

2024

PROGRAMME AND PROFESSIONAL PRACTICE HANDBOOK

Bachelor of Education (Teaching) Early Childhood – Trimester One
Te Puna Akopai School of Education



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KEY CONTACTS

During Professional Practices, queries and concerns should be directed through the Education Professional Practice and Partnerships Office (EPPP Office) and the Course Coordinators.

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Course Coordinator TCHG103	Rachel Denee T: 04-463 4314 e: rachel.denee@vuw.ac.nz
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Education Professional Practice and Partnerships Office (formerly TE Office)	Purvi Chhaya (Manager) T: 04-887 3076 e: professionalpractice@vuw.ac.nz PO Box 600, Wellington 6012 Murphy 812, Victoria University, Kelburn Parade, Wellington (courier address)

Student Teachers:

Having up-to-date contact information for all our Student Teachers is crucial for us. Contact information is used by the EPPP Office to ensure Professional Practice, EC centres, Visiting Lecturers, and Programme Directors can contact you and support your teaching development.

Please check your contact details on MyTools are correct. If your contact details change, please update these on MyTools immediately and inform the EPPP Office.

NAU MAI HAERE MAI

Tēnā koutou katoa, Bula vinaka, Fakaalofa lahi atu, Fakatalofa atu, Kia orana, Mālō e lelei, Mālō nī, Talofa lava, and warm Pacific greetings to you all.

Our team of lecturers has a wealth of experience, expertise, and passion for early childhood teaching and initial teacher education (ITE). We are excited and privileged to be working with our Student Teachers, Associate Teachers, and centres this year, towards enhancing the wellbeing and learning of all tamariki in Aotearoa New Zealand. Thank you for joining us in working to create excellent Kaiako.

The purpose of this handbook is to welcome you, introduce ourselves, and explain what we are seeking to achieve in this qualification, how we are seeking to do so, and to provide details about our programme requirements (Ngā Mea Tuatahi/Section One). The handbook also includes key information about Whānau Ako/Professional Learning Communities and Professional Practices (Ngā Mea Tuarua/Section Two) to make sure everyone knows everything needed to maximise our Student Teachers' opportunities for enjoying successful Professional Practice placements, how to access support, and how to proceed where a Professional Practice is not successful. Professional Practice expectations and processes are also included (Ngā Mea Tuatoru/Section Three). Further official requirements and procedures are included in Ngā Mea Tuawhā/Section Four.

The Bachelor of Education (Teaching) Early Childhood (BEd(Tchg)EC) emphasises the relationships between theory and practice and the importance of graduates being confident and capable teacher practitioners. The programme assists Student Teachers to meet the Teaching Council of Aotearoa New Zealand's **Standards for the Teaching Profession** (in a supported environment) by the end of their third year and aims to build Student Teachers' competence cumulatively. Student Teachers develop their adaptive expertise by planning and teaching learning experiences in collaboration with Associate Teachers, building towards greater responsibility in the third year. Centre-based Professional Practice placements within the BEd(Tchg)EC sit within TCHG103, TCHG220, TCHG224 and TCHG383. Course information, including assignment requirements, are provided for each course and Student Teachers are expected to share these with their Associate Teacher.

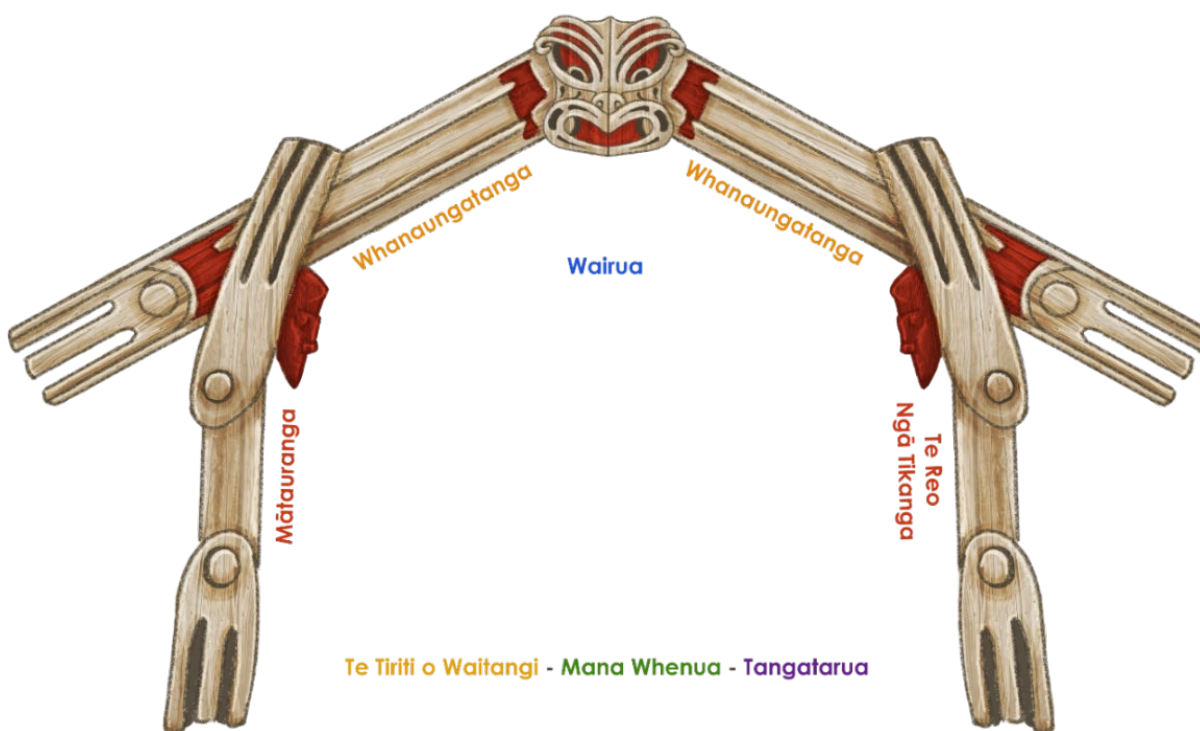
NGĀ MEA TUATAHI: PROGRAMME INFORMATION

Te Waharoa: Our vision and our values

Te Puna Akopai, the School of Education, holds a vision of **transformative initial teacher education**, where our graduates are **agents of change** for teaching, learning, and wellbeing. Central to our programmes is a commitment to **Te Tiriti o Waitangi**. This is the foundation for how we engage with Student Teachers and how we build the strong partnerships with centres that are central to enacting our collective vision.

Thank you for joining with us in initial teacher education (ITE) and the work of ensuring high quality future teachers for the profession.

Te Waharoa is a taonga and a reflection and reminder of the substantial and foundational legacy of Te Whare o Akopai, Wellington College of Education, Karori, for our initial teacher education programmes.



