**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 Two** |
| **TCANZ Values, Code and Standards** | * Understands their responsibilities in upholding the professional commitments to all elements of the code
* Maintains confidentiality, trust and respect
* Meets professional requests appropriately
* Uses professional language (i.e., avoids slang, provides accurate language models for children)
* Actively seeks out knowledge about the diversity of the heritage, language, identity and culture of all children in their practicum setting
* Reflects on their understandings of unconscious bias and racism in their own practice
* Works to put in place appropriate professional boundaries with children and whānau
* Gains and uses pedagogical information in a professional, ethical manner.
* Requests permission to view children’s portfolios in order to use assessment information to inform their teaching
* Initiates discussion for half-way report
* Follows centre’s policies
* Begins to set goals for their role as advocates for transformative education for tamariki and whānau, and for teachers and the profession
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| **Standard 1: Te Tiriti o Waitangi partnership ǀ Te Hononga Pātui i Raro o Te Tiriti o Waitangi** |
| **Key Teaching Practices** | **Year Two** |
| * 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
* Pronounces words correctly, especially children’s names
* Actively supports centre’s Te Tiriti-based policies and practices
* Incorporates elements of te reo and tikanga Māori into their own practices on a daily basis
* Models kaitiakitanga, respect and care for the local physical environment and living things
* Demonstrates a commitment to culturally affirming teaching practices and locally relevant curriculum
* Draws upon *Te Whāriki* and *Te Whatu Pōkeka* to inform Tiriti-led practices
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| **Standard 2: Professional Learning ǀ Akoranga Ngaiotanga** |
| **Key Teaching Practices** | **Year Two** |
| * 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
 | * Reflects on, and adapts, own professional practices, informed by knowledge of the local context, research, theory and course content
* Draws on prior reflection and seeks feedback when setting and implementing goals for developing own practices
* Actively works to develop own content knowledge to support and extend children’s interests and learning dispositions
* Strengthening own understandings of the connections between children’s wellbeing and learning, *Te Whāriki* and relevant theories
* Beginning to articulate teaching strategies, theories and values that underpin their practice
* Contributes to discussions about *Te Whāriki,* children’s wellbeing and learning
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| **Professional Relationships ǀ Ngā Hononga Ngaio** |
| **Key Teaching Practices** | **Year Two** |
| * 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
 | * Communication with children and their families about what they have observed is undertaken caringly, positively and professionally
* Interactions with colleagues and parents are characterised by respectful, positive attitudes
* Actively works to develop relationships with all children who attend the immediate setting
* Demonstrates attunement and links children’s efforts to their developing learning dispositions
* Increasingly attuned to peer dynamics
* Demonstrates openness to hearing different perspectives and to valuing the knowledge and histories that children, teachers and whānau bring
* Actively participates as a member of the team and seeks opportunities to become involved in the life of the centre and centre community
* Relates easily and well to children, families/whānau and teachers from different cultural backgrounds
* Takes opportunities to find out about individual children from teachers and parents
* Takes initiative and approaches parents and whānau in a relaxed, professional manner
* Explains multiple approaches for working collaboratively with whānau
* Beginning to share information about children’s wellbeing and learning with parents in positive, professional manner
* 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 range of strategies to proactively manage personal wellbeing
* Demonstrates negotiation skills and ability to compromise
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| **Standard 4: Learning Focused Culture ǀ He Ahurea Akoranga** |
| **Key Teaching Practices** | **Year Two** |
| * 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 children and scans wider environment to enable optimal responsiveness to children’s play, learning, and wellbeing
* Accurately identifies and partners with children in their play intentions, aspirations, and concerns
* Effectively supports individual children to manage daily transitions
* Interactions are built on a view of children as competent and capable
* Affirms children for taking chances, overcoming difficulties and persisting with solving problems
* Developing and beginning to use a repertoire of effective teaching strategies to sustain languages, culture, and identity
* Supports children when taking chances, overcoming difficulties and persisting with solving problems
* Encourages children to take increasing responsibility for their own actions and toward others
* Requests and reinforcement of limits are framed in terms of what children can do (providing children with alternative strategies/ behaviour)
* Adapts physical and digital environment to achieve equity goals (e.g., gender, culture, diverse abilities)
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| **Standard 5: Design for Learning ǀ Te Hoahoa Akoranga** |
| **Key Teaching Practices** | **Year Two** |
| * 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 increasing understanding of *Te Whāriki*, and beginning to use to guide planning and practice
* Makes connections between children’s wellbeing and learning, and relevant theories of learning and development.
* Beginning to recognise children’s learning dispositions in action
* Shares emerging understandings of children’s learning, based on observations
* Developing confidence in using a repertoire of observational techniques to support assessments and inform teaching decisions
* Uses observational data to inform planning for curriculum experiences
* Engages with the complex, non-linear nature of children’s learning
* Beginning to contribute to the assessment and documentation of children’s wellbeing and learning within the centre community
* Seeks assessment information from children, whānau and colleagues to notice, recognise and respond to children’s perspectives, interests and learning dispositions
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| **Standard 6: Teaching ǀ Te Whakaakoranga** |
| **Kay Teaching Practices** | **Year Two** |
| * 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 warm, open, sustained, genuine conversations with children around their wellbeing, interests, and learning
* Uses non-verbal communication effectively and sensitively attunes/ responds to children’s non-verbal cues
* Responses affirm and strengthen the development of children’s ideas, learning dispositions, and play strategies
* Recognises opportunities for, and facilitates meaningful play experiences, drawing on a range of resources and domain areas
* Actively listens to children’s contributions, provides adequate time and space for children’s input, and provides children with opportunities to make choices.
* Fosters children’s curiosity
* Praise and encouragement are specific
* Encourages children to revisit prior experiences and make links to the wider world
* Attunes practices to fit individual children’s temperaments and styles
* Facilitation of curriculum experiences takes account of participatory needs and aspirations of all children, including EAL learners
* Offers clear feedback to children on their learning, using a credit-based approach
* Assists children to identify further learning opportunities
* Recognises individual children as experts in particular fields, and values and calls upon their expertise as well as on their own.
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