Bachelor of Education (Teaching)  
Early Childhood Education  
EDPRAC 306B  
Enabling Achievement Early Childhood  
Practicum Handbook
BACHELOR OF EDUCATION (TEACHING)
EARLY CHILDHOOD

EDPRAC 306B
ENABLING ACHIEVEMENT EARLY CHILDHOOD

Whakatauki:
Me kimihia te ara tokika, hei orange mo to ao – seek the right path to benefit the world.

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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 2014) 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.
Four recurring learning themes have been identified as critical to the student’s development of high-quality pedagogical practice during practicum placements. These are:

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

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

Practicum Course EDPRAC 306B is a seven-week placement in order to give student teachers the opportunity to develop relationships with children, their family and whānau and to work as a professional with the teaching team. EDPRAC 306B has a particular focus on student teacher agency.

Agency, as defined by Giddons (1984), involves the individual acting with purpose. It requires conscious action, the knowledge that human action is powerful and the understanding that human acts have the potential to create positive change. In teaching, agency also means understanding the reasons for decisions and acting with integrity. It requires ethical practice and self-efficacy.

Before the practicum student teachers are asked to consider the intention of Assessment Criteria 4.1: Professional agency is appropriately exercised and critically reflected upon.

Student Teachers are required to have an in-depth understanding and articulate how their professional agency is consistently present in their practice. Student Teachers on this final practicum are expected to be able to bring together learning from the three years of the Bachelor of Education (Teaching) Early Childhood Education programme. Student Teachers are expected to be able to demonstrate that they are ready to take on the role of a professional teacher. This readiness means that they will engage with all the complex roles and responsibilities that are part of being an early childhood teacher.


Assessment of Practicum

Practicum assessment will consist of a triadic assessment toward the end of the practicum placement. This involves a discussion between the Professional Supervisor, Associate teacher and the student teacher in relation to the Learning Outcomes. All parties will complete their own assessment report as part of the triadic assessment process. The final decision about pass/fail will be made by the Professional Supervisor on the basis of the triadic discussion and the supplied documentation.

For the successful completion of EDPRAC 306 - Student Teachers will:
- Have undertaken and met the requirements of the formative (2-week) placement EDPRAC 306A
- Attended EDPRAC 306B classes to assist preparations
- Have successfully completed all EDPRAC 306 course tasks
- Complete EDPRAC 306B (a seven-week assessed practicum)
- Maintain and present professional documentation
- Meet the Learning Outcomes of EDPRAC 306B to the satisfaction of Associate Teacher and Professional Supervisor and Faculty of Education and Social Work.
- Submit and successfully complete the Graduating Teacher Standards eportfolio
Towards the conclusion of this seven-week placement Student Teachers will be required to demonstrate achievement of the learning outcomes for the course by providing evidence that they have successfully fulfilled the assessment criteria.

Preparing for Practicum – Student Teachers will:
- Attend EDPRAC 306B classes, complete pre-practicum task and engage with materials on the EDPRAC 306 course canvas page.

NOTE: On-campus classes are structured to prepare Student Teachers for their practicum experiences out in centres. These classes are an important and integral part of preparing Student Teachers for the practicums and their future teaching career. In our experience, students who miss classes are often inadequately prepared for their practicums. We reserve the right to not allow Students Teachers a place in practicum where we determine that they are not sufficiently prepared. This could result in failure of the practicum course in which they are enrolled. Should exceptional circumstances arise regarding attendance, students need to contact Shareen Sapsworth (s.sapsworth@auckland.ac.nz)

Meet the DELNA Requirement (English Language Skills Assessment)
Students who have not met this language requirement will not be able to go out on the final practicum. Further information please refer to the programme handbook:

- Contact their Professional Supervisor before practicum begins
- Read this handbook and ensure they understand what is required before going out on practicum
- Set up/organise the practicum portfolio
- Phone the centre and arrange to meet associate teacher prior to practicum (show your photo ID). Discuss and sign the ST/AT practicum contact (Downloadable from Canvas)
- Prepare a one-page profile (with photo) introducing themselves to display at the centre
- Consider how they will gather evidence towards the NZ Teaching Council Graduating Teacher Standards in their eportfolio

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 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.

With the focus on agency for this practicum we have developed some principles to guide the development of written work:
  a. Reflections are of a high quality (rather than quantity)
  b. Student teacher’s ability to notice, recognise and respond to children’s learning is evident in documentation (includes ‘assessment’ and ‘planning’)
  c. Learning and teaching is a progressive and authentic process

Student Teachers are encouraged to discuss the above principles with the Associate Teacher and Professional Supervisor. It is the Student Teachers responsibility to demonstrate that they have met the learning outcomes and assessment criteria and that there is sufficient evidence of their agency and professionalism.

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

**Reflections**
On this practicum Student Teachers are required to make a professional decision about how best to address the learning outcomes and assessment criteria which have a strong focus on critical reflection. Student Teachers are required to write at least one reflection per week. This needs to be emailed to their Professional Supervisor and shared with the Associate Teacher for formative feedback. It is possible that the professional supervisor request more than one reflection a week if this was deemed appropriate.

