>
<td>the beliefs did and values come from? What are other</td>
</tr>
<tr>
<td>perspectives?</td>
</tr>
<tr>
<td><strong>Reconstructing</strong></td>
</tr>
<tr>
<td>How might I view/do things next time?</td>
</tr>
<tr>
<td>What will you do and why?</td>
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<tr>
<td>Consideration of alternative views and generation of</td>
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<tr>
<td>future action.</td>
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</tbody>
</table>
Guidelines for Associate Teachers

Student teachers are assisted in their learning and progress and achievement of the practicum learning outcomes when the following support is provided:

- students are aware of centre policies and their responsibilities
- students are supported and guided the early childhood centre
- associate teacher is familiar with the learning outcomes and assessment criteria
- opportunities to meet learning outcomes are discussed and promoted
- questions or concerns are addressed promptly with student and/or Professional Supervisor
- regular contact is made with the Professional Supervisor
- practicum expectations are discussed and clarified where necessary
- student’s goal is discussed regularly
- student’s documentation is shared and discussed regularly
- students discuss their learning and teaching on a regular basis
- written and oral feedback on student learning is provided each week
- associate teacher and student complete assessment reports prior to triadic meeting
- assessments are discussed with the student and the professional supervisor
THE ROLE OF THE 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. He/she will be the first point of contact for the student before and during the practicum.

Before Practicum
✓ become familiar with practicum expectations and access all practicum course material via the Professional Supervisors Canvas page

Email/Phone contact (week one)
✓ building relationships with Student Teacher and Associate Teacher
✓ clarify expectations with both student and associate teacher
✓ check that a portfolio has been established
✓ ensure contract has been discussed and signed
✓ provide support where needed
✓ set up an effective communication network with associate teacher and student
✓ arrange further visit/s

First visit (week two)
✓ building relationships with Student Teacher and Associate Teacher
✓ view and discuss practicum portfolio, guidance on evidencing learning outcomes
✓ discuss goal and supporting action plan
✓ provide feedback/support as needed

During practicum
✓ answer questions and provide support
✓ provide written feedback on student’s weekly reflections

Observation and Triadic Assessment Visit (week four/five)
✓ observe student teacher in practice
✓ read practicum portfolio
✓ facilitate triadic assessment meeting
✓ provide recommendations as required
✓ indicate a provisional assessment on the assessment report

Post practicum
✓ Complete assessment report – email copy of report to student teacher and to practicum office

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.
Appendix One

Procedures for Resolving Concerns During Practicum

1. When the student teacher has a concern regarding her/his associate teacher or the early childhood centre (student teachers may wish to seek the help of a support person)
   1.1 The student teacher expresses concern to the associate teacher. Resolution may be achieved by professional discussion.
   1.2 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.
   1.3 If concern is still unresolved the Associate Director: Early Childhood 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.
   1.4 Possible relocation of the student teacher is a last resort.

2. When the Associate Teacher has a concern regarding the student teacher
   2.1 The associate teacher expresses concern to the student teacher. Resolution may be achieved through professional discussion.
   2.2 If concern is unresolved the Associate 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 Associate Director: Early Childhood 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 though 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 Associate Director: Early Childhood will facilitate conflict resolution between Associate Teacher and Professional Supervisor. The Associate Teacher may wish to have a senior person from the early childhood centre or association present.

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. The Associate Teacher may wish to seek support from a senior person from the early childhood centre or association.

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 Two: Dispositions to Consider

Teachers hold a trusted position in society and influence learners, their understanding of the world and the future wellbeing of society (refer https://www.educationcouncil.org.nz/content/our-code-our-standards).

Teachers operate in four domains: in the teaching/learning space, in the learning centre, in the community, and in the teaching profession.

In each domain, a teacher will interact with learners (students’), parents/whanau/caregivers, employers, and colleagues, and should at all times maintain high standards in regard to:

Trustworthiness, to
  • work independently and without supervision
  • meet any reasonable requirements for the protection and safety of others
  • preserve confidences

Honesty, to
  • demonstrate integrity to all contacts
  • respect persons and property
  • report clearly and truthfully

Reliability, to
  • take on responsibilities with due regard for time and place
  • meet the expectations of caregivers and the learning centre when supervising learners
  • accept, plan and execute a variety of tasks and professional responsibilities

Sensitivity and compassion, to
  • respect other cultural and social values
  • recognise and respect others as individuals
  • care for the learning of those who are disadvantaged and those with learning difficulties
  • demonstrate firmness when necessary

Respect for others, to
  • demonstrate respect for the law
  • adopt accepted codes of language, dress and demeanour
  • accept and carry out collegial and employer decisions
  • respect the views of others

Imagination, enthusiasm and dedication, to
  • support and inspire others in their work
  • generate excitement and satisfaction in learning
  • engage in co-curricular tasks which expand learning opportunities
  • show respect for learning and inspire a love of learning

Communication, to
  • communicate easily and lucidly in the English or Māori official languages of New Zealand
  • exercise discretion
  • give and receive constructive criticism
  • seek advice when needed

Physical and mental health, to
  • carry out duties safely and satisfactorily
  • show emotional balance and maturity
  • display warmth and humour

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.
Appendix Three: NZ Teaching Council Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

Professional Knowledge
Standard One: Graduating Teachers know what to teach
a. have content knowledge appropriate to the learners and learning areas of their programme.
b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn
a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
c. know how to develop metacognitive strategies of diverse learners.
d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning
a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa/New Zealand.

