Graduate Diploma in Teaching
(Early Childhood Education)

EDPRAC 613/614: Professional Practice

Practicum Handbook
# Contents Page

EDPRAC 613/614: Professional Practice - Overview ...................................................... 2
Practicum Contact Details .............................................................................................. 2
Aims of Practicum ........................................................................................................... 3
EDPRAC 613/614: Professional Practice ........................................................................ 3
Practicum Placements ...................................................................................................... 4
Professional Conduct ..................................................................................................... 5
Professional Relationships ............................................................................................ 6
Expectations of Student Teachers on Practicum Placements ........................................ 6
Preparing for Practicum ................................................................................................. 7
Assessment of Practicum ............................................................................................... 7
Learning Outcomes ........................................................................................................ 8
Key Teaching Tasks ........................................................................................................ 10
Practicum Documentation ............................................................................................... 11
Practicum Portfolio .......................................................................................................... 11
Triadic Assessment .......................................................................................................... 12
Guidance and Support ..................................................................................................... 13

## Appendices

Appendix One: Key Teaching Tasks ............................................................................. 15
Appendix Two: Procedures for Resolving Concerns during Practicum ......................... 17
Appendix Three: Reflective Practice ............................................................................. 19
Appendix Four: Our Code Our Standards - Code of Professional Responsibility .......... 21
Appendix Five: Children’s Act 2014 ............................................................................. 22
EDPRAC 613/614: Professional Practice Overview

Kia ora koutou. Greetings to all in the professional education community of the Faculty of Education and Social work. 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 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, reflective, inquiring professionals who understand the complexities of teaching and to develop the requisite knowledge, skills, and dispositions to achieve positive and equitable outcomes for all children in Aotearoa.

Practicum Contact Details

Faculty of Education and Social Work Contact Details

Kiri Jaquiery: Practicum Leader and Course Co-ordinator for EDPRAC 613/614
☎ 09 6238899 ext. 48421
Email: k.jaquiery@auckland.ac.nz

Practicum Office (Practicum Placement Co-ordinators)
☎ 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 of early childhood contexts;
• Develop, practise, and refine skills in communicating and building and maintaining professional relationships;
• Integrate theory, research, and practice by connecting experiences in centre settings to academic studies;
• Be open to feedback about their teaching practice and use this feedback to further their professional growth
• Reflect on and develop their professional practice (teaching).

EDPRAC 613/614: Professional Practice

Points: EPRAC 613 15 points  EDPRAC 614 15 points

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 17 weeks of practicum in the Graduate Diploma of Teaching (Early Childhood Education) programme.
This includes three practicum placements in a range of early childhood contexts (Placements 613A, 613B, & 614).

<table>
<thead>
<tr>
<th>Placement 613A</th>
<th>Placement 613B</th>
<th>Placement 614</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and Education</td>
<td>Infants and Toddlers</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>(Placement with children 2-6yrs)</td>
<td>(Placement with children 0-3yrs)</td>
<td>(Placement with children 2-6yrs)</td>
</tr>
<tr>
<td>1-25 February 2022</td>
<td>30th May- 8th July 2022</td>
<td>10th October- 25th November 2022</td>
</tr>
</tbody>
</table>

**Practicum Focus:**

**Placement 613A**
Introduction to the ECE environment, the role of the ECE teacher, the philosophy and programme of the centre and what learning and teaching look like in a care and education context with young children.

**Placement 613B**
The role of the teacher and what learning and teaching look like in an infants’ and/or toddlers’ context.
Through this practicum placement, students will develop their understanding of infants and toddlers and how to notice, recognise, and respond to their learning in meaningful ways.

**Placement 614**
The role of the teacher and what learning and teaching look like in a kindergarten context.
Through this practicum placement, students will continue to build their confidence and practice in relation to planning for and implementing meaningful learning experiences for children and to work as part of a team.

---

**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 7.5 hours each day of the practicum: 6 hours teaching (with children) and 1.5 hours for non contact time. Starting and finishing times are to be negotiated with the Associate Teacher with students being encouraged to experience a range of start and finish times to gain an understanding of what happens at different times of the day. Students are required to be punctual and appropriately dressed for practicum.

**Non contact time**
Students are given 1.5 hours non contact time per day to focus on their practicum documentation and to engage in meetings with their Associate Teacher. Non contact time is to be undertaken on site and includes a 30 minute lunch break.

