

# 2024

## PROGRAMME AND PROFESSIONAL PRACTICE HANDBOOK: Campus-based Students – Trimester Two

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Bachelor of Education (Teaching) Early Childhood  
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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<b>Course Coordinator TCHG 383</b>	Sue Cherrington T: 04-463 9552 e: <a href="mailto:sue.cherrington@vuw.ac.nz">sue.cherrington@vuw.ac.nz</a>
<b>Education Professional Practice and Partnerships Office (formerly TE Office)</b>	Purvi Chhaya (Manager) T: 04-887 3076 e: <a href="mailto:professionalpractice@vuw.ac.nz">professionalpractice@vuw.ac.nz</a>  PO Box 600, Wellington 6012 Murphy 813, 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. In the BEd(Tchg)EC programme, Professional Practice placements in EC centres 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.

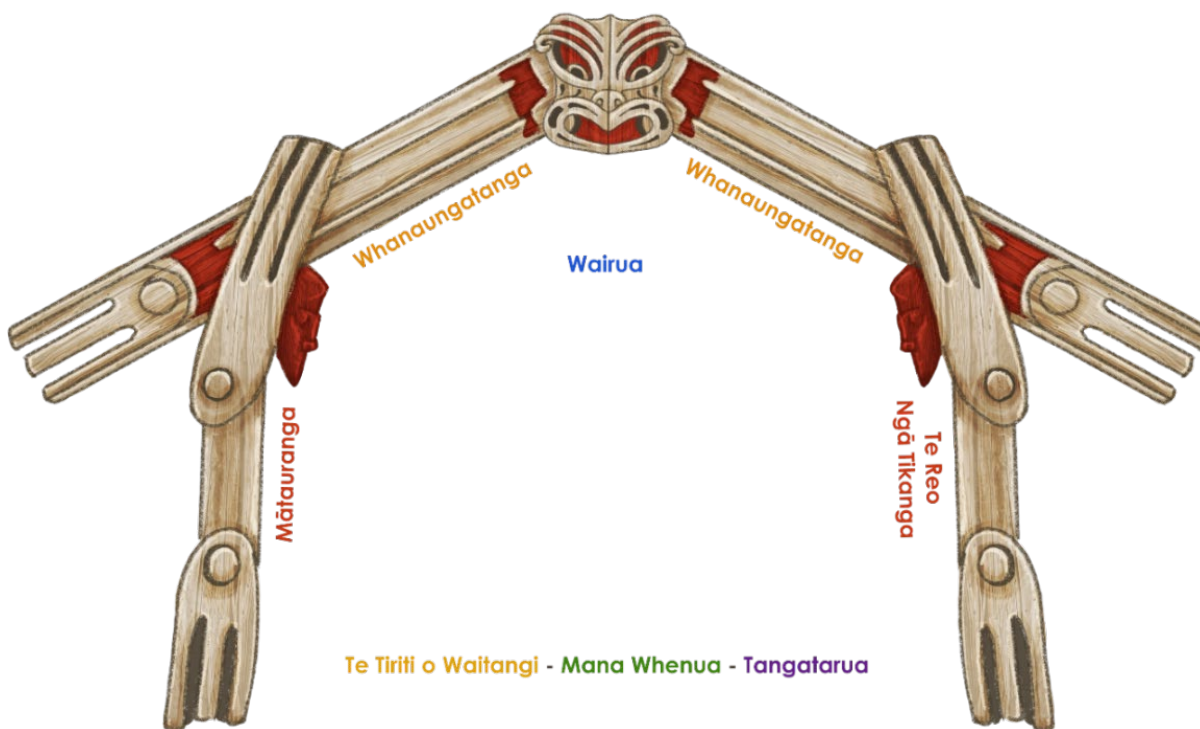
# NGĀ MEA TUATAHI: PROGRAMME INFORMATION

## 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 TCHG104 (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)

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

Bachelor of Education (Teaching) Early Childhood – third year			
Trimester 1	Te Reo Māori 5: Kia Ora TCHG308 (TRMHW)	Ako 5: Te Aro—Professional and inquiry-based ECCE practice TCHG309 (A)	Tātaimara 5: Tuituiā— Integrating the arts and sciences TCHG315 (T)
Trimester 2	Ako me Te Reo Māori 6: Ki te Wheiao—Bringing it all together TCHG383 (A, TRMHW)	Tātaimara 6: Kia Kōkiri— Empowering creativity TCHG384 (T)	Te Ao Hurihuri 6: Kia hurihia— Advocacy with children and communities EDUC315 (TOA)

## Trimester Two: Professional Practice-focused courses

### TCHG224: Ako 4: Kia Mataara—Intentional pedagogies in local contexts

In this course, student teachers examine how intentional pedagogical practices can support young children’s social and emotional growth, competence and sense of belonging and wellbeing. Video is used as a reflective tool to support student teachers’ intentional teaching practices. They also examine how cultural, family/whānau and community contexts frame children’s social and emotional wellbeing, teachers’ pedagogy and the development of local curriculum, including for children with additional learning needs. The course includes a six-week teaching experience with a particular focus on student teachers working collaboratively with members of the teaching team, children, parents and whānau to enact local curriculum consistent with Mātauranga a iwi.

### TCHG383: Ako 5: Ako me Te Reo Māori 6: Ki te Wheiao—Bringing it all together

Building on preparatory work in TCHG309, student teachers undertake inquiry-based teaching practice and demonstrate they can work with complex theoretical constructs and in contextually attuned ways. In a component of te reo Māori me ōna tikanga, Ki te Wheiao, student teachers become familiar with more complex language structures and text types and use their growing corpus of language for working in early childhood care and education settings. Eight weeks of teaching experience requires student teachers to demonstrate they can assess, plan and engage with groups of children, considering their role as kaiako, the environment and the diverse life-worlds of children and their whānau.

Student Teachers complete 10 Days in Centres (DICs) across the teaching weeks of the course, followed by a six-week full-time block in their placement centre.

## Key dates

Dates	
8 July 2024	Trimester 2 begins
Week of 16 September	TCHG224 Whānau Ako Group meeting 2. Class on Tuesday morning
Week of 16 September	Whānau Ako Zoom meeting with Associate Teachers: <ul style="list-style-type: none"> <li>• TCHG224, Monday 18<sup>th</sup>, 7 – 8.30pm</li> <li>• TCHG383, Tuesday 19<sup>th</sup>, 7 – 8.30pm</li> </ul>
Tuesday 24 September	TCHG224 Briefing for Six-Week Professional Practice placement, 10am – 11.50am (as part of TCHG 224 class)
Wednesday 25 September	TCHG383 Briefing for Six-Week Professional Practice placement, 1.10pm – 3pm (as part of TCHG383 class)
October 7 – Nov 15 October 14- Nov 22	TCHG224: Professional Practice: Six weeks full-time in centres TCHG383: Professional Practice: Six weeks full-time in centres
Week of 14 October Week of 28 October	TCHG 224 Whānau Ako Group Professional Practice-focused meetings in weeks 2 and 4. Date and time to be confirmed by Whānau Ako kaiārahi
Week of 21 Oct Week of 11 Nov	TCHG 383 Whānau Ako Group Professional Practice-focused meetings in weeks 2 and 4. Date and time to be confirmed by Whānau Ako kaiārahi
22 November	TCHG 224 assignment 3 Due
6 December	TCHG 383 assignment 2 Due
3 and 4 December	TCHG 383 assignments 3 & 4 Due
3 and 4 December	TCHG383 wānanga, including Te Ara Hāpai inquiry presentations and assessment, te reo assessments, and mihi whakamutunga

NB: There will be three TCHG383 Whānau Ako hui incorporated into the class time on Wednesdays in Trimester 2 to support Student Teachers to develop and refine their teaching inquiry plans prior to their six-week block placement.

