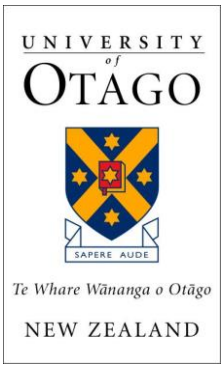

Bachelor of Teaching

Early Childhood Education

Professional Experience Handbook

2022

Note: In 2022 we are introducing a new programme to at Year 1 students and "teaching out" an old programme for Years 2 & 3 students. We are only using one handbook, but you will see different references to the different year levels to take account of this.

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Introduction to Early Childhood Professional Experience (Year 1)

For Year 1 students There are some new elements to the Introduction

Initial Teacher Education programmes at the University of Otago College of Education are informed and underpinned by our Conceptual Framework. This framework combines the principles of ako, kaitiakitaka, equity, and transformative practice with the central touchstone of āta. This conceptual framework underpins our practices in all aspects of our programme*.

Principles of ITE design and delivery, Te Kura Ākau Taitoka ki Ōtepoti me Murihiku

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TRANSFORMATIVE PRACTICE

Professional Experience provide student teachers with the opportunity to develop as competent and reflexive kaiako† who are able to integrate theory and practice in a critical and analytical way in partnership with early childhood settings.

As part of our ITE programme's commitment to Te Tiriti o Waitangi partnership, we are focused on bicultural practice. Student teachers are increasingly developing their understanding of te ao Māori and te reo Māori as a basis for incorporating a bicultural perspective into their teaching and learning. Student kaiako will be using contextually appropriate te reo me ngā tikanka Māori as relevant to the early childhood setting and wider community. Ultimately, student kaiako are focused on working in partnerships with communities of practice to utilise mana-enhancing pedagogies in relation to the principles, strands and domains of mana in *Te Whāriki.*

During their Professional Experience student teachers will integrate the theoretical and practical components of the course. This integration is a vital component in the development of a reflexive practitioner. To facilitate this process student teachers will be guided by their University Visiting Lecturer and Associate Kaiako, who will encourage them to analyse their strengths and areas for

* The full conceptual framework *Conceptual Framework for Initial Teacher Education Programmes*, University of Otago College of Education is available on request from Gwynneth Cundall at: Gwynneth.cundall@otago.ac.nz

† Where appropriate, the term 'kaiako' is used to replace 'teacher', "because it conveys the reciprocal nature of teaching and learning, which is valued in [*Te Whāriki*]" (Ministry of Education, 2017, p. 7).

development, set personal goals, and increasingly utilise reflexive praxis. As part of this process, the student kaiako are expected to critically scrutinise their practice in light of theory, attitudes, values, and beliefs. The process should lead to a transformation of practice where student teachers consciously make and implement plans that bring about new ways of defining their worlds.

An important outcome of the programme is for student kaiako to engage in a reflexive cycle of inquiry focused on their teaching capabilities and professional learning and development. To this end, student kaiako will work towards competently and confidently articulating their practice; explaining their teaching and learning decision making; articulating how theories about teaching and learning are shaping what they do; and formulating their own teaching/learning philosophy. Additionally, by the end of the programme, the student kaiako will meet, with support, all of the expectations of *Our Code Our Standards* and will be capable of carrying out all of the Key Teaching Tasks.

The basis of our degree programme's conceptual framework is āta, described as a cultural tool guiding understandings of wellbeing and responsive and reciprocal relationships. Our three-year progression responds to this focus on relationships, engaging with Barbara Rogoff's planes of analysis – the personal, the interpersonal, and the institutional (Rogoff, 2003). In the personal dimension we focus on how the individual makes meaning of situations and practice in the early childhood education context, and how they construct their own understanding in response. In the interpersonal domain the exploration moves from the individual to an examination of the inter-relationships between people, places, and things and how these impact on our understanding and practice. The third plane is the institutional/cultural; the ways in which institutional and cultural beliefs and values influence how practice is constructed in the many settings related to early childhood education.

We take these ideas into each of the three years of the programme, as student kaiako expertise grows in the community of kaiako. In the first year we privilege student teachers' explorations of their own beliefs, values, and expectations of learning and teaching in early childhood. As Manning-Morton (2006) states, knowledge is power, but self-knowledge is empowering. This personal exploration supports student teachers' journeys of critical inquiry of their own professional learning and teaching to improve their emerging practice. Developing self-knowledge and knowledge of children has to take place in an atmosphere of trust and mutual respect with people you come to know well over time (Osgood, 2006).

The second year's focus is on the interpersonal plane, focusing on the student's relationships with all children, parents/families/whānau, and colleagues in inclusive early childhood settings as part of a team and community of practice. The relationships between the principles and strands of *Te Whāriki* and the student's curriculum content knowledge (Hedges & Cullen, 2005) are explored and applied in teaching practice. During this year student teachers learn how, in the context of manaakitaka and whakawhanaungataka, children's learning can be extended to promote connectedness and continuity (Fleer, Edwards, Hammer, Kennedy, Ridgway, Robbins & Surman, 2006).

We aim to have developed a strong community of learners by the programme's third year when we engage with Rogoff's third plane of analysis – the institutional. In this year student teachers are encouraged to not only think about children as learners in the centre setting, but to also explore broader social, cultural, and political issues impacting on the curriculum; parents/families/whānau; young children; and children's life-long learning. Student teachers explore how they might live curriculum with children and others. Student teachers debate curriculum as they are called upon not only to become politically aware of their profession but also to deepen their levels of inquiry into effects on children's learning. Student teachers will come to understand the key role they have to reflect the concept of *pono*, to *be genuinely and sincerely* concerned for *social justice*, to become advocates for children and their parents/families/whānau.

Student teachers are encouraged to reflect on their own beliefs and value systems and are supported while exploring how these influence their perceptions of children and other adults. Student teachers are asked to engage with the aspiration statement and principles of *Te Whāriki* before they turn their attention to strands and goals. The image of the child conveyed throughout the programme is one of a rich and competent child, whose learning will be enhanced through interactions with people, places, and things over time. During Professional Experience student teachers will use a range of strategies for assessment, including sociocultural assessment (narratives/learning stories), to inform their intentions as they plan for young children's learning. Over the three years of the course there is an expectation that students will become more critical in their thinking. In the first year we are expecting them to reflect on their own beliefs and values, and as a result gain a better understanding of the beliefs and values of others. In the second year students are able to articulate how power mediates learning within interpersonal relationships. By the end of the third year they can also identify how power within teaching relationships is mediating equity, inclusion, te Tiriti o Waitangi partnership, communities of practice, intercultural knowledges and relationships. These will support them to learn to recognise the key role adults have in enhancing opportunities to extend children's learning.

Introduction to Early Childhood Professional Experience (Years 2 & 3)

Professional practice provides students with the context in which they have the opportunity to develop as competent and reflexive kaiako* who are able to integrate theory and practice in a critical and analytical way.

During Professional Practice students will integrate the theoretical and practical components of the course. This integration is a vital component in the development of a reflexive practitioner. To facilitate this process students will be guided by their University Visiting Lecturer and Associate/Mentor kaiako who will encourage them to analyse their strengths and areas for development, set personal goals, and gradually become capable of reflexive praxis – critical scrutiny of their practice in light of theory, attitudes, values, and beliefs. The process should lead to a transformation of practice and further refinement of one's theories about their work.

An important outcome of the programme is for student kaiako to competently and confidently articulate their practice; to explain the reasons for their decisions and choices as kaiako; to explain how theories about teaching and learning are shaping what they do; and to formulate their own teaching philosophy.

The requirements of professional practice follow a progression from Year 1 to Year 3. In concert with our degree's conceptual framework, we engage with Barbara Rogoff's planes of analysis – the personal, the interpersonal, and the institutional (Rogoff, 2003), for supporting student kaiako learning. In the personal dimension we focus on how the individual makes meaning of situations and practice in the early childhood education context, and how they construct their own understanding in response. In the interpersonal domain the exploration moves from the individual to an examination of the inter-relationships between people, places, and things and how these impact on our understanding and practice. The third plane is the institutional/cultural; the ways in which institutional and cultural beliefs and values influence how practice is constructed in particular settings.