**Absences**
If, for illness, or an unexpected reason, the student teacher cannot attend the centre, they are required to phone the centre as early as possible to inform their Associate Teacher and to email their Professional Supervisor. Absences will result in student teachers having to extend the practicum placement. Absences of more than five days require 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 613/614 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; and
- decide how and what to disclose to colleagues in centres.

This includes conditions such as dyslexia, physical impairments, and mental illness.

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 Health and Safety policies at each of practicum placements and to take responsibility for their own health and safety.

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, 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, emotional, 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 a child, the concern should be raised 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, Zoom meetings, emails, and written feedback on the student teacher’s documentation.

With children
Student teachers are required to develop meaningful and responsive relationships with children using a range of strategies appropriate to the centre context. Because learning occurs across the many experiences in each child’s day, including routine times, such as meal and sleep times, as well as during their play and investigative experiences, these are all opportunities for meaningful engagement with children.

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. Students also need to be mindful of the tension between developing relationships with children and the impact on children due to the short-term nature of practicum.

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 appropriate ways 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 (ECE) Programme Handbook, particularly the sections focused on 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 whānau
- 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. 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 for face-to-face students and weekly modules for online students are structured to prepare students for practicum experiences in early childhood services. These are an integral part of preparing for practicum and the teaching profession. Students who do not engage with these classes or weekly modules are often inadequately prepared for their practicums.

We reserve the right to not allocate students a practicum placement where we determine that they are not sufficiently prepared. This could result in failure of the practicum course in which the student is enrolled. Should exceptional circumstances arise regarding attendance in these classes (face-to-face students) or engagement in the required modules (online students), students need to contact the Practicum Leader, Kiri Jaquiery (k.jaquiery@auckland.ac.nz), as soon as possible.

Preparing for Practicum

Student teachers are required to:
• prepare for practicum by attending practicum classes (face-to-face students) or engaging in online course material (online students);
• read this handbook and any supplementary documentation to ensure they understand the focus of practicum and its requirements before commencing practicum;
• phone the centre and arrange to meet their Associate Teacher the week before the start of practicum. At the initial visit students must present a form of photo ID and discuss and sign the ST/AT practicum contract;
• Prepare a one-page profile (with photo) to be displayed at the practicum centre;
• Contact their Professional Supervisor before practicum begins to introduce themselves and send their profile for feedback;
• Prepare the parent consent form to request permission to observe and document children’s learning while on practicum (template on EDPRAC 613/614 Canvas Site);
• Set up a practicum portfolio and consider a range of ways they will document their engagement and learning.

Assessment of Practicum

During practicum, students will synthesise their knowledge from courses on the programme with their experiences of teaching in the early childhood setting. This will entail documenting and reflecting on their teaching and learning in a range of ways, and making connections to theory and research, *Te Whāriki*, and other professional literature.

To successfully complete EDPRAC 613/614, student teachers are required to meet (with evidence) all the assessment criteria for each learning outcome and document their progression toward the Key Teaching Tasks (KTT) 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 student’s practicum portfolio, and the triadic report).

It is expected that all students will have a number of areas requiring ongoing 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. It is expected that student teachers will build on and 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>EDPRA 613A</th>
<th>EDPRA 613B</th>
<th>EDPRA 614</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome One: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whānau, colleagues, and the wider community</strong></td>
<td><strong>Learning Outcome One: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whānau, colleagues, and the wider community</strong></td>
<td><strong>Learning Outcome One: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whānau, colleagues, and the wider community</strong></td>
</tr>
<tr>
<td>1.1: appropriate oral and written communication with tamariki and kaiko is established competently.</td>
<td>1.1: effective oral and written communication with tamariki, kaiko, 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 kaiko are established positively</td>
<td>1.2: effective professional relationships with tamariki, kaiko 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>
</tbody>
</table>