Te Waharoa

- **Mātauranga** - incorporates Māori worldviews, emphasises criticality, and insists on depth of knowledge
- **Mana Whenua** - is culturally located and place-based
- **Te Reo me Ngā Tikanga** - builds and sustains te reo and tikanga Māori
- **Tangatarua** - fosters tangata whenua and tangata Tiriti identities and aspirations, including those of Pacific and migrant communities
- **Whanaungatanga** - promotes inclusion, relationality, and collective success
- **Wairua** - enhances the spirit of education, including creative and embodied learning

Our Conceptual Framework: A Glimpse

The features of Te Waharoa – **te koruru** (the carved face on the gable), **ngā maihi** (the bargeboards), **ngā raparapa** (the projecting carved ends of ngā maihi), and **te ara hāpai** (the pathway beneath) – structure the conceptual framework of this programme.

Here we provide a short summary of our programme framework.

Te koruru: We are committed to transformative education

Transformative education is a central goal of our programmes and encompasses both the transformation of teacher professional identities that Student Teachers develop, as well as their ability to transform education in Aotearoa New Zealand.

Important interconnected aspects of transformative education in our programme include:

Deep teacher knowledge for informing change: including research-evidenced knowledge, contextual and cultural understandings, pedagogical and content/disciplinary/domain knowledge, and knowledge about the place of Te Tiriti o Waitangi and the effects of colonisation, and tikanga and te reo Māori.

Education for now and the future: including being able as teacher to critically consider the future of learning and teaching, curriculum and educational systems and tools and processes of the digital age to prepare tamariki for their present and their future lives, preparing them to engage with future challenges, wicked problems, and the digital age.

Social, cultural, and ecological justice: including helping Student Teachers to take a critical stance to social justice and change, to understand educational achievement as related to historical and structural oppression, to focus on tenets of sustainable and equitable living, and to consciously contribute to addressing persistent social and environmental challenges through education.

Inclusive education: including through promoting full participation of those with diverse abilities, specific learning needs, cultures, languages, and identities.

Te Ara Hāpai: Our graduates are reflexive, adaptive, and ethically sensitive

Transformation requires change. We aim to develop teacher identities through the knowledge and experiences of the programme.

Reflexivity: Reflexivity is the ability to critically reflect on practice and make change to practice. It is central to advancing social, cultural, and ecological justice goals.

Adaptive expertise: Adaptive expertise is teachers' ability to flexibly adapt their knowledge and skills when making teaching decisions. It involves adjusting teaching actions in light of the teaching situation and differentiating teaching strategies to accommodate children's diverse needs and abilities.

Ethical sensitivity: Teachers must be sensitive to the ethical commitments and challenges of practice and take seriously their responsibilities towards children.

Ngā raparapa: Signature pedagogies for skilled practitioners

Our interconnected pedagogical approaches ensure that graduates become skilled practitioners. The pedagogies enhance emotional, imaginative, cultural, and participatory knowledge and competencies and can help transform teacher identities.

Culturally and linguistically sustaining pedagogies (te reo me ngā tikanga) involve understanding cultural characteristics, experiences, and perspectives of children from ethnically diverse backgrounds together with their funds of knowledge and mobilising these effectively within teaching.

Creative, relational, and embodied pedagogies (whanaungatanga, wairua) emphasise learning that includes and goes beyond 'thinking' and encourages imagination and innovation.

Critical pedagogies of place (Te Tiriti o Waitangi, mana whenua, tangatarua) are responsive to environmental, cultural, and social issues of local contexts, and to addressing injustices. These pedagogies promote shared responsibility and develop a love of the environment and knowledge for global citizenship.

Domain and disciplinary pedagogies (mātauranga) recognise and foster relevant teaching and learning approaches. Pedagogies in early childhood care and education take a sociocultural perspective, where children are viewed as capable and competent, active and agentic participants in their learning. In primary and secondary programmes,

disciplinary-specific pedagogies are based on collectively-evolved knowledge and practices. We focus on inquiry-based approaches to support deep learning and critical thinking.

Ngā maihi: Learning to be a teacher in a collaborative community of expertise

Professional Practice placements enable Student Teachers to practise teaching within a collaborative community of expertise alongside experienced teachers in Kāinga Akopai (centres that host our Student Teachers), teacher educators, and parents and whānau. Three elements underpin learning in a collaborative community of expertise:

High quality Professional Practice: Demonstrates effective teaching practices and professional behaviour; enables examination and development of beliefs, dispositions, and teaching skills; helps the development of nuanced views of diverse learners and enable adaptive expertise; scaffolds reflection to foster deep understanding of key interrelationships between practice and theory.

Whānau Ako | Professional learning communities: A professional learning community is a group of educators who meet regularly to engage in professional learning to enhance their practice towards helping all children succeed. All our Student Teachers participate in regular Whānau Ako hui with peers and a teacher educator kaiārahi.

An inquiry stance: Inquiry features in our programmes as both a pedagogical approach and as an approach to professional learning (Teaching as Inquiry). Student Teachers learn how to use inquiry approaches to foster children's learning. They also learn how to conduct their own inquiries into their teaching for professional development.

Programme structure and content

We aim for our graduates to be confident, capable teacher practitioners who ensure strong relationships with children and between theory and practice. For example, a crucial element of teaching is Student Teachers’ capabilities to develop warm, reciprocal, and responsive relationships with children, together with effective professional relationships with teaching colleagues and with parents and whānau. Student Teachers will develop their capabilities in relation to nurturing and maintaining such relationships through critical examination of literature and putting what is learnt from theory into practice.

The programme consists of 360 points. Student Teachers participate in 19 courses across three years of the programme. Our **Living as Treaty Partners Framework** gives expression to Te Waharoa and the Standards across the three years of the programme. The framework consists of four strands:

- Te Reo Māori Hei Whaiora (TRMHW)
- Ako (A)
- Te Ao Hurihuri (TOA)
- Tātaimara (T)

Each of the four strands emphasises commitments of the **Code of Professional Responsibility | Ngā Tikanga Matatika mō te Haepapa Ngaiotanga**, and enlarge and enrich the knowledge, skills, dispositions and capabilities related to the elaborations for each Standard. The framework has been designed to support Student Teachers’ critical, reflective and strategic capacities regarding the integration of te reo me ōna tikanga as well as relationship building and advocacy with tamariki, whānau and communities throughout their work as a teacher. The knowledges, attributes and skills fostered through the four strands enable Student Teachers to deliver high quality, inclusive, and culturally responsive programmes as well as contribute to community transformation in line with human rights, sustainability and social justice.

Each course supports Student Teachers’ progress towards meeting the **Ngā Paerewa | Standards for the Teaching Profession** (in a supported environment). Courses also support Student Teachers to engage with four cross-programme priorities that align with current government policies, initiatives and guidelines.: Mātauranga-a-iwi, the Digital Age Educator, Education for Pacific Peoples and Inclusive Education.

Student Teachers are expected to share course and assessment information with their Associate Teacher(s).