We take these ideas into each of the three years of the programme, as student kaiako expertise grows in the community of kaiako they are coming to be part of. In the first year we privilege students' explorations of their own beliefs, values, and expectations of learning and teaching in early childhood. As Manning-Morton (2006) states, knowledge is power, but self-knowledge is empowering. This personal exploration supports students' journeys of critical inquiry as they work towards becoming members of the early childhood community and profession. Developing self-knowledge and knowledge of children has to take place in an atmosphere of trust and mutual respect with people you come to know well over time (Osgood, 2006).

The second year's focus is on the interpersonal plane, focusing on the student's relationships with all children, parents/families/whānau, and colleagues in inclusive early childhood settings. The

* Where appropriate, the term 'kaiako' is used to replace 'teacher', "because it conveys the reciprocal nature of teaching and learning, which is valued in [*Te Whāriki*]" (Ministry of Education, 2017, p. 7).

relationships between the principles and strands of Te Whāriki and the student's curriculum content knowledge (Hedges & Cullen, 2005) are explored and applied in teaching practice. During this year students learn how, in the context of high quality relationships, children's learning can be extended to promote connectedness and continuity (Fleer, Edwards, Hammer, Kennedy, Ridgway, Robbins & Surman, 2006).

We aim to have developed a strong community of learners by the programme's third year when we engage with Rogoff's third plane of analysis – the institutional. In this year students are encouraged to not only think about children as learners in the centre setting, but to also explore broader social, cultural, and political issues impacting on the curriculum; parents/families/whanau; young children; and children's life-long learning. Students explore how they might live curriculum with children and others. As Nuttall and Edwards (2007) emphasize "the curriculum should be child-centred and yet reflexive, socially constituted, and understanding and respectful of diversity." (p. 17). Students debate curriculum as they are called upon not only to become politically aware of their profession but also to deepen their levels of inquiry into effects on children's learning. Students will come to understand the key role they will have as change agents of the future. In this respect students are encouraged to become advocates for children and their parents/families/whānau.

The early childhood curriculum has a strong focus on bicultural practice. Students will begin to develop their understanding of te ao Māori and te reo Māori as a basis for incorporating a bicultural perspective into their teaching. Engagement with Te Whāriki and with issues of curriculum are intimately bound up in the notion of developing relationships on a personal/professional level, which will enhance the student kaiako commitment to children's learning.

Students are encouraged to reflect on their own beliefs and value systems and are supported while exploring how these influence their perceptions of children and other adults. Students are asked to engage with the aspiration statement and principles of Te Whāriki before they turn their attention to strands and goals. The image of the child conveyed throughout the programme is one of a rich and competent child, whose learning will be enhanced through interactions with people, places, and things over time. During professional practice students will use a range of strategies for assessment, including sociocultural assessment (narratives/learning stories), to inform their intentions as they plan for young children's learning. They will learn to recognise the key role adults have in enhancing opportunities to extend children's learning.

Professional Practice Progression for Student Learning (Year 2 & 3)

	Year One	Year Two	Year Three
Size of Group	1-1 and small group	1-1 and small groups	1-1 small groups and whole setting
Assessment, Planning, Children's Learning	Learning in ECE. Children as learners. Assessing learning. Assessment informs planning for learning.	Sociocultural assessment to inform planning for learning with a focus on connecting past, present and future to recognise/create continuity in children's learning.	Sociocultural assessment informs planning for learning, revisiting, continuity, complexity, and involvement with children/parents/families/whānau in setting learning goals.
Curriculum Knowledge	Exploring *Te Whāriki* – understanding the elements of the framework. Developing an understanding of curriculum and pedagogical content knowledge.	Weaving *Te Whāriki* – weaving together the principles, strands, and domains of mana to provide meaningful learning opportunities. Continuing to develop an understanding of curriculum and pedagogical content knowledge.	Living *Te Whāriki* – comprehensive knowledge of the aspiration statement, principles, strands and domains of mana to effectively inform practice.
Inquiry, critical reflection and being reflexive	Reflect on and analyse personal practice using a model of reflection, for example DATA (Describe, Analyse, Theorise, Act). Recognizes that people have differing perspectives about learning and life.	Reflect on and analyse the complexity of relationships and learning using multiple models (e.g. Children's Questions, bioecological model, DATA model, etc.). Can describe the influence of power and its impact on learning.	Reflect critically on the social and political context and its influences on practice, inclusion and learning using, for example, Rogoff's planes of analysis – the personal, interpersonal, and institutional.
Relationships	Focus on individual relationships.	Focus on inter-relationships with children, kaiako, parents/families/whānau and the supportive role of govt and non govt agencies.	Focus on the complexity of relationships in institutional settings.
Treaty of Waitangi and bicultural practice	Develop an awareness of the principles of the Treaty in practice and how they are integral to Te Whāriki. .	Consider the Treaty principles and their relationship to Te Whāriki when assessing and planning for learning and teaching.	Plan and implement pedagogical practices that are culturally responsive to all children.
Inclusion	Identifying practices to include all children.	Identifying possible barriers to learning and implementing supports.	Implementing pedagogical practices to include all children.

Assessment, Planning, Children's Learning

At the beginning of the programme the focus is on clarifying the image of the child as integral to early childhood philosophy, pedagogy, and curriculum, and understanding each child as a unique learner within the learning community.

In the second year students are expected to develop their competence in terms of planning for learning, using formative assessment to generate evidence for decision-making.

In the final year the focus will integrate professional and curriculum knowledge to plan effective curriculum for diverse learners.

Assessment

Year One students will begin to develop an understanding of the nature of learning in early childhood settings, and the role of assessment. They will also start to develop competence with formative assessment using Te Whāriki, focussing on learning dispositions, working theories, and domains of mana.

In **Year Two** students will be expected to use formative assessment and narrative practices to inform their intentions and teaching, with a focus on connectedness and continuity in children's learning. kaiako planning will account for continuity, competence, and community, as they strengthen dispositions, working theories, and mana. It is expected that students will be able to use a range of teaching strategies and that their decision-making will remain informed by Te Whāriki.

In **Year Three** students will regularly use assessment as a basis for increasing the complexity of children's learning taking into account parents/family/whānau and early childhood setting goals and aspirations for children. Interpretations of learning will continue to account for learning dispositions, working theories, and mana in a range of domains. They will critically evaluate the quality of assessment data and use evidence in their decision-making about teaching and learning.

Planning to increase the complexity of children's learning

We ascribe to the view that learning drives development and that Te Whāriki constitutes learning in particular ways: in relation to learning dispositions, working theories, and mana.

In **Year One** students will begin to develop an understanding of the role of Te Whāriki in the assessment process and in guiding decision-making about intentional planning for learning. Students will become aware of the process of children's learning and of a range of communication skills and teaching strategies to identify and support this. The main emphasis will be on individual learners, but students will be encouraged to engage with small groups of children across the curriculum.

In **Year Two** students will develop an understanding of curriculum which is inclusive, reflects Te Whāriki and the context of children's lives. There will a greater focus on connectedness and continuity working towards increasing the complexity of children's learning. This will be informed by formative and narrative assessment, and be developed as learning is intentionally provoked across the curriculum. They will continue to be intentional about using appropriate approaches and teaching strategies to facilitate learning, and documenting this. The main emphasis will be on individual and small group contexts, but students will be increasingly encouraged to work with larger groups of children across the setting.

In **Year Three** the principle focus is on creating a context which will focus on continuity of learning, supporting the development of children's learning dispositions, working theories, and mana, within the framework of Te Whāriki. Students will be responsible for working in a way that contributes to a curriculum that is both equitable and inclusive. Importantly, they will be able to show and articulate, with substantive evidence, how they have supported and added complexity to children's learning over time in collaboration with the teaching team.

The ability to plan effective curriculum for the community of learners in the setting, for small groups and individual learners is an expectation. Student kaiako planning will develop from documented and

undocumented assessment. This will inform the environment; resources; care routines; experiences; and the approaches and strategies they will use to provoke learning. This planning for learning will be documented. Students will show confidence working with Te Whāriki and all learning areas and aspects of the curriculum, using these as locations in which children's learning dispositions, working theories, and mana can be enhanced. They will take an integrated approach to curriculum and planning. Students will be responsive to the context, including taking account of locally held goals for children's learning and will work confidently with both small and large groups of children. Where appropriate they will attend planning meetings and start to contribute to teaching team discussions. Students will be able to critically discuss their intentions for teaching and learning in the curriculum, and how this relates to the local context.