<p>| <strong>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</strong> | <strong>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</strong> | <strong>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</strong> |
| 2.1: provision for a safe and purposeful learning environment is made, with support. | 2.1: meaningful teaching responses (including provision for the environment) are informed by thoughtful analysis of observation and assessment information. | 2.1: social, cultural, and political influences impacting on pedagogical practice are identified, critically reflected upon and used to inform responsive pedagogy. |
| 2.2: teaching responses are informed by students’ observations of children’s interests (noticing) and abilities (recognising). | 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). | 2.2: intentional responses are informed by thoughtful analysis of observation and assessment information (including using, sequencing, and documenting a range of |</p>
<table>
<thead>
<tr>
<th>2.3: key influences on the learning and development of tamariki are identified, discussed, and reflected upon.</th>
<th>2.3: practice is informed by Te Whāriki, content knowledge, current learning and teaching approaches, culturally responsive practice, and current assessment information.</th>
<th>learning experiences to influence and promote positive outcomes for tamariki.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4: practice is informed by a beginning understanding of Te Whāriki, current learning and teaching approaches, and culturally responsive practice.</td>
<td>2.4: skills in social competence are fostered by selecting and using appropriate strategies with tamariki that are culturally and contextually appropriate.</td>
<td>2.4: teaching practice reflects a repertoire of teaching strategies, approaches, and experiences to promote the learning of tamariki.</td>
</tr>
<tr>
<td>2.5: strategies for positively guiding tamariki are identified and discussed.</td>
<td>2.5: strategies for positively guiding tamariki are identified and discussed.</td>
<td>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.</td>
</tr>
</tbody>
</table>

| Learning Outcome Three: Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards. Delete full stop |
| 3.1: the complex roles that kaiko carry out within the ECEC context are identified and discussed. | 3.1: the behaviours and understandings within the frameworks of Tapasā and Tātaiako are identified and demonstrated. | 3.1: behaviours and understandings within the frameworks of Tapasā and Tātaiako are demonstrated and drawn upon to develop responsive pedagogy. |
| 3.2: the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are demonstrated with growing self awareness and understanding. | 3.2: the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are demonstrated with growing self awareness and understanding. | 3.2: the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are consistently demonstrated with in-depth self-awareness and understanding. |
| 3.3: some opportunities for professional growth are recognised and actioned. | 3.3: opportunities for professional growth are recognised and actioned. | 3.3 Opportunities for professional growth are recognised and actioned. Comitment to ongoing professional growth is demonstrated. |
| 3.4: relevant legislative requirements and centre policies are identified and explored. | 3.4: relevant legislative requirements and centre policies are sourced and drawn upon in to inform teaching practice. | 3.4: pedagogical practice is critically reflected upon in relation to a written professional philosophy statement. |
| 3.5: relevant legislative requirements and centre policies are clearly understood and drawn upon in to inform teaching practice. | | 3.5: relevant legislative requirements and centre policies are clearly understood and drawn upon in to inform teaching practice. |

| LO 4: Use digital technologies to foster and enhance collaboration. Delete full stop |
| 4.1: appropriate digital tools for engaging and/or communicating with colleagues, parents, whānau and the wider community are identified and discussed. | 4.1: effective/appropriate/contextual digital tools are used to communicate with colleagues, Associate Teacher and Professional Supervisor. | 4.1: effective/appropriate/contextual digital tools are used to foster meaningful engagement with colleagues and wider community. |
| 4.2: digital tools and experiences in the learning and teaching programme are identified and discussed. | 4.2: appropriate digital tools and experiences in the learning and teaching programme are implemented and reflected upon. | 4.2: appropriate digital tools and experiences in the learning and teaching programme are critiqued and reflected upon. |
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)

<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>1. Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, colleagues, and whānau</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Communicates effectively and engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
</tr>
<tr>
<td></td>
<td>3. Uses mana-enhancing strategies that foster empowerment and autonomy for tamariki</td>
</tr>
<tr>
<td></td>
<td>4. Uses culturally responsive strategies and tools to include and engage tamariki</td>
</tr>
<tr>
<td></td>
<td>5. Incorporates knowledge and use of te reo, Tikanga Maori, and Te Tiriti o Waitangi in practice</td>
</tr>
<tr>
<td></td>
<td>6. Works as a team to provide a safe learning environment and respond to health and safety issues as they arise</td>
</tr>
<tr>
<td></td>
<td>7. Notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</td>
</tr>
</tbody>
</table>
8. Plans an inclusive, responsive, and effective learning environment for tamariki

9. Effectively documents and assesses the learning of tamariki in a range of ways that link to key curriculum documents and current theory and pedagogy

10. Works effectively in a team demonstrating initiative, flexibility, and responsiveness

11. Engages in professional learning conversations about their practice

12. Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and applies these in practice

13. Contributes to internal centre review and inquiry processes

Practicum Documentation

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

Documentation within the online 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 their own teaching practice, evidence of progressing toward meeting the learning outcomes and Key Teaching Tasks, observations and assessment of children, and records of intentional 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.

Student teachers are reminded to respect children’s and adults’ rights to privacy and maintain confidentiality at all time. Student teachers must seek permission to observe and assess children’s learning from parents/caregivers and ensure that the early childhood centre and children are not identifiable in their documentation.