# NGĀ MEA TUARUA: PROFESSIONAL LEARNING COMMUNITIES AND PROFESSIONAL PRACTICES

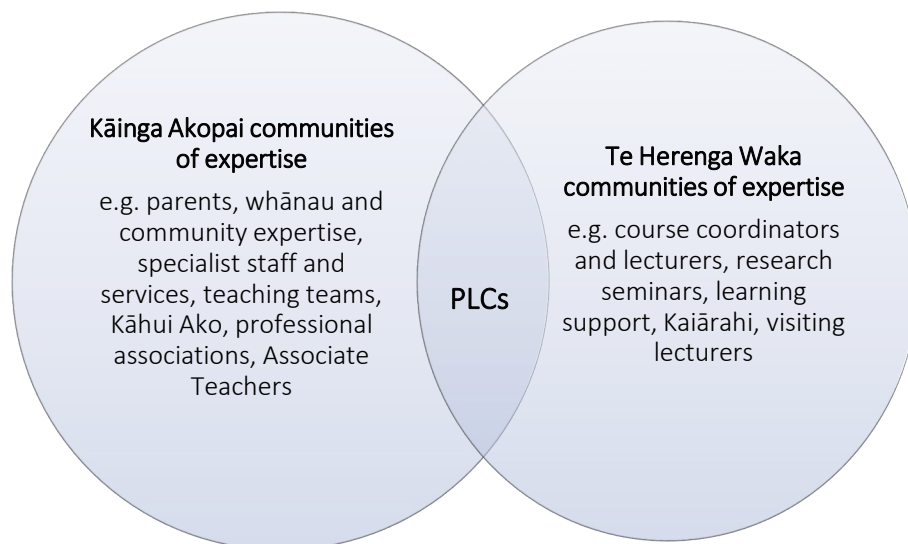
## Professional learning communities

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 14-15), 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 form part of the Ako programme strand. The triad of Student Teacher, their Associate Teacher, and their Whānau Ako kaiarahi and Visiting Lecturers exists at the intersection of these two communities of expertise, as shown in the diagram above.

## Year Two Whānau Ako

The year two Whānau Ako programme builds on the FYE programme in year one. Student Teachers will participate in Whānau ako rōpū, each comprising around 12 students, which will be closely connected with the two Professional Practice placements embedded in TCHG220 and TCHG224.

The year two rōpū will meet once before the TCHG224 Professional Practice placement to:

- Review their progress with te reo me ngā tikanga Māori and towards meeting the Key Teaching Practices (KTP) and identify their own individual goals for their TCHG224 Professional Practice placement.

During their TCHG224 placement, Student Teachers will participate in two practicum-focused Whānau Ako hui (one in week 2 and one in week 5) to facilitate discussion on, and support for, their progress with their goals.

## Year Three Whānau Ako

In year three the Whānau Ako rōpū are embedded in TCHG383 and provide support to students as they prepare and undertake their teaching inquiry during their professional practice placement. Student Teachers will work with their Whānau Ako kaiārahi as part of their TCHG383 classes on three occasions to support the development of their individual teaching inquiries prior to beginning their placement. Two further Whānau Ako hui will take place during the Professional Practice placement with a final hui occurring in the study week between the conclusion of the Professional Practice placement. In the final programme wānanga, Student Teachers report on their teaching inquiries as part of their Te Ara Hāpai culminating integrative assessment.

## Associate Teacher meetings

In order to build collaboration with Associate Teachers, one-hour Zoom meetings will be scheduled for Associate Teachers working with Student Teachers completing the Professional Practice placements for TCHG224 and TCHG383. These meetings will include a briefing on the assignments associated with the respective Professional Practice placement together with a focus on the ongoing development of the Whānau Ako PLCs. They will provide opportunities for discussion about Associate Teachers' perspectives of the programme, including the assessments, Key Teaching Practices and the practicum indicators.

The meeting with Associate Teachers connected to TCHG224 will be held on Monday 18<sup>th</sup> September from 7 – 8.30 pm. The meeting with Associate Teachers connected to TCHG383 will be held on Tuesday 19<sup>th</sup> September from 7 – 8.30 pm. Associate Teachers who are hosting Student Teachers for these placements will be sent an agenda and Zoom link for these meetings in the week of 11<sup>th</sup> September.