Curriculum Knowledge

Year One

Students should be able to explain the principles, strands and domains of mana of Te Whāriki, and how the curriculum constitutes learning and assessment. They will be able to identify the practical implications of the curriculum. Students will start to develop their confidence and skills in noticing and recognising the development of curriculum area concepts within children's engagement across the curriculum, with a focus on maths; technology; ICT; language; and arts-related learning, as explored in the first year curriculum papers.

Year Two

Students will use Te Whāriki to frame their practice as they work towards increasing the complexity of children's learning and fostering the development of dispositions. Students will continue to develop their confidence and skills in noticing, recognising, and responding to the development of curriculum area concepts, with a focus on maths; technology; ICT; language; and arts-related learning, as explored in the first year curriculum papers. This year they will add to this, also focussing on curriculum for *People under Three*; science; social science and P.E and health, as explored in the second year curriculum papers. This will be viewed in an integrated way to ensure an holistic approach.

Year Three

Students will be able to implement a balanced curriculum for children based on the aspiration statement, the principles, strands and domains of mana of Te Whāriki. They will critically analyse what they have achieved in relation to the implementation of Te Whāriki. They will demonstrate competence in differentiating curriculum experiences to maximise participation across planned groups and whole centre activities.

Inquiry, critical reflection and being reflexive

This programme is based on the belief that to provide appropriate learning contexts for children, students need opportunities to be critically reflexive about their practice within curriculum and the programme (Brookfield, 1995). Essential to being reflective is the ability to see things differently, to be alert to hegemonic assumptions and it also "means an engagement in critical conversation" (Brookfield, 2002 p. 17). Goodfellow and Sumsion (2000) emphasise the value of encouraging students to engage in reflective practice. We build on this and expect our student to become reflexive about their work as teachers. We take an approach to teaching that sees "pedagogy as reflexive praxis" (Salvatori, 1996, p. 4, original emphasis).

In terms of student teachers' developing identity as teachers:

> This means that a teacher should be willing to interrogate the reasons for his or her adoption of a particular theory and be alert to the possibility that a particular theory and the practice that enact it might be ineffectual, or even counterproductive, at certain times or in certain contexts. (Salvatori, 1996, p. 4).

In our programme this means that student kaiako have regular opportunities to interrogate their beliefs and practices in light of the cornerstones of the programme: ako, scholarship, partnership, community, and social justice. Reflexivity is integral to identity work because, "it entails a dialectal process, reviewing the self while taking into consideration the other" (Danielewicz, 2001, p. 157).

Critically reflexive kaiako know about the effects they are having on a situation and how what happens in education has the potential to change the life experiences and worlds of themselves and others. See the table on p. 7 for an outline of what is expected in terms of critical writing as students move from year 1-3.

Education Council - *Our Code Our Standards*

A full copy can be found at:
https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf

The code of professional responsibility and the standards for the teaching profession have been developed to, "set out the high standards of ethical behaviour expected of all members of the teaching profession" (Education Council of New Zealand, 2017, p. 6) and "describe the essential professional knowledge in practice and professional relationships and values required for effective teaching" (Education Council of New Zealand, 2017, p. 16)

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. Graduates entering the profession will understand the critical role kaiako play in enabling the educational achievement of all learners.

Examples of The Code of Professional Responsibility can be found at:
https://educationcouncil.org.nz/sites/default/files/Code%20Guidance%20FINAL.pdf

In Years One and Two student kaiako will develop an understanding of the code and standards and implications for practice. They will begin gathering and curating evidence of their practice in accord with these. The expectation is that they will meeting these by the end of their third year. In Year Three students will be required to critically reflect on their practice using the code and standards as a basis for personal goal setting. They will be required to demonstrate how they have met the code and standards in practice before they graduate.

Relationships

Working with children

Year One

A key focus will be on establishing and maintaining relationships with children and staff. Students will begin to develop an understanding of the importance of knowing children well and establishing relationships with parents/families/whānau, mindful that their knowledge of children and the quality of the relationships will influence the quality of the teaching and learning. There will be a focus on getting to know individual children.

Year Two

During this year it is expected that students will continue to develop their confidence and skills establishing relationships with parents/families/whānau and effective relationships with children. It is important that these relationships reflect the principles of Te Whāriki – e.g. they will empower children, will be reciprocal, holistic, and reflect the context of the children's lives. There will be a particular focus on working with small groups of children.

Year Three

Students will become closer to emulating the role of kaiako in their relationships with children, parents/families/whānau, and kaiako colleagues, becoming an integral member of the learning and community and community of practice. It is expected that they will demonstrate the ability to work effectively one-to-one, with small groups, and with larger groups of children, and engage in all care routines under the supervision of their Associate/Mentor Kaiako.

Working with adults – staff and parents/families/whānau

In **Year One** students will establish relationships with staff in early childhood centres with a focus on personal relationships. These relationships will be based on the students' developing understanding of professionalism.

In **Year Two** students will be working as a member of the team and will begin to establish relationships with parents/families/whānau under the guidance of their Associate/Mentor Kaiako, with a focus on interpersonal relationships.

In **Year Three** students will be expected to work as a fully functioning member of the early childhood team. They will be able to relate professionally to their Associate/Mentor Kaiako and their teaching team as well as to parents/family/whānau and other professionals. Students will be encouraged to critically reflect on the effectiveness of their professional and institutional relationships.

Centre management

In **Year One** there is a focus on an awareness of and engagement in routines. Students will confidently manage centre routines such as mealtimes, hand washing etc., by the end of **Year Two**.

By **Year Three** students will show initiative in instigating and managing all centre routines when appropriate. They will be able to demonstrate an understanding of centre administration. In consultation with, and under the guidance of their Associate/Mentor Kaiako, students will be involved in all care routines.

The Treaty of Waitangi and Bicultural practice

In **Year One** the focus is on students gaining an understanding of the principles of The Treaty of Waitangi and their relationship to the implementation of Te Whāriki. They will also develop an understanding of te ao Māori and basic te reo Māori and the rationale for this. In **Year Two** students will be encouraged to become more proficient in conversational te reo Māori and integrate contextual te reo Māori me ngā tikanga Māori. In **Year Three** there will be a focus on integrating contextual te reo Māori me ngā tikanga Māori into curriculum so that students are able to demonstrate biculturalism in practice and confidently articulate this.

Inclusion

Students in the early childhood degree programme will engage with issues of social justice and critically reflect on the implications this has on themselves as kaiako, the children in their centres, effective pedagogy and practices to ensure inclusive practice.

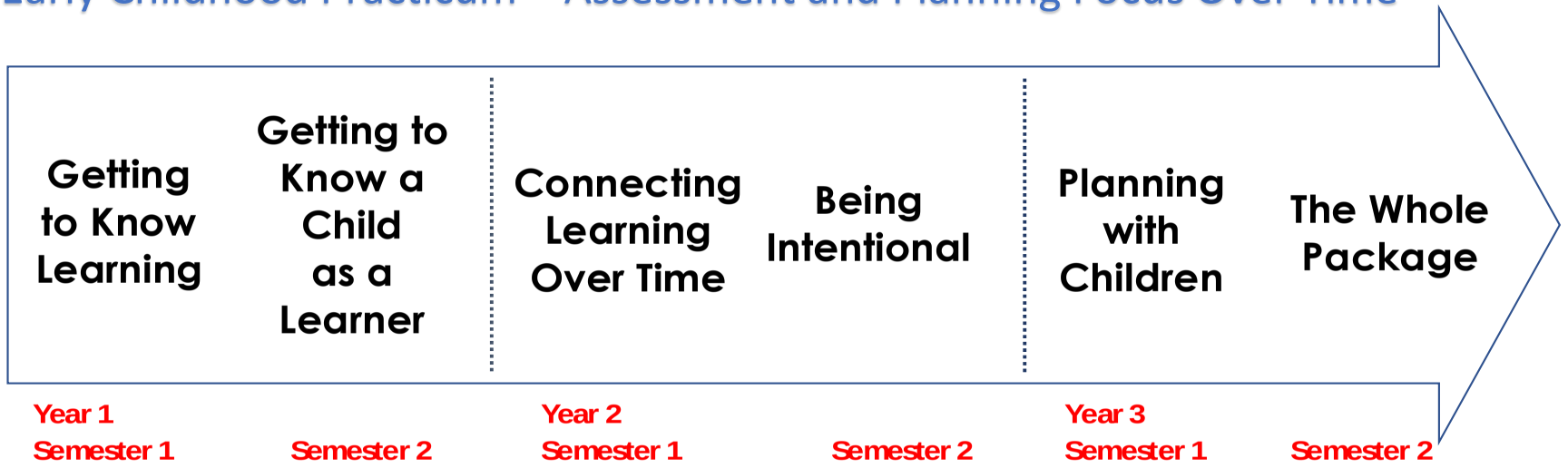
Providing positive guidance

In **Year One** students will develop an understanding of, and skills to, provide positive feedback to children and how this is informed by Te Whāriki. They will be aware of the importance of setting fair and realistic expectations for children.