There are seven courses in the first year of the programme (acronyms in brackets indicate the programme strand):

Bachelor of Education (Teaching) Early Childhood – first year				
Trimester 1	Hei Whaiora TCHG102 (TRMHW)	Ngā Anga—Care and education frameworks and pedagogies TCHG103 (A)	Te Tiriti—History and transformative education EDUC102 (TOA)	Te Whāriki TCHG 104 (T)
Trimester 2	Ngā Auahatanga—Innovations in care and education EDUC103 (TOA)	Kia Rere—The “100” Languages of Children TCHG105 (TRMHW, T)	Ngā Ariā – Theories of growth and learning in context EDUC104 (TOA)	

In year two of the programme, there are six courses.

Bachelor of Education (Teaching) Early Childhood – second year			
Trimester 1	Ako 2: Te Tirohanga Whānui - Approaches to EC curriculum, assessment and planning TCHG220 (A)	Ako me Te Reo Māori 3: Kia Tika - Being a kaiako with infants, toddlers and their whānau TCHG221 (A, TRMHW)	Tātaimara 3: Ngā Torohanga— Modalities for understanding lifeworlds TCHG222 (T)
Trimester 2	Te Ao Hurihuri me Te Reo Māori 4: Kia Māori—Inclusive teaching in diverse communities TCHG223 (TOA, TRMHW)	Ako 4: Kia Mataara—Intentional pedagogies in local contexts TCHG224 (A)	Tātaimara 4: Ngā Toi—Exploring modes of creativity and expression TCHG225 (T)

Trimester One: Professional Practice-focused courses

TCHG103: Ngā Anga—Care and education frameworks and pedagogies introduces Student Teachers to practice frameworks taught across the programme, including kaupapa Māori, curriculum and pedagogical approaches, and constructs of culture, criticality, professionalism and ethical practice. Student Teachers examine the Teaching Council of Aotearoa New Zealand’s *Code and Standards*, the EC regulatory framework, and professional guidelines such as *Tātaiako* and *Tapasā*. The course focuses on notions of wellbeing, belonging, diversity, cultural responsiveness and sustainability, inclusivity and reflective practice.

TCHG103 gives students two opportunities for Professional Practice placements. The first, a one-week placement undertaken in Week 4 of the course places students in pairs within their centre. This enables students to support each other as they observe and participate in the programme. A key focus is for students to begin to recognise and understand some of the core frameworks that underpin early childhood practice in Aotearoa New Zealand.

The second Professional Practice opportunity is a four-week TCHG103 placement undertaken in May-June. This placement supports Student Teachers to strengthen their understandings of relational pedagogy and to engage sensitively and responsively with children, whānau and colleagues. It also enables them to see how different ideas about children’s engagement, perspectives, wellbeing and learning that have been introduced in their coursework are supported by teachers within the early childhood context and to practise using these approaches themselves. Student Teachers will work towards achievement of the Teaching Council of Aotearoa New Zealand’s Code and Standards, in a supported environment, and the Key Teaching Practices as evident through meeting the TCHG103 indicators that accompany this Handbook.

The year two course, **TCHG220: Ako 2: Te Tirohanga Whānui - Approaches to EC curriculum, assessment and planning**, introduces Student Teachers to theories and practices for curriculum, assessment and planning, including kaupapa Māori and Pacific Peoples’ perspectives. They undertake observations to inform the development of narrative-based documentation and to analyse and reflect on practices that support children’s diverse ways of being, knowing, doing and relating. Student Teachers examine how interpersonal, temporal and material environments influence children’s curriculum experiences and engagement. Attention is paid to culturally responsive and sustaining pedagogical practices that support kaiako/teachers’ attunement to children and their whānau, hapū and iwi.

The five-week TCHG220 Professional Practice placement supports Student Teachers to strengthen their understandings of, and ability to use, observations to gather information and reflect on children’s diverse ways of being, knowing, doing and relating. Such information is used to develop narrative pedagogical documentation and to analyse how they support children’s wellbeing, interests and learning within the social context of the ECE setting.

Key dates

Dates	
February 15	Year One Programme commences.
February 15 - 16	Ngā Mihi: First year campus-based, block course (compulsory for all Student Teachers)
February 26	Trimester 1 begins
Week of March 18	TCHG103 One-week placement (students out in pairs)
Week of April 29	TCHG220 Whānau Ako Group meeting 1. Date and time to be confirmed by Whānau Ako kaiārahi
Week of May 6	TCHG220 Whānau Ako Group meeting 2. Date and time to be confirmed by Whānau Ako kaiārahi
May 7	Whānau Ako Zoom meeting with Associate Teachers, 7 – 8.30pm.
May 7	TCHG220 Briefing for Five-Week Professional Practice, 10am – 11.50am
May 13 – June 14	TCHG220: Professional Practice: Five weeks full-time in centres
May 16	TCHG103 Briefing for Four-Week Teaching Experience, 1.10pm – 3pm
May 20 – June 14	TCHG103: Professional Practice: Four weeks full-time in centres
Week of May 27	TCHG220 Whānau Ako Group Professional Practice-focused meeting 3. Date and time to be confirmed by Whānau Ako kaiarahi
May 28	TCHG103 Student support Zoom meeting, 2pm
Week of June 5	TCHG220 Whānau Ako Group Professional Practice-focused meeting 4. Date and time to be confirmed by Whānau Ako kaiarahi
June 5	TCHG103 Student support Zoom meeting, 2pm
June 20	TCHG103 De-briefing for Five-Week Professional Practice, 2-3pm
June 21	Trimester 1 ends TCHG 103 and 220 Professional Practice assignments due
July 8	Trimester 2 begins
Week of July 15	TCHG220 Whānau Ako Group meeting 5: Date and time to be confirmed by Whānau Ako kaiarahi

