**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 Three** |
| **TCANZ Values, Code and Standards** | * Integrates the Teaching Council New Zealand values and Code of Professional Responsibility commitments into their professional practice * Maintains confidentiality, trust and respect * Makes and meets professional requests appropriately * Actively makes use of knowledge of children’s heritages, languages, identities and cultures to engage responsively with all children * Actively seeks to recognise and address unconscious bias and racism in their own practice * Demonstrates commitment to the ECE service and the teaching profession * Demonstrates ethical behaviours in relation to informed consent, participation, beneficence and non-maleficence in all aspects of practice * Contributes to a professional culture that upholds the Teaching Council Code of Professional Responsibility * Clearly demonstrates appropriate professional boundaries with children, whānau and colleagues * Actively engages as an advocate 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 Three** |
| * 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 continued growth in te reo me ngā tikanga applicable to the local Māori community * Acts as a kaitiaki for the environment and living things, drawing on local knowledge about place. * Offers new knowledge or resources to contribute to centre Tiriti-led practices * Demonstrates culturally affirming teaching practices * Planning starts from a position of supporting children’s cultural ways of knowing and being * Draws upon *Te Whāriki* and *Tātaiako* to inform Tiriti-led practices * Models appropriate practice such as pēpeha, mihimihi and koha * Articulate the expectations of Māori whānau for their learners * Draw on the cultural contexts of Māori ākonga * Incorporate local Māori knowledge, Māori pedagogies and place-based learning into teaching and learning |
| **Standard 2: Professional Learning ǀ Akoranga Ngaiotanga** | |
| **Key Teaching Practices** | **Year Three** |
| * 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 | * Uses critical reflection to strengthen practices and pedagogies that enhances learning and wellbeing for ngā tamariki * Considers how their life experiences, cultural identity, ancestral and family histories and assumptions and beliefs impacts on their interactions with teachers, children and whānau in the centre * Draws on feedback, prior reflection, research and professional literature when setting and implementing goals for developing own practices * Identifies where there are gaps in own knowledge and actively seeks to address these * Articulates reasons for choosing specific teaching strategies and interactions * Collaborates with others in professional discussions to implement and evaluate new ideas for children’s wellbeing and learning * Articulates the interface between *Te Whāriki* and their own practices * Participates in team-wide professional learning opportunities when available and appropriate |
| **Professional Relationships ǀ Ngā Hononga Ngaio** | |
| **Key Teaching Practices** | **Year Three** |
| * 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 foster respectful relationships, and listen carefully and responsively to children and whānau | * Develops rapport with, and engages in warm, responsive and respectful interactions with children, whānau and colleagues * Proactively develops relationships with all children who attend the immediate setting * Is attuned to and affirms children’s learning dispositions * Attentively attuned to peer dynamics * Seeks different perspectives and to demonstrates through practice how the knowledge and histories that children, teachers and whānau bring are valued in the centre * Actively participates in the team, contributing to team culture and wider centre community activities * Explains and beginning to use multiple approaches for working collaboratively with whānau * Develops relationships with whānau to gain insights into individual children’s learning * Shares understandings and information about children’s wellbeing and learning with children, whānau and colleagues positively and professionally * Interactions with adults actively promote positive images of children * Guides and supports children’s interactions and behaviours with others positively and with empathy, using inclusive strategies * Understands centre’s processes and systems for raising professional concerns and uses these appropriately when/if concerns arise * Uses Code and Standards to inform decision-making about meeting professional responsibilities * Takes opportunities to advocate on children’s behalf with other adults * Takes responsibility for proactively managing personal wellbeing * Demonstrates negotiation skills and ability to compromise * Explain and demonstrate strategies and approaches for building respectful relationships |
| **Standard 4: Learning Focused Culture ǀ He Ahurea Akoranga** | |
| **Key Teaching Practices** | **Year Three** |
| * 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 * Draw 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 | * Uses initiative to observe, scan for, and foster a safe, inclusive and engaging holistic environment for all children and their whānau * Accurately identifies and responds equitably to all children’s play intentions, aspirations, and concerns * Effectively contributes to centre rituals and routines that support all children, their whānau, and teachers to manage daily transitions * Individual children’s unique expertise are acknowledged in interactions * Developing and beginning to use a diverse repertoire of effective teaching strategies to sustain languages, culture, and identity * Supports all children with sensitivity and identifies safe opportunities for them to take chances, overcome difficulties and persist with solving problems * Adjusts practices to match individual children’s temperaments and styles * Promotes and facilitates interactive relationships amongst the community of children * Fosters children’s awareness of their own and others’ physical and emotional safety * Addresses the limitations and maximises the affordances of physical and digital learning environments to achieve equity goals (e.g., gender, culture, diverse abilities) |
| **Standard 5: Design for Learning ǀ Te Hoahoa Akoranga** | |
| **Key Teaching Practices** | **Year Three** |
| * Carefully observe children’s interactions with people, places and things * Intentionally draw on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children * Provide 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. | * Has in-depth understanding of *Te Whāriki*, *Tātaiako* and *Tapasa* and uses these to guide planning and practice * Gains and uses assessment information in a professional, ethical manner. * Assessment and planning practices recognises and addresses the inter-related and holistic nature of children’s wellbeing and learning * Recognises children’s learning dispositions in action * Seeks and uses assessment information from children, parents and colleagues to notice, recognise and respond to children and their learning interests and dispositions * Demonstrates an understanding of the centre context and structure and how these relates to the community it serves and influence teaching and learning * Uses a wide repertoire of observational techniques to support assessments and inform teaching decisions * Contributes to the assessment and documentation of children’s learning within the centre * Uses understandings of children’s wellbeing and learning to inform their planning and teaching decisions * Planning shows understanding of children’s individual learning progressions and supports their learning to become more complex and integrated over time * Planning demonstrates understanding of appropriate and intentional use of child- and teacher-led learning experiences * Accesses and uses the environment and resources, including those in the community, to support, challenge and extend children’s engagement and learning. * Sets up environment to enable children to independently access and adapt learning resources |
| **Standard 6: Teaching ǀ Te Whakaakoranga** | |
| **Kay Teaching Practices** | **Year Three** |
| * Work with children in ways that support their wellbeing, growth, learning and development * Maintain an awareness of the wider environment whilst working with a group or individual child * Work across the full range of the curriculum, engaging meaningfully with all children | * Engages in warm, open, sustained, genuine conversations with children that co-constructs understandings * Integrates non-verbal communication effectively in conversations with children and adults * Responses affirm and strengthens the development of all children’s ideas, learning dispositions, play strategies, and their working theories in the moment and over time * Engages in meaning facilitation of children’s play and learning across all domain areas * Fosters children’s independent exploration and skills in trying things out * Supports children’s decision making, critical thinking and creativity * Recognises individual children as experts in particular fields and values and calls upon their expertise as well as on their own. * Encourages children to re-visit prior experiences and make links with the wider world * Assists children to identify next learning steps * Uses teaching strategies that promote higher order thinking and transferral of learning * Intentionally draws on a range of teaching strategies to work effectively with all learners, including EAL learners * Actively supports children to develop and use strategies for independent and collaborative learning * Articulates and provides a rationale for their philosophy of teaching and learning * Strives to achieve congruence between their espoused philosophy and their actual practices * Plans and engages in sustained learning experiences with individuals and groups * Supports other teachers to engage children in sustained learning experiences by using initiative and stepping in where needed   Supports children to develop and practice negotiation and group participation skills |