Practicum Online Portfolio

Student teachers will set up an online portfolio and share this with their Associate Teacher and Professional Supervisor so progress can be monitored and feedback provided.
The portfolio should be clearly organised and added to daily. Quality rather than quantity should guide documentation.

The online 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 their feedback has been used/responded to (see Appendix C);
- photographs and interpretative statements;
- written permission from parents/caregivers);
- records and interpretations of children work as a demonstration of own teaching practice;
- assessment of and 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 Six).

Triadic Assessment Meeting

A triadic meeting (involving the student teacher, Associate Teacher, and Professional Supervisor) will occur toward the end of the practicum placement when the Professional Supervisor comes to visiti and observe the student in practice. 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.

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’s contributions to the triadic assessment report.

**From the Associate Teacher:**
The Associate Teacher’s contributions to the triadic assessment report based on their interactions with the student teacher, observation of the student teacher’s practice, and evidence in student teacher’s practicum portfolio.

**From the Professional Supervisor:**
The Professional Supervisor’s contributions to the triadic 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 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 that the 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 Faculty Professional Supervisor. 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, Associate Teacher, and 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:

- Download and read the practicum handbook;
- attend practicum classes (face to face students) or engage with online course material (online students);
- initiate contact with the Professional Supervisor, send through their profile for feedback, and clarify expectations (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);
- 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/whanau;
- 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:

- receive the link to the practicum handbook and relevant documentation via email prior to the practicum commencing and prepare for practicum by reading these
- create a supportive learning environment for the student teacher and focus on the student teacher’s professional growth
- 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 the student teacher’s participation in a range of relevant experiences
- 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)
- clarify issues with the Professional Supervisor (via phone or email, or face to face meeting if necessary)
• discuss any concerns with student teacher and professional supervisor promptly
• regard the 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 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)
• download 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
• support the student teacher’s professional growth and success in relation to meeting the learning outcomes and progressing toward the Key Teaching Tasks
• read and give constructive feedback on the student teacher’s documentation in a timely manner answer questions and address any issues that arise during practicum
<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision (Beginning)</th>
<th>Indirect supervision (Developing)</th>
<th>Independent (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, colleagues, and whānau</td>
<td>Demonstrates developing ability to initiate and sustain respectful and responsive relationships with tamariki and kaiako</td>
<td>Demonstrates increasing ability to initiate and sustain respectful, responsive, and reciprocal relationships with tamariki, kaiako, and whānau</td>
<td>Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, kaiako, and whānau</td>
</tr>
<tr>
<td>2 Communicates effectively and engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
<td>Demonstrates developing ability to engage in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
<td>Demonstrates increasing ability to initiate and responsive interactions with tamariki, colleagues, and whānau</td>
<td>Confidently engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
</tr>
<tr>
<td>3.Uses mana-enhancing strategies that foster empowerment and autonomy for tamariki</td>
<td>Identifies and begins to use a range of strategies that foster the autonomy, independence and agency of tamariki</td>
<td>Communicates with tamariki using a range of strategies that foster their autonomy, independence and agency</td>
<td>Consistently communicates with tamariki using a range of mana-enhancing strategies that foster their autonomy, independence and agency</td>
</tr>
<tr>
<td>4. Uses culturally responsive strategies and tools to include and engage tamariki</td>
<td>Identifies culturally responsive strategies and tools that kaiako use to ensure each tamariki feels included and engaged</td>
<td>Uses culturally responsive strategies and tools to ensure each tamariki feels included and engaged</td>
<td>Uses an increasing range of culturally responsive strategies and tools to ensure each tamariki feels included and engaged</td>
</tr>
<tr>
<td>5. Incorporates knowledge and use of te reo, Tikanga Māori, and Te Tiriti o Waitangi in practice</td>
<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>Incorporates knowledge of Tikanga Māori and Te Tiriti o Waitangi in practice and demonstrates increasing confidence in relation to using te reo in practice</td>
<td>Incorporates knowledge of Tikanga Māori and Te Tiriti o Waitangi in practice and confidently integrates te reo in everyday practice</td>
</tr>
<tr>
<td>6. Works as a team to provide a safe learning environment and respond to health and safety issues as they arise</td>
<td>Works alongside kaiako to carry out centre health and safety checks and respond to health and safety issues as they arise</td>
<td>Independently carries out centre health and safety checks and, with support, can identify and respond to health and safety issues as they arise</td>
<td>Independently carries out health and safety checks and works as a team to provide a safe learning environment, responding to health and safety issues as they arise</td>
</tr>
<tr>
<td>7. Notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</td>
<td>Works alongside kaiako to notice, recognise, and respond to the learning and interests of tamariki as they arise in the moment</td>
<td>Notices, recognises, and responds to the learning and interests of tamariki as they arise in the moment and over time with guidance from kaiako when needed</td>
<td>Independently notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</td>
</tr>
<tr>
<td>8. Plans an inclusive, responsive, and effective learning environment for tamariki</td>
<td>Works alongside kaiako to plan an inclusive learning environment for tamariki</td>
<td>Plans an inclusive, responsive, and effective learning environment for tamariki with guidance from kaiako</td>
<td>Independently plans an inclusive, responsive and effective learning environment for tamariki</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9. Effectively documents and assesses the learning of tamariki in a range of ways that link to key curriculum documents and current theory and pedagogy</td>
<td>Describes the learning of tamariki in relation to key curriculum documents, theory, and pedagogy</td>
<td>Effectively documents and assesses the learning of tamariki in ways that are linked to key curriculum documents and current theory and pedagogy</td>
<td>Demonstrates an increasingly sophisticated ability to document and assess the learning of tamariki in a range of ways that are linked to key curriculum documents and frameworks, and current theory and pedagogy</td>
</tr>
<tr>
<td>10. Works effectively in a team demonstrating initiative, flexibility, and responsiveness</td>
<td>Beginning to demonstrate initiative, flexibility, and responsiveness</td>
<td>Contributes to the teaching team and demonstrates initiative, flexibility, and responsiveness</td>
<td>Works effectively in a team demonstrating initiative, flexibility, and responsiveness</td>
</tr>
<tr>
<td>11. Engages in professional learning conversations about their practice</td>
<td>Practises active listening and seeks clarification when receiving feedback</td>
<td>Practises active listening, reflects on own practice, and seeks clarification during professional learning conversations</td>
<td>Engages in professional learning conversations about their practice and teaching and learning philosophy</td>
</tr>
<tr>
<td>12. Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and applies these in practice</td>
<td>Identifies centre policies and applies these in practice</td>
<td>Demonstrates understanding of licensing criteria, EC regulations, and centre policies and applies these in practice</td>
<td>Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and consistently applies these in practice</td>
</tr>
<tr>
<td>13. Contributes to internal centre review and inquiry processes</td>
<td>Identifies review and inquiry processes undertaken in a centre</td>
<td>Identifies review and inquiry processes undertaken in a centre and discusses these in relation to own practice</td>
<td>Has knowledge of internal centre review and inquiry processes, discusses these in relation to own practice, and contributes, where appropriate, in role as student kaiako</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 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 though professional discussion.