NGĀ MEA TUARUA: PROFESSIONAL LEARNING COMMUNITIES AND PROFESSIONAL PRACTICES

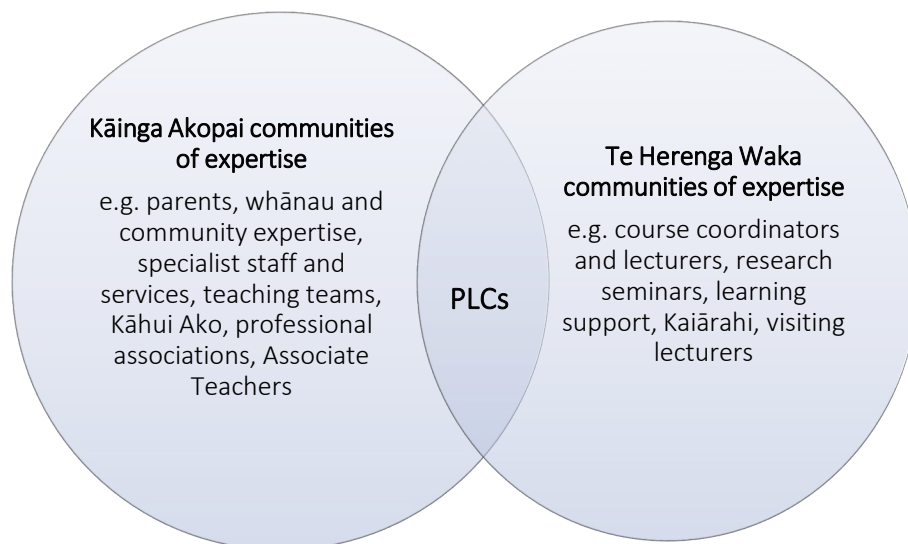
Professional learning communities

A key feature of *Te Waharoa*, particularly Ngā Maihi, is Student Teachers' increasing involvement in two overlapping communities of expertise over the three years of the programme. Academic staff members lead and mentor professional learning communities that support Te Ara Hāpai, Student Teachers' growing professional identities and capabilities of reflexivity, adaptive expertise and ethical sensitivity, across the three years of the programme. The professional learning communities will take different forms in each year and will be explicitly linked to the Key Teaching Practices (listed on pages 20-21), particularly those linked to *Ngā Maihi* and the Professional Learning and Professional Relationships Standards.

In Year 1, the focus is primarily on Student Teachers' transition to the university context, rather than on wider professional learning communities. The First Year Experience (FYE) programme, built around the principles of *Te Whāriki*, establishes Student Teachers' **academic and professional identities**. At Ngā Maihi, Student Teachers are introduced to the underpinning principles of the programme and begin community building within the cohort. A one-hour session takes place each week alongside timetabled classes, with other FYE activities integrated within classes as part of planned learning activities.

Through the FYE programme, Student Teachers are supported to:

- see themselves, and engage as, life-long learners
- be comfortable in seeking advice and support from others so they can be better teachers
- recognise that to support others they need to take care of their own wellbeing
- be committed to becoming the best teachers that they can be



Professional learning communities (PLCs)

In Years 2 and 3, professional learning communities will form part of the Ako programme strand. The triad of Student Teacher, their Associate Teacher, and their academic mentor and Visiting Lecturers exists at the intersection of these two communities of expertise, as shown in the diagram above.

The year two Whānau Ako programme builds on the FYE programme in year one and will continue into the year three programme from 2023. In year two, the Whānau ako rōpū will be closely connected with the two Professional Practice placements embedded in TCHG 220 and TCHG 224.

Student Teachers will participate in one of two Whānau Ako rōpū, each comprising around 10-12 students. Each rōpū will meet twice before the TCHG220 Professional Practice placement to:

- Introduce Student Teachers to the Whānau Ako programme, and undertake some group building activities to support the development of relational trust
- Introduce the processes set up to map their progress towards meeting the Key Teaching Practices (KTP), and to set their own individual goals for their TCHG220 Professional Practice placement.

During their TCHG220 placement, Student Teachers will participate in two practicum-focused Whānau Ako meetings (one in week 2 and one in week 4) to facilitate discussion on, and support for, their progress with their goals. Following the completion of the TCHG220 Professional Practice placement, the Whānau Ako rōpū will meet again in mid-July in order to review and reflect on their TCHG220 Professional Practice goals and consider where to next for their learning.

In order to begin collaboration with Associate Teachers, a 90-minute Zoom meeting is scheduled for 9th May from 7 – 8.30pm. Associate Teachers who are hosting TCHG220 Student Teachers will be sent an agenda and Zoom link for this meeting in the week of 2nd May. This meeting will focus on the PP placement requirements and provide opportunities for discussion about Associate Teachers' perspectives of the programme, including the assessments, Key Teaching Practices and the updated practicum indicators.

Further information about the Whānau Ako rōpū and collaborations with Associate Teachers linked to the TCHG224 and TCHG383 Professional Practice placements will be included in the Trimester Two BEd(Tchg)EC Handbook.

Professional Practices

Professional Practices are a vital part of our initial teacher education programmes. They provide opportunities for Student Teachers, with the support of experienced teachers, to develop and show their capabilities in light of the **Standards for the Teaching Profession**. Student Teachers do this through demonstrating their understanding of how to link theory to practice in their academic and professional interactions with tamariki, whānau and colleagues, and through their planning, teaching, and assessment. The procedures in this Handbook help ensure all Student Teachers are able to have successful Professional Practice placements.

Professional Practice placements are managed and assessed through the Ako strand of the programme. In 2023, year one Student Teachers will complete a one-week and a five-week Professional Practice placement as part of TCHG103, Ako 1: Ngā Anga—Care and education frameworks and pedagogies. In the second year of the programme, Student Teachers complete two Professional Practice placements: a five-week placement as part of TCHG220 in trimester one and a six-week placement as part of TCHG224 in trimester two. In year three, Student Teachers will complete 10 Days in Centres followed by a six-week placement as part of TCHG 383.

Student Teachers are provided with clear and detailed information about the Professional Practice assignments for TCHG103 and TCHG220 in the respective Course Structure and Assessment Information for these courses. A copy of the Professional Practice assignments are included in this Handbook.

Assessment of teaching on Professional Practice

Assessment is key both for further learning and for determining grading within qualifications. To graduate, Student Teachers **must** satisfactorily meet the Standards in each Professional Practice. This involves demonstrating competence for each of the Standards at the level identified for each year of the programme, and as evidenced in formal observations and written Professional Practice reports.

On Professional Practice, Student Teachers are provided with formative assessment feedback about their progress towards the Standards and summative assessment measured against the Standards. The Key Teaching Practices and associated indicators, which are linked to the Standards, form the basis for assessment.

- The Associate Teacher will provide regular feedback to the Student Teacher. In the block Professional Practice placements, we ask that feedback is also provided at a formal meeting mid-way through the placement using

the Key Teaching Practices (see below) and associated indicators. Student Teachers should negotiate a time to meet with their Associate Teacher mid-way through their Professional Practice placement to discuss their progress. They should use the Professional Practice Report form to gain feedback from their Associate Teacher. Student Teachers should record notes during the meeting onto the report form along with their own self-reflection. While the University does not need to see this half-way report it is an important tool to help Student Teachers assess their progress and to set goals for the rest of their placement.

- Each Student Teacher will receive one visit from a Visiting Lecturer during the four-week (TCHG103) and five-week (TCHG220) block Professional Practice placements. The visit will involve a one-hour observation of the Student Teacher, together with discussion of the observation and the student's progress with the Student Teacher and Associate Teacher. The Visiting Lecturer will write a summative report of the visit, providing feedback to the Student Teacher. Where the Faculty believes the Student Teacher requires further support in meeting the Standards to the level expected at this stage of their programme, or where there are persistent concerns about their progress, additional visits may be undertaken by our Visiting Lecturers and/or Programme Director. Communication in relation to any additional visits will typically involve the Student Teacher, Associate Teacher, and Course Coordinator.
- Using the Key Teaching Practices provided in this handbook and drawing on feedback provided throughout the Professional Practice placement, Associate Teachers provide a **summative assessment** of the Student Teacher's teaching at the end of the placement.