In **Year Two** students will, under the supervision of their Associate/Mentor Kaiako, be involved in the guidance of children's behaviour – using positive strategies and upholding the mana of the child at all times.

In **Year Three** students will get to know children well enough to confidently guide their behaviour. The emphasis will be on critically reflecting on how the learning environment impacts on behaviour and also on encouraging children to develop self-management skills. All strategies used and limits set will focus on empowering children to be involved in any conflict-resolution and decision-making with the use of positive strategies/techniques.

Early Childhood Practicum ~ Assessment and Planning Focus Over Time



Develop profile of children against the principles, strands, domains of mana (learning dispositions & working theories of *Te Whāriki*)

1 child — 2-3 children — Larger groups

Document episodes of learning for child

Noticing & Recognising …connectedness and continuity in …and complexity in learning

Identify possible "Where to next" using *Te Whāriki*

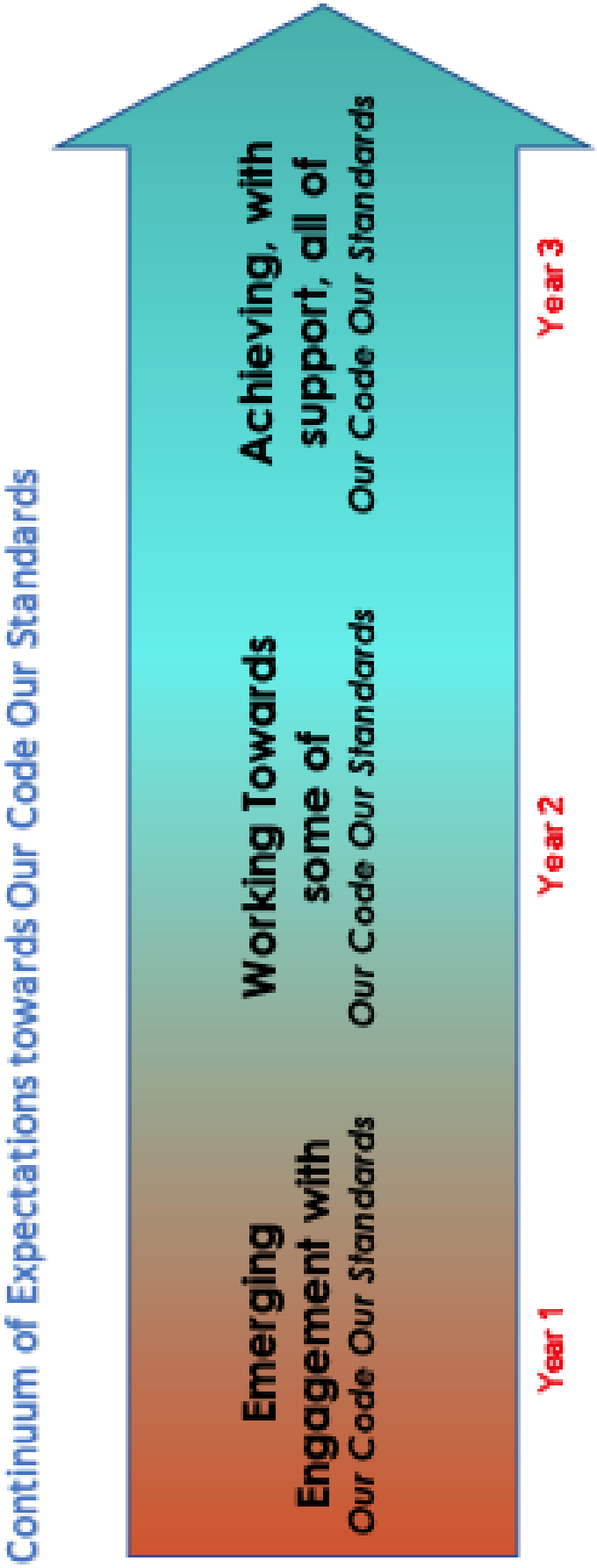
…and plan to extend or provoke →

Implement this plan
Document as a teaching story →

…and as part of a critical inquiry

Nov. 2017

University of Otago College of Education Expectations for *Our Code Our Standards* (Year 1)



Attendance (All years)

Students will be required to maintain 100% attendance, including lectures/tutorials and professional practice, to pass the related papers.

If in a kindergarten students will complete the entire shift, starting and finishing at the same time as their Associate/Mentor Kaiako.

If in an education and care setting, students will complete a 35 hour week (7 hrs per day which excludes a lunch break), engaging in a range of shifts where appropriate. Students should strive to gain experience in a variety of early and late shifts.

On block placements students can take one weekly non-contact time with their associate, and some of this time can be used for mentoring. On the weekly postings, a students should not take non-contact time even if your associate does.

Any absences from professional practice must be communicated to your associate, visiting lecturer and recorded in the online professional experience portal SONIA, and this time then has to be made up. This is to be arranged between the student, Associate/Mentor, and Visiting Lecturer. If there are any concerns the Paper Co-ordinator should also be contacted.

Outcomes Expected From Professional Practice (Years 2 & 3)

Kaiako who:

- Critically reflect on their practices by identifying the theories which underpin their practice and evaluating these in relation to their own competence.
- Articulate their philosophy of teaching and use this as a basis for their curriculum planning.
- Know the key principles of learning and development of infants, toddlers, and young children.
- Have an ability to work with infants, toddlers, and young children and engage in care routines.
- Assess children in an appropriate way and use these assessments as a basis for planning curriculum.
- Understand the principles, strands, and domains of mana of Te Whāriki.
- Know the concepts, strategies, and processes of curriculum learning areas as they apply within an early childhood integrated curriculum.
- Plan for curriculum which reflects the principles of Te Whāriki and leads to the achievement of the goals, learning outcomes and mana of each of the strands, for all children.
- Demonstrate a range of teaching strategies.
- Participate in responsive and reciprocal relationships.
- Implement an integrated curriculum.
- Identify the components of a quality early childhood curriculum.
- Demonstrate an understanding of the socio-cultural context of children and their parents/families/whānau in New Zealand.
- Have a basic understanding of te reo Māori, which they plan for and integrate into the curriculum in a meaningful way.
- Understand tikanga Māori and articulate and reflect this in their practice.
- Address equity issues – gender and inclusion.
- Work in partnership with parents/families/whānau.
- Demonstrate effective consultation skills.
- Behave professionally at all times.
- Establish supportive and collaborative relationships with colleagues and other professionals within education and related services.
- Have a commitment to *Our Code Our Standards*, reflecting these in practice.
- Know the historical and philosophical basis of ECE.
- Demonstrate acceptance of all early childhood services and their respective philosophies.
- Stay up to date with Government policies and legislation.
- Demonstrate awareness of the administration and management requirements of early childhood centres.
- Participate in ongoing critical evaluation of their practice.
- Have a commitment to being lifelong learners.

Aims and Learning Outcomes of Professional Practice Courses (Years 1-3)

These learning outcomes, together with the Education Council *Our Code Our Standards*, set the framework for what is to be achieved during the professional practice period across the programme.

EDPR101 – The Practice of Early Childhood Teaching

Overall outcomes for professional practice Year One.