Professional Practice
Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment
a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
b. use and sequence a range of learning experiences to influence and promote learner achievement.
c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning
a. systematically and critically engage with evidence to reflect on and refine their practice.
b. gather, analyse and use assessment information to improve learning and inform planning.
c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships
Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities
a. recognise how differing values and beliefs may impact on learners and their learning.
b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
c. build effective relationships with their learners.
d. promote a learning culture which engages diverse learners effectively.
e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession
a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.
b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
Appendix Four: Reflection exemplar
EDPRAC 202

Learning Outcome 2
Communicate effectively with children and adults and establish professional relationships within centre community

GTS:
6c Graduating Teachers know how to build effective relationships with their learners
SC know how to communicate assessment information appropriately to learners, their parents/caregivers and staff

Describe:
During the course of a day, I had been trying to encourage a young toddler (20 months old) to speak up when she needed help. When another child tried to pull a toy off her, I tried to give her some words to use, instead of her usual approach of grimacing, looking towards a teacher for help and saying nothing. When she was eating afternoon tea, I encouraged her to ask for another sandwich instead of silently holding out her hand. When a young crawling child continually grabbed her arm, hair and face as he was cruising past, I encouraged her to say something to him instead of just cringing. I was modeling phrases like “ow, stop it. That hurts”, or “stop! I’m having a turn on the bike”.

When her mother arrived to pick her up at the end of the day, L. smiled, waved and then said “stop!”, holding up her hand. I said, “oh look, she’s showing you her new word”. Instead of looking intrigued or even impressed, as I had expected, L.’s mother looked quite distinctly displeased. I explained a bit further: “she’s learning to say ‘stop’ when other children try to take something she’s playing with or hurt her”. Her mother still didn’t look convinced at all.

Inform:
I had been really pleased that L. was learning to speak up for herself and was becoming more proactive and assertive in her dealings with other children. And I was really pleased that she chose to demonstrate it for her mother, because this suggested that she herself thought it was something special and something of value. Then, when her mother reacted the way she did, I was suddenly aware that she wasn’t seeing things I way I did. I think she thought the phrase “stop!” was rude, perhaps, or even aggressive and hostile. It is possible different cultural values contributed to our differing interpretations of this situation (Gonzalez-Mena, 2007). I really value assertiveness in children, ideally in balance with co-operation and empathy as encouraged in the ECE curriculum (Ministry of Education, 1996). Maybe L.’s mother doesn’t value assertiveness as highly as I do, or maybe I didn’t explain the context and rationale well enough to explain the abruptness of the simple phrase “stop”!

Confront:
I was really surprised at L.’s mother’s reaction. It didn’t occur to me that she would have any objection to her child learning to speak up for herself, because this is something I assumed is valued by all parents. This assumption is no doubt a product of my cultural upbringing in which assertiveness is valued. In Pakeha middle-class life, assertiveness is seen as a positive thing. No one wants to be treated like a doormat, and everyone is seen as having the right to express their own needs and wants. There is also, of course, a conflicting belief that children should be well mannered and polite, at least, and sweet and nice at best. Parents (and also teachers and caregivers) have to try to balance these values, and I guess we all balance them in slightly different ways. For me, children do need to be polite (in most circumstances), but don’t need to be sweet and nice if that’s not how they’re feeling.

I think my beliefs on this were also affected by my time in playcentre, where parent-educators worked hard to encourage each child to find their own voice and speak up for themselves when they needed to. At my centre, even the youngest toddlers learnt to say “stop it I don’t like it” when someone was hurting them or encroaching on their play, and learnt that when someone else said this, they really had to take note. There was an understanding that being socially competent meant not only being able to compromise and co-operate but also to stand up for yourself confidently.

Reconstruct:
This has been a really useful learning opportunity for me. Firstly, I have realized how strongly I value the need for children to be able to speak up for themselves, and to express themselves assertively and confidently. I hadn’t realized this was so important to me. Secondly, I am now clear that in my interpretation, this is supported by Te Whāriki rather than being simply my own personal bias. Thirdly, however, I will no longer assume that every parent shares my belief! Next time, I will be ready to justify and explain how encouraging children to speak up assertively when necessary is so important if we want them to grow up confident and competent. I will also be aware that there may be other times that I assume that my values are the same as those of the families, when this will not always be the case. I will be more mindful of how my values influence my practice.

Reference