The summative assessment reports are given to the Student Teacher by their Visiting Lecturer and Associate Teacher before the end of the placement. Student Teachers **must** submit their Associate Teacher and Visiting Lecturers' summative assessment reports using the submission link in their Nuku course online platform.

Each Student Teacher's practice is graded as pass, pass with caution, or fail at the end of the placement. Great care is taken to ensure grading decisions are made consistently and fairly. Adhering to university and faculty moderation policies maximises consistency across the Student Teacher cohort.

Professional Practice decisions are made and moderated through:

- Using at least two summative reports for each Student Teacher, including one from a Visiting Lecturer and one from the Associate Teacher.
- Reviewing assessments across the Standards and across the reports, which are collated by members of the EPPP Office.

The Manager of the EPPP Office convenes a Professional Practice Review Panel at the end of each block Professional Practice, usually comprised of the Programme Directors. The panel considers the progress of Student Teachers whose Visiting Lecturer and/or Associate Teacher reports indicate concerns regarding the Student Teacher's demonstrated ability to meet the standards to the level expected at this stage of their programme.

Where a Student Teacher is assessed as not having satisfactorily met the Standards to the level expected for the Professional Practice, they will receive a letter explaining an interim fail of their Professional Practice. Student Teachers in this position will have the opportunity to provide additional evidence to the Professional Practice Panel for consideration, within one week of receiving the interim decision. If the fail grade is confirmed by the Panel, the Student Teacher may appeal the decision to the Associate Dean Teacher Education. A failed Professional Practice will also lead to a fail of the associated course.

Student Teachers who have failed a Professional Practice **must** discuss their progress and ongoing enrolment in the programme with the Programme Director.

Student Teachers who fail a Professional Practice may be given a further opportunity to demonstrate that they can meet the Standards at the level identified for that stage of the programme through completing a further Professional Practice placement. *Any additional opportunity to pass a Professional Practice placement will be determined on a case-by-case basis.* Factors that will be considered include placement availability and the nature and extent of progress that

is required for the Student Teacher to be able to meet the required level of competency for the Standards at that point of their programme.

Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand stipulates that a Student Teacher will only have two opportunities to pass each Professional Practice placement, unless there are extenuating circumstances. Student Teachers may seek further information about the extenuating circumstances that will be considered by contacting the Associate Dean Teacher Education.

Key Teaching Practices

Key teaching practices are a requirement of the Teaching Council of Aotearoa New Zealand. The key teaching practices for the BEd(Tchg)EC programme were determined in collaboration with our teaching community and are designed to provide assurance that Student Teachers are ready to begin teaching by the **end** of their initial teacher education programme. They are discrete practices, aligned to the Standards, that are observable and measurable and capture essential aspects of practical, professional work. They are high priority in the sense that they represent key aspects of in the work with children that beginning teachers should be able to undertake independently from their first day of teaching as a registered and provisionally certificated teacher.

The key teaching practices listed below were introduced for the first time in 2021. Following their initial use in PP placements in 2021, they were reviewed by staff teaching into the BEd(Tchg)EC and our Programme Advisory Committee consulted over a number of suggested changes.

Students in the three-year BEd(Tchg)EC programme will be expected to demonstrate the key teaching practices below by the end of their programme. They are scaffolded towards this through the indicators attached to the summative report form for each Professional Practice placement. These indicators provide for progression towards the key teaching practices.

Standards	Draft Key Teaching Practices
Te Tiriti o Waitangi Partnership Te Hononga Pātui i Raro o Te Tiriti o Waitangi	1. Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm tamariki Māori as Māori
	2. Model the use of te reo, tikanga and Mātauranga-a-iwi in all aspects of the programme
Professional Learning Akoranga Ngaiotanga	3. Provide evidence of ongoing critical reflection that enhances learning and wellbeing for nga tamariki
	4. Collaborate with colleagues in respectful, open and critical professional discussions
Professional Relationships Ngā Hononga Ngaio	5. Participate with a child, their whānau and colleagues in respectful dialogue
	6. Draw on the TCANZ values, code and standards to address a professional or ethical dilemma
	7. Proactively apply strategies to meet professional responsibilities and enhance personal wellbeing
	8. Actively fosters respectful relationships and listens carefully and responsively to children and whānau
Learning-Focused	9. Demonstrate in-depth understanding of individual children’s ways of being, knowing, doing and relating, and whānau contexts

Culture He Ahurea Akoranga	10. Explore diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities
	11. Draws on relevant resources, expertise and professional learning opportunities to respond inclusively to support children’s wellbeing, learning, growth and development
	12. Develop pedagogical approaches that address the affordances of the physical, emotional and spiritual environments
Design for Learning Te Hoahoa Akoranga	13. Carefully observes children’s interactions with people, places and things
	14. Intentionally draws on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children
	15. Provides a wide range of experiences that attune with and extend children’s interests
	16. Participate within a teaching team to draw upon the contribution of theory, research evidence and the curriculum to inform pedagogical approaches
	17. Work with children in ways that support their wellbeing, learning, growth and development
	18. Maintains an awareness of the wider environment whilst working with a group or individual child
	19. Works across the full range of the curriculum, engaging meaningfully with all children

NGĀ MEA TUATORU: PROFESSIONAL PRACTICE EXPECTATIONS AND PROCESSES

Professional Practice placements are important for Student Teachers to develop their identities as teachers and to enable them to develop their confidence and ability to undertake the full range of an ECE teachers' professional responsibilities over the course of their three-year programme. During each Professional Practice placement, Student Teachers need mentoring, encouragement, and support from the Associate Teacher. Over time, we expect that students will need less direction from their Associate Teacher while recognising that Student Teachers should always be open to the feedback and advice of their Associate Teacher, particularly in relation to the particular practices of their placement centre.

The Key Teaching Practices provide clear guidance to Student Teachers and Associate Teachers of the University's expectations for students' practices during their Professional Practice placement. These practices have been carefully designed with our teaching community to ensure that students are able to meet the Standards for the Teaching Profession, in a supported environment, by the completion of their programme. Specific indicators provide clarity regarding the expectations for professional practice at this stage of the students' programme.

Professional Practice roles and responsibilities

Strong, authentic partnerships between university lecturers and Visiting Lecturers, Associate Teachers, centres and Student Teachers are a feature of high-quality Professional Practice placements. Members of this 'triadic' partnership agree to the following roles and responsibilities:

Associate Teachers:

- Integrate the Student Teacher within the learning environment, staff and teams, and centre structures
- Discuss centre policies, procedures and protocols with the Student Teacher, including those related to Covid-19.
- Observe the Student Teacher, provide written formative feedback, and facilitate the Student Teacher's ability to reflect on that feedback to improve their practice
- Demonstrate the potential of effective teaching to influence equitable outcomes
- Provide an environment that fosters, and model, the integration of te reo me te ao Māori within teaching and learning practices
- Demonstrate professional leadership and facilitate constructive learning conversations
- Assist the Student Teacher to participate in and contribute to effective learning programmes and use appropriate and effective teaching strategies
- Collaborate with the Programme Director and EPPP Office to monitor the progress of the Student Teacher
- Observe the Student Teacher's practice and progress, and provide a written report about their progress
- Advocate for the Student Teacher's wellbeing and support them to manage their time and workload

The Wider Centre:

- Takes shared responsibility for supporting the Student Teacher's development, contributing a range of expertise
- Takes shared responsibility for supporting the Student Teacher's development by encouraging ongoing participation in all aspects of the centre programme and inclusion in staff professional learning
- Contributes to the Student Teacher's process of collaborative sense-making (for example, understanding a child's interactions) as appropriate
- Demonstrates commitment to and shares actions to progress Te Tiriti of Waitangi partnership
- Provides opportunities for the Student Teacher to ask questions and seek clarification

Programme Directors:

- Mediate relationships and facilitate problem-solving in collaboration with the Associate Teacher and others as required
- Mediate challenges to the implementation of mātauranga Māori and development of competency in te reo me ngā tikanga Māori
- Safeguard the Professional Practice for the Student Teacher and Associate Teacher and facilitate open conversations wherever possible

Course Coordinators:

- Ensure that Student Teachers are well briefed on the professional expectations and about the Professional Practice assignments
- Provide regular opportunities for Student Teachers to clarify the programme expectations and assignment requirements throughout the placement
- Facilitate the Whānau Ako rōpū and meetings with Associate Teachers

Student Teachers:

- Take responsibility for their own learning and ensure that their time in the centre is fully utilised and all aspects of coursework are fully met
- Meet regularly with the Associate Teacher for formative feedback and to discuss children's learning
- Discuss their professional needs and strengths with the Associate Teacher and Visiting Lecturer
- Take every opportunity to develop their competency in te reo me ngā tikanga Māori and connections with whānau, hapū and iwi
- Respect and adhere to centre policies, procedures and protocols
- Demonstrate professionalism in their attendance and conduct at the centre
- Set weekly goals and reflect on their achievement
- Participate in team meetings and staff professional development as appropriate
- Discuss any difficulties promptly with the Associate Teacher and contact the Programme Director or Course Coordinator if problems persist
- Liaise with Visiting Lecturers and Associate Teacher regarding visits
- Take responsibility for circulating course information and submitting written Teaching Experience documentation

Prior to Professional Practice placements

As a Student Teacher, being ready for the Professional Practice placement is the best way to ensure it is successful for everyone involved: tamariki, the Student Teacher, Associate Teacher, Centre and Visiting Lecturers.

University-based learning strongly supports readiness for Professional Practice placements. We expect our Student Teachers to take every opportunity to engage in the professional learning provided through their coursework and to consider, discuss, and reflect on how they will enact the course ideas in their own teaching.

Student Teachers **must** access or attend briefings that are held by the Course Coordinator, in conjunction with the EPPP Office, prior to the start of each Professional Practice placement.

The EPPP Office makes every effort to ensure that Student Teachers experience a range of centre contexts within their degree programme, including kindergarten and education and care settings and an under-two placement, and that individual student needs are accommodated where possible.

Student Teachers **must** be willing to travel to enable Professional Practice placements.

Childcare and transport arrangements **must** be in place before the Professional Practice begins.

Professional Practice placements occur with the permission of the Associate Dean Teacher Education. A Professional Practice placement *may be declined or delayed* if the Associate Dean Teacher Education believes the Student Teacher is unlikely to meet the Professional Practice requirements, for example, due to insufficient engagement with coursework or other factors.

Support during Professional Practice

We expect that Student Teachers will be treated in an ethical, respectful, and responsible manner and with fairness, integrity, and empathy while they are in centres – and that Student Teachers reciprocate by treating all adults and children in their Professional Practice centre in these ways.

To facilitate a positive start to the Professional Practice placement, Student Teachers and Associate Teachers are asked to discuss and complete the Associate Teacher and Student Teacher agreement form during the first few days

of the placement. Student and Associate Teachers should return the form, using the link emailed to them by the EPPP Office.

Issues during Professional Practice placements can and do arise. When issues arise for the Student Teacher, we encourage them to try to resolve these with their Associate Teacher in the first instance. There may need to be time set aside to talk these through and for the Student Teacher to outline what they are finding difficult and to ask for ideas of how these issues could be resolved. Some time may then be needed to see if the situation changes. If the issue persists, then the Student Teacher should discuss the situation with their Course Coordinator, Programme Director or the Manager of the EPPP Office.

Close relationships with centres and Associate Teachers allow the EPPP Office to monitor Student Teachers' progress during the Professional Practices and to alert the relevant staff to any difficulties arising, so that additional support can be provided to the Student Teacher and Associate Teacher.

Student Teachers are reminded of the additional support that is available through Te Herenga Waka - Victoria University of Wellington: <https://www.wgtn.ac.nz/students/support>. In particular, students are advised that they should investigate what financial support is available to assist with covering any additional costs (such as travel or loss of income from part-time work) associated with their placement well before the placement starts.

Employment in centres

Students who are employed in a licensed early childhood teacher-led centre (not home-based service) may apply to undertake one of the two Professional Practice placements in Year 2 in this setting. Approval will be given only where:

- There is a registered teacher with a full practising certificate who is willing and able to take on the Associate Teacher role
 - The setting has been identified by the Education Review Office (ERO) as being:
 - “well placed” or “very well placed” to promote positive learning outcomes for children (for those with reviews using the old ERO system)
 - primarily at the Whakaū | Embedding or Whakawhanake | Sustaining levels as part of an Akarangi | Quality Evaluation in their latest review.
- NOTE: Student Teachers will not be able to complete a Professional Practice placement in a setting whose most recent review was an Akanuku | Assurance Review.

Students will be asked at the beginning of Year 2 to indicate (a) whether they are employed in an early childhood education (ECE) centre in a kaiako role, and if so, (b) whether they wish to undertake one of their Professional Practice placements in their “home” centre, and (c) to indicate their preference from the two Professional Practice placements. If the Student Teacher wishes to take up this opportunity, it is their responsibility to discuss this with their centre manager or head teacher prior to responding to the EPPP Office.

Other than in the circumstances outlined in above, Student Teachers may not be employed to teach in a placement centre for the duration of the Professional Practice and may not be counted within the ratios for regulatory purposes or left in sole charge of a child or group of children.

Attendance requirements

Strong attendance and engagement with all aspects of the Professional Practice placement are crucial for ensuring a successful placement. All Student Teachers **must** complete 24 equivalent weeks of Professional Practice across the three years of the programme. Attendance is a key professional expectation of our Student Teachers and ensures that there is sufficient opportunity for students to develop professional and pedagogical competence.

Student Teachers are expected to:

- Be punctual, prepared to attend 7.5 hours a day plus a lunch break and, where possible, be available for meetings and other professional responsibilities outside of the usual session times. NOTE: Professional Practice placements are full-time (i.e., 5 days/week). It is not possible for students to re-organise their placements to attend fewer days with longer hours each week.
- Inform their Associate Teacher as soon as is practicable if they are unable to attend placement as the result of sickness or other exceptional circumstances.

- Complete the online leave notification form for the EPPP Office each day (including part-days) that they are absent from their placement: <https://forms.office.com/r/CieBq4RHvK>
- Discuss an extended absence (i.e., three days or more) with the Education Professional Practice and Partnership Office as it may mean they have not had enough Professional Practice to meet the Teaching Council of Aotearoa New Zealand’s requirements. A medical certificate does not negate these requirements. Significant absences may result in a student teaching having to repeat their Professional Practice.

Student Teachers will not be granted leave from their Professional Practice for holidays or to undertake paid employment.

Non-contact time

Student Teachers’ expected attendance parallels a typical workday for practising teachers; however, we would also like them to have access to some non-contact time. We are aware that non-contact arrangements vary across services and so suggest that Student Teachers follow a similar pattern used in your centre (such as one hour per day or 1 - 2 longer blocks per week). **However, we do expect Student Teachers to do at least 30 hours child-contact each week** except where the centre programme offers less child-contact hours across a week.

Student Teachers' non-contact time should normally take place within the centre environment, unless they are using this time to gather resources for learning experiences.

During their non-contact time, Student Teachers are expected to undertake the range of activities that teachers complete. This may include preparing assessments (such as learning stories) where these are part of their assignment work, contributing to planning meetings and to setting up the environment for learning, and participating in activities involving parents and whānau. Where possible, having their non-contact time alongside their Associate Teacher provides students with further opportunities to learn from the Associate about the broader roles involved in teaching within EC contexts.

Administration Package

An **Administration Package** has been developed for completion over the four main Professional Practice placements. This package is only submitted once after the final Professional Practice at the end of the third year, using the submission link on the TCHG 383 Nuku site. The Associate Teacher and Student Teacher should identify administrative tasks to become familiar with over each Professional Practice placement. We recommend that students complete around seven-eight tasks while on each placement, while also being sensitive to other demands on their Associate Teacher’s time. This is particularly important during times when in the impact of Covid-19 or other external situations create additional work demands for teachers. Follow the instructions in the package with regard to recording information and signing off completed tasks.

Submitting Professional Practice documentation

The following should be submitted to the EPPP Office:

Documentation	Returned by	By when	Submission process
Associate Teacher and Student Teacher Agreement	Student Teacher	First day of Professional Practice	Use link emailed by EPPP Office
Summary of Progress	Associate Teacher	Five days after Professional Practice start date	Use link emailed by EPPP Office
Interim Report	Student Teacher	Five days after Professional Practice start date	Use link emailed by EPPP Office

The Student Teacher is responsible for submitting their summative Professional Practice reports from their Associate Teacher and Visiting Lecturer using the submission link in their TCHG103 or TCHG 220 Nuku site.

Professional Practice documentation can be found at <https://www.wgtn.ac.nz/education-professional-practice/te-kohungahunga-ECE/forms-and-templates>

NGĀ MEA TUAWHĀ: FORMAL REQUIREMENTS AND PROCEDURES

This section of the handbook provides information about the maximum programme completion period, withdrawal from, changes to, and termination of Professional Practice placements, and other official requirements and procedures.

Maximum programme completion period

The maximum completion period for three-year programmes is six contiguous years. Applications for an extension to this completion timeframe of up to one further contiguous year, may be made to the Associate Dean Teacher Education. Applications will be considered on a case-by-case basis in relation to the applicant's currency of knowledge and ability to engage in sustained practice upon graduation.

Withdrawal from, changes to and ending Professional Practice placements

Centres have the right to end a Professional Practice placement, having first communicated their concerns to the relevant Programme Director. Where the centre feels it is appropriate, the Programme Director, Student Teacher, and Associate Teacher(s) may meet to resolve the concern and negotiate the Student Teacher's return.

Student Teachers may not self-withdraw from a Professional Practice placement without having contacted the Programme Director and discussing their issues or concerns with the Associate Teacher. Non-negotiated self-withdrawal will result in a fail for the Professional Practice placement and the associated course.

The Faculty of Education reserves the right to end a Professional Practice placement where there are documented concerns for the wellbeing of children, teachers, the Student Teacher or members of the centre community, or where there is insufficient progress.

If the placement is ended or a withdrawal is negotiated, the EPPP Office may arrange a change of teaching placement. The Associate Dean Teacher Education will review written information about the Student Teacher's progress in order to determine whether a change of placement is offered, having particular regard to the Code of Professional Responsibility and Matatū Aotearoa/The Teaching Council of Aotearoa New Zealand's Good Character and Fit to Teach criteria. Student Teachers should be aware that an alternative placement may not be possible to organise, given the demands on centres.

Meeting professional obligations

Professional and ethical practice

Student Teachers are expected to uphold the **Code of Professional Responsibility**. Being a professional includes:

- meeting relevant legislative frameworks, governance and policies that apply within the centre in which Student Teachers are placed for Professional Practice placements
- not intervening with, or seeking information from, the centre, children, or family/whānau that are beyond the scope of the Student Teachers' teaching practice
- maintaining a high degree of ethical behaviour with particular consideration of confidentiality issues when deciding what to record, develop, and share from Professional Practice placements
- treating Professional Practice-based information shared by peers within the context of the programme (such as in tutorials) as confidential
- keeping the identity of children, teachers and the centres in which they teach confidential when presenting information about Professional Practice placements through discussions, tutorials, lectures or assignments

Positive examples of what the principles of the Code of Professional Practice look like in practice, and examples of behaviour that is unacceptable and would be in breach of these expectations are included in **The Code of Professional Responsibility: Examples in Practice**.

Student Teachers are reminded that they need to be responsive and sensitive in their interactions with children. While physical contact between young children and their teachers is necessary and often desirable, Student Teachers must not impose physical contact, except to ensure children's safety, and be sensitive to children's cues as to their level of comfort with physical contact. Some children are also very keen to spend a lot of time with visitors to the centre,

including Student Teachers. While it is important to be friendly with these children, you may need to encourage them not to be over-friendly or set limits for the amount of touch – your Associate Teacher can help you with setting these boundaries with children. Student Teachers must not share their contact details or connect with parents and whānau via personal social media accounts. They should take care not to be alone in a private place with a child, embrace or touch others inappropriately, interact in a manner which could be interpreted as sexually threatening or as sexual innuendo, or lose their temper or self-control. Further, Student Teachers must follow the centre’s policy on changing children. Where the policy allows Student Teachers to change children’s nappies and clothes, this must be done under supervision.

Student Teachers are expected to abide by the ethical protocols in their centre.

- Before observing, videoing, or photographing the children, staff or centre environment, Student Teachers must have gained written permission using the centre’s procedures. **Permission forms are available on the Faculty of Education’s Professional Practice website.**
- Student Teachers must use a centre camera or device for taking images of the children, except where express permission is given by the Associate Teacher for a Student Teacher to use their own device.
- Images of children must not be shared outside the centre and Student Teachers must not post photos or comments about the centre, staff, or children and their families on social media.
- Student Teachers are expected to maintain confidentiality in their professional, public and private domains. This means that they must not name teachers, centres or children and their families in any forum, including written assignment work, outside of the centre.

The Faculty may investigate any serious formal complaint of unprofessional conduct under the Student Conduct Statute see: www.victoria.ac.nz/policy Student Teachers should be aware that the Faculty may report to the Teaching Council of Aotearoa New Zealand any matter that calls into question the Student Teacher’s likely ability to uphold the Code of Professional Responsibility or to meet the Council’s Good Character and Fit to be a Teacher criteria.

Health and Safety Act

It is the centre’s responsibility to ensure that Student Teachers are sufficiently briefed about the policies and procedures under the Health and Safety at Work Act 2015. The **Associate Teacher and Student Teacher Agreement** must be returned to the EPPP Office as assurance that obligations under the Act have been met.

Centres are reminded that Student Teachers are not permitted to take children out of the centre without the Associate Teacher or other suitably qualified persons accompanying them. However, they can accompany staff and children on excursions and be included in the ratio of adults to children required by the centre for trips.

Student Teachers must not be asked to carry out relief teacher duties and their presence cannot be counted towards maintaining staff-child ratios. They should not be left with the sole responsibility for children in the centre at any time. This includes opening, closing or waiting for parents who are late at the end of the day. Further, they must not be solely responsible for supervising the whole outdoor or indoor area, for sleeping children or for taking children on an excursion. An exception to these requirements is made for those students who have approval to complete their Professional Practice placement in their current ECE centre workplace.

In the event an emergency (such as an earthquake or fire) that closes or significantly affects the operations of the university or centres, the university will contact centres.

Public health requirements for Covid-19

Student Teachers must meet the government public health requirements for Covid-19. Information can be found at covid19.govt.nz and www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-health-advice-general-public.

Student Teachers must ensure that they have been briefed about the Health and Safety guidelines in their centre before they begin the placement. If Student Teachers have any symptom of Covid-19 - including a snuffle, cough or sore throat - they **MUST** stay home. Anyone with symptoms of COVID-19 should get tested - contact your doctor or Healthline on 0800 358 5453. Student Teachers should stay home until they hear that their test results are negative.

It is the centre's responsibility to contact Student Teachers, and inform the EPPP Office, in the event that the centre is experiencing high levels of infection among staff or children. Public health advice and centre policies should guide decisions that are made about Student Teachers placement arrangements.

Children's Act

Te Herenga Waka Victoria University of Wellington undertakes police vetting of Student Teachers on behalf of the early childhood centre, in accordance with the Children's Act 2014 and Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015. If there is a matter to report, the information provided by the New Zealand Police will be shared with the Head Teacher or Centre Manager. Student Teachers are required to immediately disclose any pending charges or criminal convictions that arise during their enrolment in an ITE programme to the university.

TCHG 103 Professional practice assignment

Due: Thursday 23 June, 1pm

This assessment supports students to meet the third learning objective of TCHG 103:

- Use a range of approaches to learn about centre practices, and children's engagement, perspectives, wellbeing, belonging and learning

During the course, we have used a range of lenses to explore different ideas about children's engagement, perspectives, wellbeing, belonging and learning within their early childhood context. During your practicum, use a range of observation techniques to gain an understanding of how:

- Children are supported to engage with others (children and adults) and in the different experiences on offer within the programme
- Children's patterns of engagement in experiences across the programme may vary
- Children's perspectives are taken account of and responded to by adults
- Children's wellbeing and belonging is supported and enhanced
- Children's learning is recognised and supported by teachers

When collecting examples, draw on your own practice as well as those of the teachers and other adults in the centre.

Assignment:

Length: 1000 words (not including references)

CLO: 3

Weighting: 40%

Following your practicum, reflect on the observations you have collected and what these tell you about how children's engagement, perspectives, wellbeing, belonging and learning are supported by teachers and other adults within their early childhood context. Provide examples from your observations to illustrate your reflections.

Consider your own knowledge and practice at this stage of your programme. What might be some next steps for you in your learning and development as a teacher in relation to supporting children's engagement, perspectives, wellbeing, belonging and learning.

Draw on the course content and readings to support your reflection and discussion.

Include your observations as an Appendix (these can be your original handwritten observations).

TCHG 220 PP Assignment: Using narrative-based pedagogical documentation to engage with and support children's wellbeing, interests and learning

Due: Friday 23 June

Length: 1800 words (not including references)

CLO: 2 and 3

Weighting: 40%

This assignment supports students to meet the following course learning outcomes:

- Apply approaches and tools to engage with children's perspectives and interests and to assess their learning and development
- Use intentional pedagogies to plan culturally responsive and sustaining practices for individual children

Aromatawai 3 requires you to produce, analyse and discuss four practicum-based, narrative-oriented pieces of pedagogical documentation. The analysis and discussion you provide will address the points identified in the three parts of the assignment set out below and needs to be well supported by specific examples referencing your four pedagogical narratives, and links to appropriate academic and professional literature. The four pieces of narrative documentation you produce are to be included in your assignment as an appendix.

Part 1

In Part 1 of the assignment, provide a brief (no more than 200 words) introduction to the assignment, including a brief description of the centre and the children who you were working with for this assignment. Note: your collective pedagogical documentation does not need to focus on a particular child or group of children.

In your analysis and discussion of your pedagogical documentation, identify and discuss:

- The particular aspects of children's wellbeing, interests and learning you looked to engage with through the pedagogical documentation you compiled
- How these aspects related to what you came to understand, both through interactions you had with the child/children involved and the observations you made
- How they tied into what you ascertained from other sources (e.g., your associate teacher, other teaching team members, parents/whānau and children's portfolios).

Part 2

In Part 2 of the assignment, identify and discuss how you:

- Engaged and interacted with the child/children
- Worked with and through the environment to support and facilitate the child's/children's wellbeing, interests and learning you were looking to foster
- Sought to address considerations of kaupapa Māori
- Facilitated inclusion
- Were able to take account of parent/whanau interests, aspirations and expertise

Part 3

Part 3 of the assignment requires you to focus on and discuss at least one key difficulty and/or challenge you encountered in relation to your pedagogical intentions and plans, together with your reflections on:

- Any significant progress you felt you made toward engaging with particular children's perspectives and interests; and
- Your understandings of their learning and development.