Learning Outcomes (used in Associate and Visiting Lecturer reporting)

Student teachers will be able to:

1. Demonstrate an understanding of what it means to act professionally and ethically in an early childhood context.
2. Use assessment and pedagogical practices in an early childhood context to facilitate children's learning.
3. Incorporate te reo Māori me ngā tikanga Māori in practice.
4. Demonstrate effective relationships and communication skills.
5. Reflect on teaching and learning experiences taking cognisance of appropriate theories

At the end of the first year it is anticipated that student teachers will:

- Work in an ethical and professional way.
- Be aware of the importance of working within legal requirements.
- Have an understanding of the key dimensions of practice in an early childhood setting.
- Be able to initiate and maintain effective relationships.
- Use appropriate skills of communication when relating to children and adults.
- Use communication to facilitate children's learning.
- Be using basic te reo Māori and demonstrate an awareness of tikanga Māori.
- Use assessment to inform their teaching.
- Have developed strategies to increase the complexity of children's learning.
- Critically reflect on their teaching and be able to relate these reflections to the theories underpinning practice in early childhood education.

EDPR201 – Relationships and the Practice of Teaching

Overall outcomes for professional practice Year Two.

Students will be able to:

1. Critically reflect on how relationships contribute to professional practice in early childhood.
2. Critically examine pedagogical practices in inclusive early childhood settings.
3. Explore strategies for increasing the complexity of children's learning using the framework of Te Whāriki.
4. Integrate te reo Māori me ngā tikanga Māori into pedagogical practice.

At the end of the second year it is anticipated that students will:

- Use assessment data to inform their practice.
- Provide opportunities that will increase the connectedness and continuity leading to increased complexity of children's learning.
- Use a range of teaching strategies to promote learning.
- Use the curriculum/learning areas in an integrated way to promote children's learning.
- Create an effective learning environment.
- Take responsibility for developing aspects of the learning environment.

- Use te reo Māori and demonstrate an awareness of tikanga Māori in connection with specific curriculum areas.
- Act professionally at all times demonstrating an understanding of Our Code Our Standards, legal requirements, and the professional aspects of being an early childhood kaiako.
- Critically reflect on their teaching practices making links to the theories underpinning early childhood practice.

EDPR301 – Professional Inquiry in(to) Practice 1

Learning Aims and Objectives

By the end of this paper, students will be able to:

1. Critically reflect upon their own practice in order to drive their continuing professional learning.
2. Facilitate connectedness, continuity and complexity of children's learning through quality assessment and pedagogical practices.
3. Integrate appropriate te reo me ngā tikanga Māori relevant to the early childhood setting and wider community.
4. Articulate how the political, social and cultural context significantly impacts on the teacher's role in ensuring the well-being of all children in Aotearoa-New Zealand.

Personalised Professional Experience

The focus of professional experience in Year Three is to provide students with the opportunity to become a confident, competent, and critically reflexive early childhood kaiako. The emphasis will be on a personalised learning approach. Personalised learning has become a strong focus in the education sector.

This is based on the principle of tailoring education to individual need, interest and aptitude in order to fulfil every child and young person's potential (DfeES 2004). "This requires the school to be responsive to individuals rather than adopting a stance of expecting pupils always to fit in with existing practices." (Ellis & Tod, 2009: 27)

With this personalised approach to professional experience, students, alongside their Associate/Mentor kaiako and Visiting Lecturer, will set directions for the learning journey to achieve the learning outcomes.

The learning outcomes, together with the Education Council *Our Code Our Standards*, set the frame for what is to be achieved during the professional practice period. The aim of the personalised learning approach is to ensure that early childhood kaiako mid way through their final year will:

1. **Critically reflect upon their own practice in order to drive their continuing professional learning. Students will:**

- Demonstrate progress towards the achievement of the Education Council *Our Code Our Standards*
- Critically reflect on professional, curriculum and pedagogical practice using these reflections to develop practice and to draft a philosophy of early childhood teaching.
- Maintains a professional e-portfolio including all the stated requirements as per the course outline.
  - Journal entries show evidence of critical thinking
  - Journal makes links between socio cultural theory, Te Whariki and teaching practice consistently using the Education Council's values, codes and standards (see Our Code Our Standards 2017).
  - Evidence of personalised planning that is consistently updated and is living documentation over the semester.

2. **Facilitate connectedness, continuity and complexity of children's learning through quality assessment and pedagogical practices. Students will:**

- Engage in assessment as a basis for planning to facilitate children's learning with a particular focus on connectedness, continuity and complexity
- Demonstrate a range of pedagogical strategies which provoke and inspire children's learning and participation within the framework of *Te Whāriki*
- Use a range of curriculum/subject-area-knowledge in an integrated way to facilitate children's learning

3. **Integrates te reo Māori me ngā tikanga Māori into practice relevant to the early childhood setting and wider community. Students will:**

- Show Māori understandings of the principles, strands and domains of mana of Te Whāriki and the cultural competencies of *Tātaiako* are evident in practice
- Foreground Māori understandings are articulated and reflected in documentation
- Demonstrate Intentional/planned integration of: contextual tikanga; te reo Māori kupu and sentences; horopaki Māori (Māori themes/topics) e.g. poi; rakau; waiata; waiata a ringa; pounamu, hakari (feasts), te whānau marama (family of light – astronomy) (tikanga, whakapapa, purākau/pakiwaitara, whakataukī inclusive)

4. **Articulate how the political, social, and cultural context significantly impacts on the kaiako role in ensuring the well-being of all children in Aotearoa-New Zealand. Students will:**

- Demonstrate the importance of the relationships the setting has with: Government; non-Government organisations, and other services and agencies, and how these impact on children's well-being, engagement and learning
- Work effectively to ensure inclusive environments are conducive to children's learning and wellbeing.
- Participate as an active member of a community of learners, which involves, children, kaiako and parents.
- Articulate how the political, social and cultural context impacts on their role in supporting children's learning.

EDPR302 – Professional Inquiry in(to) Practice 2

Learning Aims and Objectives

By the end of this paper, students will be able to:

1. Engage in critical teacher inquiry to contribute to a community of practice.
2. Engage in and support a community of practice.
3. Integrate contextually appropriate te reo me ngā tikanga Māori relevant to the early childhood setting and wider community.
4. Use the framework of *Te Whāriki* to plan for children's learning across the setting.
5. Articulate a teaching philosophy which reflects contemporary theory, policy and practice.

These learning outcomes, together with the Education Council *Our Code Our Standards*, set the framework for what is to be achieved during the professional practice period. Graduating early childhood kaiako will:

1. **Engage in critical teacher inquiry to contribute to a community of practice. Students will:**

- Continues developing personalised planning for own reflection and learning, maintaining its currency and having it available at all times.
- Engages within the process of critical inquiry and reflects on professional growth as a teacher
- Reflects on and evaluates their role as a team member in the centre

- Analyses the way in which they contribute to the overall functioning of the centre
- Critically reflects on their ability to take on increased responsibility within the curriculum/programme

2. **Engage in and support a community of practice. Students will:**

- Initiates dialogue reflective of current theory and research with associate teacher, kaiako and visiting lecturer
- Creates a community of learners with whanau, kaiako and tamariki in the centre
- Continues to reflect on political and institutional influences on centre practice

3. **Integrate contextually appropriate te reo me ngā tikanga Māori relevant to the early childhood setting and wider community. Students will:**

- Evidence of cultural competencies from policies such as Tātaiako in practice
- Engagement with the principles of Tiriti o Waitangi in practice
- Foregrounding the implementation of Māori understandings of principles, strands and domains of mana of Te Whāriki in practice and documentation
- Intentional/planned integration of concepts from te ao Māori and contextual te reo Māori kupu and sentences; horopaki Māori (Māori themes/topics)

4. **Comprehensively use the framework of Te Whāriki to plan for children's learning across the setting. Students will:**

- Uses and reflects on a range of pedagogical approaches and strategies to facilitate children's assessment and learning within the framework of Te Whāriki
- Intentionally plans for and revisits children's learning depositions and working theories to develop complexity in learning
- Utilizes a range of assessment practices for individual, small groups and larger groups of children
- Implements and innovative learning opportunities and environments which demonstrate continuity, connectedness and complexity
- Critically analyses and debates innovative ways of working ulitising policy such as Te Whatu Pōkeka

5. **Articulate a teaching philosophy which reflects contemporary theory, policy and practice. Students will:**

- Articulates and document's own philosophy of early childhood teaching
- Uses theory, policy and research to inform philosophy and practice

An early childhood graduate will have demonstrated the knowledge and skills outlined in *Our Code Our Standards*.

Te reo me ngā tikanga Māori progression (Years 1-3)

Summary – The following chart and diagram provides an overview of the early childhood programme across the three years.