## Professional Practice placements

Professional Practice placements 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 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 of the programme, Student Teachers complete their Professional Practice as part of TCHG383. This placement comprises 10 Days in Centres (DICs) across the teaching weeks of trimester two, followed by a six-week placement.

Student Teachers are provided with clear and detailed information about their Professional Practice assignments in the TCHG224 and TCHG383 Course Structure and Assessment Information documents. A copy of the Professional Practice assignments for each BEd(Tchg)EC Trimester Two Professional Practice placement is included in this Handbook.

## Assessment of teaching on Professional Practice placements

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 placement. 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 placement, 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 is visited by a Visiting Lecturer as part of their block placement. In both TCHG224 and TCHG383, Student Teachers will receive two visits. Each 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, Programme Director 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.

Student Teachers **must** submit their Associate Teacher and Visiting Lecturer summative assessment reports using the report form submission link in the Assessment folder on their TCHG224 or TCHG383 Nuku sites.

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 those from the Visiting Lecturer(s) 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 full-time 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 assurances 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 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 updated in 2022, following their initial use in 2021. The changes proposed by the ECE team were finalised following consultation with our ECE Programme Advisory Committee.

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	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	5. Participate with a child, their whānau and colleagues in respectful dialogue

<b>Ngā Hononga Ngaio</b>	<b>6.</b> Draw on the TCANZ values, code and standards to address a professional or ethical dilemma
	<b>7.</b> Proactively apply strategies to meet professional responsibilities and enhance personal wellbeing
	<b>8.</b> Actively fosters respectful relationships and listens carefully and responsively to children and whānau
<b>Learning-Focused Culture   He Ahurea Akoranga</b>	<b>9.</b> Demonstrate in-depth understanding of individual children’s ways of being, knowing, doing and relating, and whānau contexts
	<b>10.</b> Explore diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities
	<b>11.</b> Draws on relevant resources, expertise and professional learning opportunities to respond inclusively to support children’s wellbeing, learning, growth and development
	<b>12.</b> Develop pedagogical approaches that address the affordances of the physical, emotional and spiritual environments
<b>Design for Learning   Te Hoahoa Akoranga</b>	<b>13.</b> Carefully observes children’s interactions with people, places and things
	<b>14.</b> Intentionally draws on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children
	<b>15.</b> Provides a wide range of experiences that attune with and extend children’s interests
	<b>16.</b> Participate within a teaching team to draw upon the contribution of theory, research evidence and the curriculum to inform pedagogical approaches
<b>Teaching   Te Whakaakoranga</b>	<b>17.</b> Work with children in ways that support their wellbeing, learning, growth and development
	<b>18.</b> Maintains an awareness of the wider environment whilst working with a group or individual child
	<b>19.</b> 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 and associated indicators 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 each 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
- Identify goals for their professional learning and development, and reflect on the achievement of these goals
- 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** 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 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. (<https://www.wgtn.ac.nz/students/money/hardship-fund>)

## 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 only be given 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 a full license and 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, 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 Professional Practice absence form for the Education Professional Practice and Partnerships Office each day that they are absent. The form is available at this link: <https://forms.office.com/r/NnSnzcsVRp>
- 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, using the submission link on the TCHG383 Nuku site, after the final Professional Practice at the end of the third year. 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 creates 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 documentation must be submitted:

Documentation	Returned by	By when	Submission process
Associate Teacher and Student Teacher Agreement	Student Teacher	No later than Friday of Week 1 Professional Practice	STs to upload via the Nuku submission link
Interim Report: Associate Teacher	Associate Teacher	No later than Friday of Week 2 Professional Practice start date	ATs to email to <a href="mailto:professionalpractice@vuw.ac.nz">professionalpractice@vuw.ac.nz</a>
Interim Report: Student Teacher	Student Teacher	No later than Friday of Week 2 Professional Practice start date	STs to upload via the Nuku submission link
Summative Professional Practice Reports	Student Teacher	No later than the Friday of the final week of	STs to submit via the assessment link on the course Nuku site

		Professional Practice placement	
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Professional Practice documentation can be found at <https://www.wgtn.ac.nz/education/teacher-education/teaching-experience/resources>

## 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](http://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](https://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](https://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.