Student Teachers can expect to 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 teaching practice.

**Pedagogical documentation**
Documentation that makes visible learning and teaching, e.g. ways they have engaged in assessment, meaningfully responding to learning, evaluation. Student Teachers are reminded to respect people’s rights to privacy and maintain confidentiality at all time. Student Teachers are required to request 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 your documentation.

**Professional documentation**
Documentation of learning and teaching may include such things as:
- Anecdotal observations
- Notes about significant conversations
- Annotated photographs
- Diary notes
- Annotated articles where connection has been made between theory and practice (how theoretical learning is being transferred to practice)
- Records of discussions / meetings (and what has been learnt)
- Questions that are being pondered
- Ideas to extend learning
- Reflections
- Learning and teaching stories
- Communication with families

**Goal setting**
It is expected that goal/s will be set at the beginning of practicum. Goals will likely also emerge from the reconstruct stage of reflective practice. Goals should be documented, effectively actioned, progressed and evaluated.

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. Student Teachers 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 site.
# Professional Expectations for EDPRAC 306B

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Professional Expectations</th>
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</table>
| 1 Critically analyse the contextual complexities associated with own teaching and the effectiveness of own responses. | 1.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision making and professional practice | Articulate and document understanding of relevant contextual factors and their influence on teaching.  
Critically reflect on teaching decisions.  
Demonstrate and document evidence of understanding of regulations, curriculum documents and policies:  
- read and clarify policies  
- use curriculum documents to inform teaching and learning  
- critically reflect on your involvement and professional learning in this area |
| **How is your pedagogy responsive to the contextual complexities of your teaching and professional decision making?** | 1.2 relevant legislative requirements and centre policies are discussed and implemented | |
| 2 Communicate effectively and establish professional relationships within the professional educational community. | 2.1 effective communication within the educational community of the centre is maintained consistently and critically reflected upon | Communicate and engage with:  
- children, the teaching team and families and whānau  
- other professionals and members of the ECE community  
Critically reflect on your communication and professional relationships:  
- identify the communication literacies you use (including te reo Māori)  
- Use of professional discourse  
Use a range of documentation to demonstrate the level of your professional involvement, e.g. family/whānau voice, newsletters, children portfolios, notice boards. |
| **In what ways do you communicate to establish responsive and reciprocal professional relationships in the centre and educational community?** | 2.2 effective professional relationships within the educational community of the centre are maintained consistently and critically reflected upon | |
| 3 Demonstrate effective pedagogical practice that is informed by theory, research, practice and a personal philosophy. | 3.1 Teaching practice is informed by curricula/content knowledge, policy documents, current learning and teaching approaches, inclusive practice, bicultural practice and, current assessment information | Gather the information you need to enhance your knowledge and understanding about: the children; the centre, the community; legal requirements  
Actively participate in assessing for, responding meaningfully to and evaluating learning and teaching practices in the early childhood centre. Document your involvement. As you assess for, respond to, teach and interact with children consider ‘What does this mean for my developing pedagogy?’  
Over the period of the three practicum placements in your programme students 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... |
| **How does critical reflection support the questioning and challenging of your pedagogical practice?** | 3.2 children’s learning is consistently monitored, analysed and evaluated through a range of assessment approaches | |
| and evaluated (across a range of learning areas) with individuals, small groups and large groups of children in culturally responsive ways | Māori learners. Use a range of methods to demonstrate that you have taken into account some of the following questions: (e.g. reflections pedagogical documentation, discussion notes daily diary, etc.)
| 3.4 pedagogical practice is critically reflected upon in relation to a written personal and professional philosophy | • How does my teaching practice align with my written philosophy?
| 3.5 appropriate strategies used to enhance children’s developing skills in social competence. Strategies are ethically selected, effectively implemented and critically evaluated | • How do I teach effectively with children as individuals and in small and large groups?
|  | • How have I articulated and demonstrate my understanding of bicultural practice?
|  | • In what ways have I worked with and alongside teaching colleagues to promote children’s developing skills in social competence? |

| In what ways are you demonstrating professional agency in refining the ethical and professional practice expected of a qualified teacher in Aotearoa New Zealand? | 4 Consistently demonstrate and reflect upon ethical/professional practice as expected of a registered teacher in Aotearoa/New Zealand. |
| 4.1 professional agency is appropriately exercised and critically reflected upon | Define, discuss and demonstrate professional agency. |
| 4.2 standards of conduct stipulated by the NZ Teaching Council Code of Professional responsibility are demonstrated consistently | Demonstrate and document evidence that you meet the Graduating Teacher Standards. Use critical reflection to:
| 4.3 practicum related professional development goals are effectively actioned, progressed and evaluated | • confront and reconstruct practice
| 4.4 ethical professional practice is consistently demonstrated and critically reflected upon | • explore social, ethical and political dimensions of teaching |
|  | Articulate and demonstrate understanding of teacher responsibilities regarding: |

**Graduating Teacher Standards: Education Council Aotearoa New Zealand**

Student Teachers are advised to become familiar with the seven standards that are listed under the three domains of the Graduating Teacher Standards: Professional Knowledge, Professional Practice, Professional Values and Relationships.
Practicum Expectations

Student Teachers must demonstrate professional behaviour and responsible practice during all of practicum experiences. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections Practicum Placements, “Confidentiality on Practicum” and ‘fitness to teach’ . Student Teachers are expected to be fully involved in the life of the early childhood centre and to demonstrate collaboration with others, equitable practices and positive involvement. Student Teachers should maintain confidentiality at all times.