	Semester 1	**Semester 2**
Year 1 - EARLY CHILDHOOD EDUCATION	Take note of the way the teachers use te reo Māori and demonstrate tikanga Māori in the centre over the two weeks. • Use greetings and farewells; karakia. • Identify and provide examples of Māori understandings of the principles and strands of *Te Whāriki* as seen in practice as explored in EDCR 101. • Identify Te Tiriti o Waitangi in practice – PARTNERSHIP; PARTICIPATION; PROTECTION as explored in EDPR 102. • Evaluate bicultural practice and set goals for semester 2.	Continuing to develop confidence and competence by responding to goals set in semester 1 professional experience, demonstrating: • Greetings and farewells; karakia; praise; instructions. • Integrate te reo Māori learned in EDCR 102 – including colours; numbers. • Use and evaluate te reo Māori resource made in EDCR 102. • Reflect on and provide examples of how Māori understandings of the principles and strands of *Te Whāriki* are reflected in your practice. • Make notes on integration of te reo me ngā tikanga Māori.
Year 2 - EARLY CHILDHOOD EDUCATION	Take every opportunity to increase your confidence in the use of te reo Māori me ngā tikanga Māori including: • Greetings and farewells, karakia; praise; instructions; Māori waiata. • Contextual use of language learned in EDPR 202 – numbers; location; whanau-related language; mihi mihi; incidental language. • Intentional/planned integration of contextual te reo Māori; Māori pukapuka; Māori pūrākau. • Reflecting on and articulating Māori understandings of the principles, strands and domains of mana of *Te Whāriki* in personal practice. • Reflecting on and providing examples of Tātaiako competencies as seen in practice. • Evaluate bicultural practice and set goals for semester 2.	Integrate te reo Māori me ngā tikanga Māori into pedagogical practice, continuing to develop confidence and competence by responding to goals set in semester 1 professional experience, demonstrating: • Greetings and farewells; praise; instructions; kiwaha (sayings); whakataukī (proverbs); Māori waiata. • Contextual instructional language reflecting language learned in EDPR 202. • Intentional/planned integration of contextual te reo Māori; Māori pukapuka (books); Māori purākau. • Reflecting specific mātauranga (knowledge) Māori in a tika (correct) manner. • Reflecting and articulating Māori understandings of the principles, strands and domains of mana of *Te Whāriki* in personal practice. • Reflecting on and providing examples of *Tātaiako* competencies as seen in personal practice.
Year 3 - EARLY CHILDHOOD EDUCATION	Integrate Te Reo me ngā tikanga Māori into practice. This will be demonstrated through: • Cultural competencies of Tātaiako evident in practice. • Foregrounding of Māori understandings of the principles, strands and domains of mana of Te Whāriki in documentation • Intentional/planned integration of contextual te reo Māori kupu and sentences; horopaki Māori (Māori themes/topics) e.g. poi; rakau; waiata; waiata a ringa; pounamu, hakari (feasts), te whānau marama (family of light – astronomy) (tikanga, whakapapa, purākau/pakiwaitara, whakataukī inclusive). • Evaluate bicultural practice and set goals for semester 2.	Integrate te reo and tikanga Māori into their practice. Continuing to develop confidence and competence by responding to goals set in semester 1 professional experience, demonstrating: • Evidence of cultural competencies of *Tātaiako* in practice. • The foregrounding of Māori understandings of the principles, strands and domains of mana of *Te Whāriki* in practice and documentation; • Intentional/planned integration of contextual te reo Māori kupu and sentences; horopaki Māori (Māori themes/topics) e.g. poi; rakau; waiata; waiata a ringa; pounamu, hakari (feasts), te whānau marama (family of light – astronomy) (tikanga; whakapapa, purākau/pakiwaitara legends/stories, whakataukī inclusive).

Key Teaching Tasks (Year 1)*

Key teaching tasks are those tasks that graduates should be able to perform on day one of their first teaching job. These key teaching tasks below were developed in collaboration with College of Education community partners. Progress towards attaining these capabilities are assessed in each Professional Experience.

KTTs – BTchg and MTchgLn Early Childhood Education	
1.	Integrates te ao Māori concepts within pedagogy, assessment, and planning for children's learning consistent with the principles of *Te Whāriki*. *Te Tiriti o Waitangi Partnership; Professional Learning; Learning-focused culture; Design for Learning; Teaching*
2.	Engages in mana enhancing practices when fostering opportunities for children to develop their working theories and learning dispositions. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching*
3.	Uses contextually appropriate te reo Māori and observes tikanga as relevant to the early childhood setting and wider community. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching*
4.	Engages in a reflexive cycle of inquiry focused on teaching capability and professional learning and development. *Professional Learning; Learning-focused culture; Design for Learning; Teaching*
5.	Actively seeks advice, implements feedback where appropriate, and collaborates with colleagues and wider community members for collective professional learning. *Professional Learning; Professional Relationships; Learning-focused culture*
6.	Connects with children through active listening and responding with honesty, fairness, open-heartedness and being non-judgemental. *Professional Relationships; Learning-focused culture; Design for Learning; Teaching*
7.	Mindfully present and engaged in practice with tamariki, whānau and community. *Professional Relationships; Learning-focused culture; Teaching*
8.	Initiates and sustains regular communication with whānau and children about learning and teaching promoting "learning partnerships". *Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning*
9.	Shapes the learning environment such that children's identity, language and culture are supported in the teaching moment and through sustained practice. *Te Tiriti o Waitangi Partnership Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching*
10.	Recognises and actively engages with people, places and things to facilitate a broad, relevant and purposeful learning environment. *Te Tiriti o Waitangi Partnership; Professional Relationships; Learning-focused culture; Design for Learning; Teaching*
11.	Uses formative assessment to support and reflect local curriculum aspirations, national curriculum policy, and to contribute to other forms of assessment as may be fit for purpose. *Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching*
12.	Uses sociocultural teaching strategies when engaging with children during their play, routines and everyday events. *Professional Learning; Learning-focused culture; Design for Learning*

* Key Teaching Tasks (KTTs) and Cumulating Integrative Assessment (CIA) come into effect with the Initial Teacher Education beginning in 2022 to be expanded yearly then throughout the programme for all years by 2024.

Cumulating Integrative Assessment (CIA) (Year 1)

Our culminating integrative assessment (CIA) occurs near the end of the programme and sits within the final professional experience. While the assessment is pass/fail, the paper is credit-bearing to the value of 18-points. The CIA comprises several related pieces of assessment from the final professional experience culminating in a professional conversation wherein student teachers synthesise their learning across the standards and demonstrate the integration of theory and practice. As each student's personalised professional experience and professional conversation is uniquely related to their learning needs and development as a student teacher, the situated and complex decision making that student's account for in the CIA draws from and builds upon their learning such that, in the supported context of the final professional experience they have been deemed ready to teach.

The components of the CIA are:

- The satisfactory demonstration of learning outcomes of the professional experience in the site of practice and through associated written work (assessment by Associate Kaiako and Visiting Lecturer);
- Assessment of KTTs (Associate Kaiako and Visiting Lecturer reporting);
- Personalised professional experience (student reporting and documentation of teaching relative to negotiated professional goals mapped to the code and standards)

Professional conversation (oral report by student or personalised professional experience and presentation of evidence of teaching inquiry across the final professional experience and in relation to the code and standards)

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Appendix 1: Information for Students

Professional Practice

This is a time when students (with the support of centre staff) can begin to develop the necessary skills to enable them to become a competent kaiako. It is ideally a period of growth for each student as they undertake each professional experience block. Their skills in being able to work effectively with both children and adults should be extended, as they put their theoretical knowledge into practice.

Expectations and Guidelines

Prior to placements

Health Declaration

You will be asked to complete a Health Declaration form in the the online professional experience portal SONIA.

At the commencement of each professional experience the following should be completed:

Student Goals for your placement

You will need to establish your goals for your placement and upload them into the online professional experience portal SONIA (See Assoc Teacher report – Forms Tab – Areas for development/goals). Third years will also upload them onto their e-journal in Blackboard.

Student – Associate/Mentor Kaiako Contract

This should be discussed and filled out on the first day of professional experience. The purpose of the contract is to ensure that all matters stated on the contract are clarified right from the beginning of the professional experience, thus avoiding any confusion (**SEE APPENDIX 4**).