# NGĀ MEA TUARIMA: PROFESSIONAL PRACTICE ASSIGNMENTS

## TCHG 224 Assignments

### **Aromatawai 3: PP Assignment 3: Using video as a tool to support reflections.**

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**Due:** Friday 22 November    **Length:** 1050 words    **CLO:** 2    **Weighting:** 30%

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#### **Part One**

During weeks 1 and 2 of your practicum, discuss with your Associate Teacher the protocols for undertaking video-recordings of your own teaching interactions with children. Use the University's permission form and ensure that you have sought further permission from parents if this is required by the centre's protocols.

During weeks 3 and 4 of your practicum, undertake several short video-recordings of you working with children. These video-recordings should be between 5 –10 minutes in length. Aim to undertake these across different aspects of the curriculum and with a range of children. Make sure that you follow the ethical considerations outlined in the "Ethical considerations for this assessment" section below. Select two of these video-recordings to reflect on in your written assignment.

In week 5 or 6, share your two selected video-recordings and discuss your practices evident within the recordings with your Associate Teacher. Use the requirements for part two to help you prepare for this discussion. You may wish to invite other members of the teaching team to be involved in this discussion.

#### **Part Two**

Reflecting on your professional practices, analyse and reflect on your selected videoed episodes and your discussion with your Associate Teacher with a particular focus on:

- Your attention to ethical considerations
- The range of pedagogical practices that you drew upon within the episodes and the extent to which these supported children's wellbeing and engagement
- The degree to which your pedagogical practices were intentional
- The extent to which your practices show you are progressing toward meeting the following Standards elaborations:
  - Demonstrate depth of curriculum, pedagogical and content knowledge, alongside Mātauranga-a-Iwi, in order to extend tamariki learning and wellbeing
  - De-privatise practice by being open to sharing ideas and critique and giving and receiving feedback

Ensure that you draw on both professional and scholarly literature to support your analysis and reflection.

#### ***Ethical considerations for this assessment***

There are important ethical dimensions to this assignment, so although you will be briefed on these ethical aspects, please make sure that you think through and prepare for your ethical responsibilities as fully as possible before undertaking any video-recordings.

1. Prior to undertaking any video-recording of your interactions with children, you must discuss the assignment with your Associate Teacher and identify any protocols that the centre has in place for video-recordings that include images of children, including making sure that you are aware of any children who you are not able to include in video-recordings. Ensure that you follow these protocols completely. This may mean using the centre's device to undertake your video-recordings. Use the University's permission form to gain permission from your Associate Teacher to undertake your-video recordings before starting any recording.

2. When you wish to begin video-recording your interactions with the children you need to informally check with them that they are okay with this. You could say something like: “Is it alright for me [or whoever is doing the videoing] to video what we are doing? I want to use the video to help me learn to be a teacher”.
3. If a child or children say “No” then it is important that you respect this and do not proceed. You could try again at another time, but if they say “No” again, do not continue to ask if they are happy to be part of your video-recordings. Instead, make sure that you focus your video-recordings on your interactions with other children (who you will also need to check for their assent as in 2 above).
4. If children say “Yes” to your interactions with them being video-recorded but then change their mind once you are recording, you need to respect this and stop the recording. As above, you may try again later, following the same approach as in 3 above.
5. Throughout the process of asking children for permission to video-record your interactions with them and then video-recording your interactions, you will need to be alert to their signals to judge whether or not they are comfortable with you video-recording the interactions. They may use non-verbal communication to tell you that they do not wish to participate through their body language or by walking away. Respect their feelings and be prepared to stop recording if any child is uncomfortable.
6. Once you have completed your video-recordings, decide which two recordings you want to use for your assignment. Delete any other unused video-recordings if they are on your personal device. If on the centre device, your Associate Teacher may want to share recordings with children’s whānau. If the video-recordings used for your assignment are on your personal device, ensure that you delete these when you submit your assignment. Complete the *Student Teacher Completion Form* and include with your assignment.