PROFESSIONAL RELATIONSHIPS

With colleagues
Student Teachers will be 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 expected in order to meet the Learning Outcomes of practicum. Through discussions with the associate teacher, expectations regarding the role of the student within the centre will be established. This may vary from context to context.

The roles of the Professional Supervisor and the Associate Teacher are to support Student Teachers in their learning and developing teaching practice and 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 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; in routine times such as meals, transition to sleep, toileting as well as during their play and investigative experiences. These are all opportunities for meaningful engagement with children. Student Teachers should be mindful of the tension between the need to develop strong relationships with children and the impact on children of the short-term nature of practicum.

As respect and trust are pre-requisites for the development of meaningful relationships Student Teachers 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. The Associate Teacher and the Student Teacher will need to discuss the ways in which it is appropriate for the student to engage with families in the context of the centre.
**Attendance**
Student Teachers are required 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. Breaks/non-contact times must be negotiated with your associate teacher. For most students the hours of attendance in a kindergarten will likely reflect 8-3.30pm.

Student Teachers are required to be punctual and appropriately dressed for practicum.

**Absences**
If, for some unexpected reason, Student Teachers cannot attend the centre on any day, they are required to phone the centre as early as possible to inform your Associate Teacher. The Student Teachers is also asked to email their Professional Supervisor to inform them of their absence. Absences may result in Student Teachers needing 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 306 CANVAS page.

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

**Health and Safety**
Student Teachers need to pay attention to the appropriate Occupational Health and Safety policies at each of their practicum placements. Student Teachers are expected to take responsibility for them self in this regard.

**Care Routines**
The intimate practices of sleeping, feeding, nappy changing and toileting are valuable opportunities for a child’s learning as part of a holistic approach. It is advisable for Student Teachers, wherever appropriate, to participate in these activities although supervision by another teacher is necessary at all times. Student Teachers involvement will need to be negotiated with the associate teacher. For example, a period of time could be set aside for to build relationships with the children and to become familiar with procedures before you engage in these routines.

Procedures for changing and toileting children:
Please note that some centres do not allow student teachers to undertake this task at all

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

Student teacher involvement will need to be negotiated and agreement 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.
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

Guidelines for Professional Supervisors

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 visits

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

Second Visit (week four)

✓ view and discuss progress toward the learning outcomes
✓ discuss progress toward goal
✓ provide feedback/support as needed
✓ discuss and view evidence of professional agency
Observation and Triadic Assessment Visit (week six/seven)
✓ 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
(foed-practicumteam@auckland.ac.nz)

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:
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 your professional growth and development as a teacher. Seeking opportunities to engage in professional discussions with your Associate Teacher, Professional Supervisor and other teachers will assist you in ensuring that you are using the reflective model meaningfully.

During this practicum Student Teachers are required to reflect regularly on their own teaching, learning and interactions that have caused them uncertainty and to analyse these in detail. Some reflective practice will take the form of discussions with the Associate Teacher, Professional Supervisor and other teachers. These 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 document at least one of these reflections per week, using Smyth’s framework as a tool to inform your writing and add depth to your analysis. During each week 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

Identify the Learning Outcome/s and Graduating Teachers Standard/s it links to and email it to the professional supervisor for feedback. Student Teachers are required to show how the have used/considered the feedback they have received.

<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
</tr>
<tr>
<td>What did I do?</td>
</tr>
<tr>
<td>• detailed observational descriptions without judgement</td>
</tr>
<tr>
<td><strong>Informing</strong></td>
</tr>
<tr>
<td>What does this mean?</td>
</tr>
<tr>
<td>• the description is ‘unpacked’ in a search for underpinning patterns or principles</td>
</tr>
<tr>
<td><strong>Confronting</strong></td>
</tr>
<tr>
<td>How did I come to be this way?</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><strong>Reconstructing</strong></td>
</tr>
<tr>
<td>How might I view/do things differently?</td>
</tr>
<tr>
<td>• consideration of alternative views and generation of goals for future action.</td>
</tr>
</tbody>
</table>

Appendix Two:
Observing and Recording Children’s Learning

Noticing, recognising and responding to children’s learning will be vital components of teaching practice. 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.

**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?
Appendix Three

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 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 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 Four:
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 as seriously unethical, irresponsible or unprofessional.
Appendix Five:
Education 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 learner