Health and safety in the Workplace Checklist

This should also be discussed and filled out on the first day of professional experience (**SEE APPENDIX 6**). There is a place where this can be noted as completed in SONIA by your associate kaiako.

Ethical Guidelines

Students are expected to meet the following criteria:

- To work within the policies as set out by the management of the early childhood service and the University of Otago College of Education.
- To be accountable to their Associate/Mentor kaiako.
- To be respectful and sensitive to children's rights.
- To ensure any work undertaken with children will be culturally appropriate.
- To work to uphold the Code of Professional Responsibility of *Our Code Our Standards.*

Supervision

The Associate/Mentor kaiako retains the responsibility for the care and control of children. Students:

- Are not permitted to relieve for staff while on professional experience.
- Do not stand in the same legal position as early childhood staff. As a consequence they are not "on duty" in the same sense as a staff member. Therefore, they cannot be responsible for supervising children alone.
- Should not be responsible for the whole outdoor area or indoor area or take children for an excursion alone.
- Should not be responsible for children who are unwell.
- Should not be responsible for opening or locking the early childhood centre.

Dress

- Students should always maintain a suitable standard of dress; neat and tidy clothing with suitable footwear.

Providing Positive Guidance

- Students have no authority to reprimand a child. If a child is causing a problem in the group or learning area, then the student should discuss this with the Associate/Mentor Kaiako who will give appropriate support and guidance.

Arrival Time

- Students must be in attendance and ready to assist staff before the commencement of the morning session or in accordance with the head kaiako or supervisor's request.
- At the conclusion of the session they can be expected to remain for a reasonable time for either professional discussions and/or preparation for the next day.

Absences

- Students are required to phone their Associate/Mentor Kaiako early in the morning (preferably before 8.00 a.m.) or as soon as practicable should they be unable to attend. Contact phone numbers will be outlined in the Student – Associate/Mentor Kaiako Contract.
- Students must also inform the visiting lecturer as early as possible on the day of absence, if they were due to be visited, and enter the absence in a timesheet into SONIA.
- Any absences must be made up.

Leave

- Occasionally a student may ask for leave for a period during their placement. Unless there is evidence of a medical or dental appointment that cannot changed, any requests for leave should be referred to the Paper Co-ordinator.

Students are expected to act in accordance with the Early Childhood Regulations, *Our Code Our Standards*, and centre policies and procedures at all times.

Other Important Points for Students on Professional Experience

1 Attitude
Show interest in the work of the setting/centre, individual children, and parents/ families/whānau.

2 Observation
Observe quietly and carefully without distracting children. Always seek permission before observing. Discuss your observations with your Associate/Mentor kaiako. Endeavour to know why certain things are done. Write up your observations after the session.

3 Relationships with children
Learn children's names as quickly as possible. Be friendly and courteous with them. Do not laugh at children – work sensibly with them. Avoid singling out children for special attention.

4 Speech
Endeavour to develop your speaking voice. Your voice is one of your best teaching tools. Aim to give the children a good pattern of spoken English.

5 Staff relationships
If given the freedom of the staffroom or use of kaiako personal equipment, books etc., respect these privileges, keep things tidy and return all books and material borrowed. Remember to observe centre

policy on smoking, morning/afternoon tea, telephone calls etc. If you are placed in a home-based setting, remember this is someone's home.

6 Valuables

Never leave valuables in the early childhood centre.

7 Preparation

Discuss preparation of assignments with your Associate/Mentor Kaiako. Their first responsibility is to the children and parents, so they will expect that you will be fully prepared for your early childhood professional experience.

8 Problems

Do not hesitate to discuss your weaknesses or areas of concern with your Associate/Mentor Kaiako. Remember they are your adviser during the posting. Their work with you will be more effective if you ask for help and advice if you need it.

9 Timetable

It is helpful if you and your Associate/Mentor Kaiako prepare a timetable for the posting. This should show times for starting and finishing, discussions with your associate and other events thus enabling you to be adequately prepared to complete the placement.

10 University assistance

If you are having problems or difficulties then your University Lecturers are only too happy to help.

NB Associate/Mentor Kaiako and staff welcome you to their early childhood settings to help you develop your skills. However, you must endeavour to be as helpful and co-operative as you can. This will enable you to gain the respect of your colleagues, as well as gaining the greatest possible benefit from the professional experience.

If students experience difficulties

If students experience difficulties at any time during their placement the first point of contact should be their Associate/Mentor Kaiako and/or Visiting Lecturer. Please also refer to the ECE Procedure to signal and document concerns during placements (**SEE APPENDIX 5**).

Remember – professional practice is expected at all times.

Appendix 2: Information for Associate/Mentor Kaiako

Having a student does not mean an extra pair of hands around the place or someone who can be directed to do all the unpleasant jobs. It means accepting responsibility for, and making a commitment to, providing a field-based learning laboratory where, under your guidance and with your support, the student can practice the techniques, skills, and knowledge required when working with children; parents/families/whānau; teaching staff; and the community.

Expectations and Guidelines

At the commencement of each professional experience the following should be completed:

Student – Associate/Mentor Kaiako Contract
This should be discussed and filled out on the first day. The purpose of the contract is to ensure that all matters stated on the contract are clarified right from the beginning, thus avoiding any confusion (**SEE APPENDIX 4**).

Health and safety in the Workplace
The checklist should also be discussed and filled out on the first day of placement (**SEE APPENDIX 6**). There is a place for you to record that this has been done in the SONIA portal (see Forms Tab). You will have been emailed details of how to access this at the beginning of placement. If you cannot find these or need further support please contact:

Dunedin Campus: Hana Mangai, +64 3 479 4927, eceadmin@otago.ac.nz
Southland Campus: Jolene Dunn, +64 3 211 6805, jolene.dunn@otago.ac.nz

Skills of Associate/Mentor Kaiako

The role of the Associate/Mentor Kaiako is both advisory and supervisory and requires a number of skills which can be identified as technical skills, human relationship skills, and conceptual skills.

Within the curriculum:

- Technical skills would include a sound knowledge of children's learning and development and an understanding of how theory translates into practice and curriculum formation; techniques for guiding and facilitating the development of young children within the context of family/whānau and community; and an understanding of how the environment and equipment supports the achievement of goals; and experience in working with children and their parents/families/whānau.
- Human relationship skills would include empathy, respect, warmth, communication techniques that foster trusting relationships (i.e. the ability to perceive accurately, to respond authentically, and to be sensitive to barriers in communication), problem-solving skills, and active listening.
- Conceptual skills would involve the ability to understand the complexities of the overall environment i.e. centre organisation and its relationship to the children, the curriculum in the setting, parents/families/whānau, and the wider community.

Students on Professional Practice

This is a time when students (with the support of centre staff) can begin to develop the necessary skills to enable them to become competent kaiako. It is ideally a period of growth for each student as they undertake each professional experience block. Their skills in being able to work effectively with both children and adults should be expanded, as they put their theoretical knowledge into practice.

Associate/Mentor Kaiako can help the student feel that they are in a supportive environment by:

a. Introducing the student to ***all*** staff and where appropriate, to parents/families/whānau. Some centres do this informally by having a notice on the door informing parents of the student's name and how long they are going to be working in the centre.

b. Having open and honest communication channels where the student feels comfortable in discussing all aspects of their work. Providing a regular time for discussion, as noted on the contract.
c. Attending kaiako meetings so that clarification of expectations regarding students professional experience assignments can be made. It is also a time for sharing and discussing other relevant information relating to the wider context of Professional practice.
d. Including the student in the team especially during tea/lunch breaks is important. Students can feel uncomfortable if excluded from conversations or discussion at these times. However it is equally important not to compare students or involve them in any way, should a centre dispute arise.

The Associate/Mentor Kaiako Role

- Facilitate open and honest communication in which the student feels they can trust and be trusted.
- Ensure that all staff involved are clear about student requirements.
- Consistently demonstrate techniques of sound practice in working with children and parents. The Associate/Mentor Kaiako is a practitioner who passes on knowledge and skills and acts as a role model.
- Challenge students to critically analyse situations they are involved in and encourage them to seek solutions to the problems and challenges as they arise.
- Alert students to differences in practices or specific situations or incidents that may be outside the norm or particular to the situation.
- Give students the opportunity to take a risk or make a mistake without ridicule or recrimination. Often students hang back for fear of making a mistake so discuss this with the student.
- Help students with their plans and written work. Associate/Mentor Kaiako expect written work to be up to date at all times and available for discussion. It is important that staff show an interest by taking time to go through the students work, giving appropriate feedback, thus helping to build confidence.
- Help students develop a sense of professional responsibility.
- Encourage students to share their ideas.
- Provide regular feedback to students on their progress and offer support when needed.