## TCHG 383 Assignments

### **Aromatawai 1: Professional inquiry – Te Ara Hāpai:** Inquiry interim reports:

**Due date:** Friday 27 September 11.59pm    **Length:** Max 10 PPT slides & notes.

**CLO:** 1

**Weighting:** 10%

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This task supports students to meet the first learning objective of TCHG383:

- Undertake a small-scale teaching inquiry.

The purpose of this assessment is to provide students with feedback on their proposed inquiry topic and plan, prior to beginning their six-week final Professional Practice (PP) placement. Students are required to work closely with their Associate Teacher during their Days in Centres component of the course to identify and negotiate a small-scale teaching inquiry into their own practice that is also relevant to the ECE centre context that they are undertaking their PP placement in. Alongside this, students will work with their Whānau Ako rōpū and kaiārahi on three occasions in class sessions during the course-work component of the course to develop and refine their inquiry plan in preparation for undertaking their inquiry during their six-week block placement.

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During your **10-weeks of Days in Centres**, you will identify and negotiate a focus for your teaching inquiry with your Associate Teacher. The focus of your inquiry is on your teaching practice and how you can support children's wellbeing and learning in an area that is a **curriculum priority for your placement centre**. Possible focus areas for your inquiry might include (but are not limited to):

- Social inclusion
- Integrating reo me ngā tikanga Māori within the programme
- Supporting inclusion of particular groups of children, for example, from a Pacific, migrant, refugee or multi-linguistic background or who need developmental or learning support.
- Strengthening provision for a curriculum domain area agreed to by you and the teaching team.

While the focus of your inquiry is on your own teaching practice, your Associate Teacher and other members of the teaching team may also choose to engage in inquiry into their practice alongside your work. While you may begin your PP Days in Centres with some ideas about possible inquiry topics, you must be prepared to adjust your plans as you negotiate the focus of your inquiry with your Associate Teacher.

To support you in developing your inquiry plan, in **weeks 3, 6 and 9 of the course class session**, you will work with your Whānau Ako rōpū and kaiārahi to discuss and refine your inquiry plan.

Prior to each of these sessions, prepare a set of PowerPoint slides that provide an overview of your proposed inquiry **at that point**, including:

- Your overall topic and developing inquiry question.
- Your plans for data collection and analysis
- Your plans for and progress in gaining permissions from teachers and parents for the collection of data about current practice and children's wellbeing, learning and engagement to inform your teaching inquiry and of evidence of your practice as you implement actions developed from your inquiry data.
- Possible indicators that you could use to indicate the effectiveness of your practice as you implement actions developed after analysing your inquiry data.
- Any questions you have or issues that you are facing in developing your inquiry plan.

It is expected that your PowerPoint slides will develop and become more refined over the ten weeks of Days in Centres and coursework sessions. You will hand in your final set of slides after the third Whānau Ako session.

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## **Aromatawai 2: PP Assignment: Curriculum, assessment and planning**

**Due:** Friday 6 December, 11.59pm **Length:** 1200 words, excluding references **CLO:** 2

**Weighting:** 20%

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This task supports students to meet learning outcome two for this course:

- Draw on their understandings and assessments to plan for groups of children and the environment, including pedagogical practices they will draw on

### **Part 1:**

The assignment task builds upon the work that you are doing in your inquiry for Aromatawai 1 and 3. You will use the information gathered as part of your inquiry and your work implementing your inquiry action plan as the basis for this assignment.

At the end of week 3 of your block placement, summarise what you have learned in relation to your inquiry question about:

- the centre context
- whānau aspirations for their children's learning
- children's wellbeing and learning
- pedagogical practices that you have been using to date.

You might like to use a mind-map or other pictorial diagram to present this information. Include this summary as an appendix to your assignment.

### **Part 2:**

In weeks 3 – 6 of your placement, as you implement your action plan that you have developed for your inquiry (see Aromatawai 3), record at least three pieces of narrative documentation that capture the work that you have been doing to implement your action plan and the impact of your work on children's wellbeing and learning. Draw on the ideas for evaluating the success of your inquiry that you developed in your inquiry plan to help you identify and describe shifts your practice and the differing impact on the children's wellbeing and learning that you have observed. Share your narratives with your Associate Teacher and, where possible, the wider teaching team. Include each piece of narrative assessment as an appendix to your assignment.