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

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

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

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

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

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

5.2 If the concern is unresolved the student teacher may raise the concern with 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 fosters students’ awareness and thinking and their ability to synthesise the theoretical knowledge gained through engagement in the teacher education courses with their practical experiences and learning from practicum.

Within the context of practicum:

- Reflection promotes awareness and understanding which lead to improvements in teaching practice and positive learning outcomes for children,
- 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 when student teachers are supported to examine aspects of their thinking, identity, theorising, and practice, and where appropriate, to make shifts in relation to these.

In order to engage in critical reflection, it is important that students consider how their background influences their values, attitudes, and assumptions in relation to teaching and learning. At times this may involve challenging dominant myths, assumptions, power relations, and hidden message systems that influence the way they react to particular teaching situations. Using models of reflection assist this process.

Critical reflection is a key to student teachers’ learning during the programme and throughout each of their practicum placements. Student teachers will engage in reflective discussions with the Associate Teacher and share their reflective writing. Student teachers are required to maintain contact with their Professional Supervisor by email, sending reflections each week to demonstrate that they are meeting the assessment criteria consistently and to document evidence of their engagement in teaching and learning. Smyth’s 1989 framework (Stages in Personal and Professional Empowerment) is the model that students are most familiar with. The following questions, used as subheading, will support students to write reflectively.


<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></td>
</tr>
<tr>
<td><strong>Informing</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Confronting</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Reconstructing</strong></td>
</tr>
<tr>
<td></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](https://teachingcouncil.nz/content/our-code-our-standards)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Elaboration of the standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Tiriti o Waitangi partnership</td>
<td></td>
</tr>
</tbody>
</table>
Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.  
- 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.  
- Develop 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 and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.  
- Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focussing on equity and excellence for all.  
- Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.  
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.  
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.  
- Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.  

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: