**BEd (Teaching) ECE Degree: Indicators Of Practice Leading Towards Demonstration Of Key Teaching Practices, Code And Standards**

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| **Key Teaching Practices (to be evident by programme completion)** | **Indicators of practice leading towards demonstration of Key Teaching Practices, Code and Standards** |
|  | **Year One** |
| **TCANZ Values, Code and Standards** | * Demonstrates understanding of Teaching Council Code of Professional Responsibility Values: Whakamana, Pono, Manaakitanga and Whanaungatanga * Maintains confidentiality, trust and respect * Meets professional requests appropriately * Uses professional language (i.e., avoids slang, provides accurate language models for children) * Uses people’s names, pronounces them correctly * Demonstrates respect for the diversity of the heritage, language, identity and culture of all children in their practicum setting * Begins to reflect on their understandings of unconscious bias and racism in their own practice * Dresses appropriately * Shows understanding of appropriate professional boundaries with children and whānau * Follows VUW ethical processes for gaining consent to access information from the TE centre (e.g., observations, copies of policies) * Follows centre’s policies, especially concerning children’s wellbeing and safety * Begins to reflect on their role as advocates for transformative education for tamariki and whānau, and for teachers and the profession |
| **Standard 1: Te Tiriti o Waitangi partnership ǀ Te Hononga Pātui i Raro o Te Tiriti o Waitangi** | |
| **Key Teaching Practices** | **Year One** |
| * Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm Māori children as Māori * Model the use of te reo, tikanga, and Mātauranga-a-iwi in all aspects of the programme | * Demonstrates awareness of centre policies pertaining to Te Tiriti o Waitangi * Increasingly incorporates elements of te reo and tikanga Māori into their own practices * Participates in centre Te Tiriti based practices * Models kaitiakitanga, respect and care for the environment and living things * Demonstrates an understanding of local mana whenuatanga * Demonstrates openness to hearing different perspectives and to valuing the knowledge and histories that children, teachers and whānau bring * Beginning to make links between *Te Whāriki* and te Tiriti-led practices in their centre |
| **Standard 2: Professional Learning ǀ Akoranga Ngaiotanga** | |
| **Key Teaching Practices** | **Year One** |
| * Provide evidence of ongoing critical reflection that enhances learning and wellbeing for a ngā tamariki * Collaborate with colleagues in respectful, open and critical professional discussions | • Beginning to reflect on how their life experiences influence their interactions with teachers, children and whānau in the centre  • Shows initiative in seeking advice and guidance and responds to feedback, taking appropriate action   * Sets and actively works to achieve personal TE goals * Takes opportunities to find out about individual children from teachers and parents/whānau * Recognises and actively works to develop own content knowledge to support children’s interests   • Takes opportunities to participate in discussions about *Te Whāriki*, children’s wellbeing and learning |
| **Professional Relationships ǀ Ngā Hononga Ngaio** | |
| **Key Teaching Practices** | **Year One** |
| * Participate with children, their whānau and colleagues in respectful dialogue * Draw on the TCANZ values, code and standards to address a professional or ethical dilemma * Proactively apply strategies to meet professional responsibilities and enhance personal wellbeing * Actively fosters respectful relationships, and listens carefully and responsively to children and whānau | * Demonstrates communications skills that contribute to effective relationships * Engages in warm, empathic, respectful and responsive interactions with children, families/whānau and colleagues * Understands importance of, and works to develop relationships with all children who attend the immediate setting * Demonstrates attunement and affirms children’s efforts * Developing awareness of peer dynamics * Demonstrates openness to hearing different perspectives and to valuing the knowledge and histories that children, teachers and whānau bring * Takes up opportunities to become actively involved in the life of the centre and centre community * Relates easily and well to children, families/whānau and teachers from different cultural backgrounds * Understands who to approach when/if professional concerns and/or personal wellbeing issues arise * Communication with children, whānau and staff about what they have observed is undertaken professionally |
| **Standard 4: Learning Focused Culture ǀ He Ahurea Akoranga** | |
| **Key Teaching Practices** | **Year One** |
| * Demonstrate in-depth understanding of individual children’s ways of being, knowing, doing and relating, and whanau contexts * Explore diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities * Draws on relevant resources, expertise and professional learning opportunities to respond inclusively to support children’s wellbeing, learning, growth and development * Develop pedagogical approaches that address the affordances of the physical, emotional and spiritual environments | * Observes individual children before beginning interactions and considers their play, learning, and wellbeing * Is beginning to consider and participate alongside children’s play intentions, aspirations, and concerns * Describes to individual children sequences of events (what’s going to happen next for them/others/ the environment) * Interactions with children are founded on a credit-based perspective * Interactions demonstrate awareness of diverse ways of working with children in order to sustain languages, culture, and identity * Affirms individual children for taking chances, overcoming difficulties and persisting with solving problems * Guides children’s interactions and behaviours with others in positive ways, including specific praise and encouragement and modelling positive interactive strategies * Beginning to identify how the physical and digital environment impact on equity |
| **Standard 5: Design for Learning ǀ Te Hoahoa Akoranga** | |
| **Key Teaching Practices** | **Year One** |
| * Carefully observes children’s interactions with people, places and things * Intentionally draws on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children * Provides a wide range of experiences that attune with and extend children’s interests * Participate within a teaching team to draw upon the contribution of theory, research evidence and the curriculum to inform pedagogical approaches. | * Demonstrates understanding of the principles and strands of *Te Whāriki* * Developing awareness of the holistic nature of children’s learning and development * Seeks information to help with understanding the centre context and community * Requests permission to view children’s portfolios in order understand children and their wellbeing and learning interests more deeply * Begins to make connections between *Te Whāriki* and their own practices * Uses understandings of key pedagogical approaches to inform teaching interactions * Understands the importance of observation as a foundation for understanding children’s wellbeing and learning |
| **Standard 6: Teaching ǀ Te Whakaakoranga** | |
| **Kay Teaching Practices** | **Year One** |
| * Work with children in ways that support their wellbeing, growth, learning and development * Maintains an awareness of the wider environment whilst working with a group or individual child * Works across the full range of the curriculum, engaging meaningfully with all children | * Engages in reciprocal genuine conversations with children around their wellbeing, learning, and interests. * Provides adequate wait time for children to think and respond * Uses non-verbal communication effectively with children and is beginning to “read” children’s non-verbal communications * Responses affirm and strengthen children’s ideas, and development of learning dispositions * Models using a variety of culturally diverse resources to facilitate learning and play (e.g., books, play equipment, natural resources, internet) in a variety of domain areas * Able to support children’s decision making, problem solving, wellbeing and creativity * Identifies opportunities for children to make choices * Notices children on the periphery and invites them to participate * Models specific interaction strategies to support children’s interactions with others |