### **Part 3:**

After your PP placement is completed, write a critical reflection on your narrative documentation, including discussion of:

- The shifts in your own pedagogical practices and the impact on children's wellbeing and learning as a result of your inquiry.
- The challenges and successes that you experienced in terms of facilitating children's curriculum experiences related to your teaching inquiry.

Ensure that you draw on literature and theory to support your reflection.

### **Aromatawai 3: Professional inquiry – Te Ara Hāpai:** Oral presentation of culminating integrative assessment (15 minutes) and written peer critique (500 words)

**Due date:** Oral presentation and oral feedback 3/4 December during wānanga

**CLOs:** 1 - 4

**Weighting:** 50%

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This task supports students to meet each of the learning objectives for TCHG383:

- Undertake a small-scale teaching inquiry
- Draw on their understandings and assessments to plan for groups of children and the environment, including pedagogical practices they will draw on
- Use a comprehensive range of Te reo Māori vocabulary and complex language structures in teaching practice
- Incorporate Māori worldviews when teaching in early childhood contexts.

This assessment task requires you to report on your teaching inquiry undertaken during your six-week block PP placement. It also fulfils the requirements of the Teaching Council of Aotearoa New Zealand that, at the conclusion of your initial teacher education programme, you complete a *Culminating Integrative Assessment* that demonstrates that you can effectively integrate theory and practice and synthesise your learning across the Standards.

The assessment asks you to apply the knowledge, capabilities, and skills you have developed throughout your BEd(Tchg)EC degree to inquire into your own professional practice, using a teaching inquiry approach. Your inquiry should be grounded in the values and commitments expressed in Te Waharoa and *Te Whāriki* (Ministry of Education, 2017) and consider the complex relationships between teaching and learning.

The assessment is an example of what the Teaching Council refers to as a complexity task. It gives confidence that graduates can address the complexities of practice by demonstrating the ability to consider and integrate elements from across all the Standards as you undertake your inquiry. The assessment can also provide evidence of progress towards meeting the Key Teaching Practices, listed in the Assessment Framework for the Bed(Tchg)EC programme.

#### **Part 1:**

Following approval of your final inquiry plan by the course coordinator (based on your PowerPoint slides submitted for Aromatawai 1), in **week one** of your block placement make sure that you have gained completed permission forms as required for your inquiry. These may include:

- Completed permission form from your Associate Teacher to access children's assessment portfolios, and to undertake observations of the programme and take photographs of the centre environment and learning experiences related to your inquiry question.
- Completed permission forms from parents of any children that you intend to specifically focus on as part of your teaching inquiry. If your inquiry focus is a programme-wide focus, then your Associate Teacher's permission will be sufficient.
- Completed permission forms from parents and teachers who you specifically seek information from that will form part of your inquiry data. This might include informal conversations with parents about their aspirations for their children in relation to the focus of your inquiry questions and discussions with teachers about their own practice in relation to your inquiry focus that you can use to consider your own practice.

In **weeks one – three** of your block PP placement, collect data to inform your teaching inquiry using the methods and approaches outlined in your approved inquiry plan. Where you have permission from your Associate Teacher to access children's assessment portfolios and these are available to children in the centre, invite the children to share their portfolio with you. Analyse your data as you go, so that you are building insights into possible actions and which aspects of your own practice you will focus on in weeks four – six.

At the end of week three, use the template on Nuku to prepare an action plan that you can use to guide your next steps. Your action plan should:

- Include a summary of the data you have collected and analysed in the first three weeks.

- Include a set of specific actions that you will implement over the final three weeks of the placement. These should address environmental aspects (including the physical and interpersonal environment) and identify specific teaching strategies and practices that you may draw on to support children’s wellbeing and learning in relation to your inquiry question.
- Reflect the bicultural nature of *Te Whāriki*
- Include 4-6 indicators that you can use to help you evaluate progress in implementing the specific actions you include in your action plan.

Discuss your draft action plan with your Associate Teacher to ensure that what you are planning to do is a good fit for your centre’s philosophy and pedagogical approach.

In **weeks four – six** of your block placement, implement your action plan that has emerged from your data collection and analysis. Collect evidence of your implementation to support your evaluation of your teaching inquiry. Sources of evidence may include:

- Narrative records of your planning and implementation of experiences that you have offered as you implemented your action plan. Ensure that you include detail of how you worked with children in these experiences so your teaching practices are visible.
- Photographs of the centre environment and/or resources that you have set up to support your inquiry plan actions, or of you working with children in experiences that you have planned and implemented.
- Notes of conversations with teachers or parents about their perceptions of the impact of your inquiry.
- Reflective journal entries that you’ve kept during your inquiry process.

You will draw on these sources of evidence to support your presentation in the final programme wānanga.

## Part 2:

During the final programme wānanga on 28/29 November, you will give a 15-minute oral presentation, supported by PowerPoint slides, to your Whānau Ako rōpū and kaiārahi.

Your presentation should:

- Give an overview of your inquiry focus and the centre context.
- Describe your data collection and analysis methods.
- Present your action plan.
- Evaluate your progress in implementing your action plan.
- Critically assess and reflect on:
  - How your implementation of your inquiry plan reflects capabilities drawn from across the Standards and the BEd(Tchg)EC programme
  - Your values, commitments, and responsibilities in light of *Te Waharoa* and the *TCANZ Code and Standards*, and how these inform your role as an advocate for transformative education.
  - The extent to which your implementation of your action plan reflected the bicultural nature of *Te Whāriki*, including the authentic use of reo me ngā tikanga Māori.
  - Gaps in your learning and your intentions to address these as you progress to your next career stage.

You must submit the PowerPoint slides and notes using the assessment submission link by 11.59pm on the day that you give your presentation (i.e., either the 28<sup>th</sup> or 29<sup>th</sup> November).

In addition to your presentation, you are also required to give oral and written feedback to two other members of your Whānau Ako rōpū. Your Whānau Ako kaiārahi will advise who you are to give feedback to when the rōpū meets for the presentations. You must:

- Give oral feedback to the two students at the conclusion of their presentation.
- Write a 250-word feedback statement for each student (i.e., 500 words in total) and submit this using the feedback link on Nuku by 11.59pm on Thursday 30<sup>th</sup> November.

Your feedback on other students’ presentations may address:

- The coherence between their inquiry focus, data collection and analysis, and action plan
- The implementation of the action plan
- The extent to which their reflection has responded to the presentation requirements.

- Your insights into the inquiry topic as a result of hearing the presentation.

#### **Aromatawai 4: Oral presentation in te reo Māori (20 minutes group presentation)**

**Due date:** Oral presentation 3 / 4 December during wānanga

**CLOs:** 3, 4

**Weighting:** 20%

#### **Kaupapa**

This assessment provides evidence of your progress with Course learning objective 3. It builds on your reo development progress from the first half of the year and our commitment to the Mātauranga a iwi cross-programme priority. Specifically:

- Te Ao Māori – Continually develop and implement te reo me ngā tikanga Māori and mātauranga-a-iwi in their teaching practice.
- Iwi Māori – Establish and maintain reciprocal relationships with diverse Māori communities to meet their unique education aspirations.
- Whakaakoranga – Implement Māori pedagogy and culturally and linguistically sustaining practices in response to current education and place-based priorities.

#### **Mahi**

In groups of 4, prepare a twenty-minute presentation to be delivered in class.

1. Prepare and deliver a formal oral pepeha/mihimihi structure to introduce yourself.
2. Introduce your last placement ECE centre and briefly describe the history of the centre, the location, the local Iwi and the composition of staff and the tamariki.
3. Share a whakatauki, kiwaha or waiata in relation to your ECE centre and discuss why the whakatauki, kiwaha or waiata is appropriate.
4. 3 – 5 questions in reo Māori to facilitate discussion between your group.

As you give your oral presentation, you will be assessed on your ability to communicate in te reo Māori as you present, ask, and answer questions in your group. Prompts and cues can be used as part of your oral presentation.