Relationships with Students

During the student's initial visit, it is helpful if staff would:

- Outline the aims of the centre.
- Discuss relevant aspects of planning for learning.
- Outline any safety rules and precautions, fire procedures, discipline procedures etc.
- Discuss students' expectations of the placement.
- Discuss student requirements and how staff can be of help to students. Outline the appropriate methods for students to obtain feedback on their performance during the placement.
- Show students the centre including the equipment and discuss whether or not students may use this equipment for any planned experiences taken by them.
- Record important information about students including their name, address, telephone, and emergency contact details.
- Discuss starting and finishing times, shifts, procedures to be used when a student is to be absent, lunch times, morning and afternoon tea procedures.

If students experience difficulties

If students experience difficulties at any time during their placement the first point of contact should be their Associate/Mentor Kaiako and/or Visiting Lecturer. Please also refer to the ECE Procedure to signal and document concerns during placements **(SEE Appendix 5).**

Written Reports

The written report, accessed via the online portal (SONIA), requires the Associate/Mentor Kaiako to make an objective assessment of what the student can do. It is therefore important that staff keep some notes of their observations, and that they can substantiate comments with direct observations. For example, if it is felt that a student is not adequately aware of the safety needs of children it needs to be supported with actual records of observations so that clear examples can be given to the student indicating the concerns.

An Associate/Mentor Kaiako should not be afraid to identify the student who has not yet reached a level of competency they feel comfortable with. The reasons for the student receiving an unsatisfactory report should be identified and areas indicated where improvement is needed. A written assessment of a student's performance is of utmost importance to the University as it is the documentation used to determine whether or not a student has passed the practical work. Therefore, what is written needs to be clearly supported. Ambiguous statements should be avoided. It is hard to justify a comment of `not satisfactory' when the report clearly indicates marked improvement over the placement. If it is believed that a student has made tremendous improvement but that more experience is required to reach a satisfactory level of competency, then this should be clearly spelt out in the report.

Training institutions often find that they do not have the supporting documentation to fail a student even though the Associate/Mentor Kaiako believe that they have conveyed this message quite clearly. If in doubt about how to word a report contact the Visiting Lecturer or Paper Coordinator for guidance.

The report should be discussed with the student before sending it back to University. Students should have the opportunity to raise issues that may be viewed as unfair and, if possible, these should be resolved before the report is sent in. Above all, avoid letting the student down by returning the report with an unsatisfactory grade when this has not been communicated prior to the student leaving the centre. If staff have difficulty telling students they have not yet reached a level of competency suitable for a satisfactory report they should contact the Visiting Lecturer for advice. If on the other hand it is felt that a student has been unfairly treated by the Visiting Lecturer, the Paper Coordinator should be contacted to discuss the problem. The written report should be returned promptly to the University.

Competencies expected of students at their particular stage of training are listed in this booklet (pages 12-15). This is to give the Associate/Mentor Kaiako a guide as to what can reasonably be expected of the student. The Associate/Mentor Kaiako may want to comment about these competencies and any others that may be relevant in their report.

Appendix 3: Information for Visiting Lecturers

Being a Visiting Lecturer

The feedback you provide to the student will be crucial in their learning to be a critically reflective kaiako. It is important you are up-to-date with the literature on reflective practice and the visiting lecturer guidelines so that you are able to provide effective feedback to the student and participate in shared dialogue with the Associate/Mentor Kaiako to support the student's ongoing learning.

> In giving feedback to learners your own skill as a visiting lecturer is severely tested. The possibilities for misunderstanding are endless, the risk of being hurtful or seeming too personal ever-present, the temptation to say nothing or to say too much, ever looming. But without feedback your learners cannot learn and as a visiting lecturer you cannot be said to be "teaching" - Terry Rogers (source unknown)

This is a time when students (with the support of centre staff) can begin to develop the necessary skills to enable them to become competent kaiako . It is ideally a period of growth for each student as they undertake each professional experience block. Their skills in being able to work effectively with both children and adults should be extended, as they put their theoretical knowledge into practice.

The Visiting Lecturer's role is to:

- Facilitate open and honest communication in which the student feels they can trust and be trusted.
- Ensure that you are clear about student requirements.
- Visit the student while they are on professional experience – once in year 1 and twice in year 2, and 6 times throughout the final year.
- Challenge students to critically analyse situations they are confronted with in their practice and encourage them to seek solutions to the problems and challenges as they arise.
- Alert students to differences in practices or specific situations or incidents that may be outside the norm or particular to the situation.
- Help students with their written work. Visiting Lecturers should expect written work to be up to date at all times and available for discussion.
- Help students develop a sense of professional responsibility.
- Encourage students to share their ideas.
- Encourage students to link what they are doing with the theories they have studied in University courses.
- Encourage students to reflect on their effectiveness in relation to developing a bicultural approach in their work.
- Encourage students to be reflective about their practice.
- Alert students to literature that would support their pedagogical practices.
- Assist students to use evidence as a basis for setting further goals for their practice.

Procedures When Visiting Students during Professional Experience

A Visiting Lecturer will be allocated to support students through their teaching practice. The Visiting Lecturer will assess each student's performance in relation to the learning outcomes for the course, providing formative feedback. They will also spend some time talking with the student and their Associate/Mentor Kaiako regarding progress in relation to the learning outcomes. During these discussions it is expected that students will be able to critically identify their growing strengths and the areas where they believe further learning is needed. The Visiting Lecturer will expect this critical reflection to be informed by theory and research and reflect the philosophy and framework of Te Whāriki. During or on completion of the visit they will complete related assessment reports and share these with the students.

Visiting Lecturer Visits – process & procedures

Year One - Year One students are not visited during their first placement but a university lecturer will conduct a phone interview with the associate teacher. Year One students are visited once on their October/November placement. If the student is having difficulties then the Visiting Lecturer may visit a second time. Another Visiting Lecturer may be called upon to visit if there are any ongoing concerns.

Year Two - Year Two students will be visited once in both the May and in October/November placement. If the student is having difficulties then the Visiting Lecturer may visit a second time. Another Visiting Lecturer may be called upon to visit if there are any ongoing concerns.

Year Three – Year three students will be visited across the block and Tuesday professional practice. Students will receive a minimum of six visits in total over the year, three visits per professional experience paper. However, if a student is having difficulties they may be visited more often. Another Visiting Lecturer may be called upon to visit if there are any ongoing concerns. Visiting Lecturers will engage with professional experience related documentation each week of the semester, providing formative feedback. Students are expected to upload all documentation related to their practice onto the EDPR301 and 302 BlackBoard site weekly, using the *Professional Practice Journal* tab. The Visiting Lecturer will discuss this on their visits. All visits will be documented using field notes. In the block practice, a Professional Experience Competency Assessment will be completed as a gateway to the Professional Experience Interview/Professional Conversation and can be found in outlines for EDPR301 and 302.

Visiting Process

- Arrange the visit with the Associate/Mentor Kaiako and student via e mail and/or telephone. Never arrive at the Centre unannounced.
- Make sure the student knows you have arrived. Check in with the Associate/Mentor Kaiako before you begin observing.
- Before beginning your observation meet with the student (pre observation conference). It is important that students are empowered in this process. Ask the student if there are particular aspects of their practice they would like you to observe. If not, observe using your knowledge of "best practice" and the expectations in relation to the learning outcomes as your guide.
- Ask the student for a copy of their written work and planning and look at this during the observation.
- Observe the student – writing notes which will form the basis of your feedback and written report on the student's progress towards meeting the learning outcomes of the practice. Try to be as unobtrusive as possible.
- When you believe you have enough information about the student's practice, meet with them to share ideas and provide feedback. During this process it is important that the student is encouraged to think, reflect, critique their practice, and take responsibility for making changes.
- Ensure that it is the student who does the majority of the talking during this post observation feedback session. It is a useful strategy to encourage the students to talk first – get them to identify things that went well and things that did not go so well during the observation. Have them identify their strengths and weaknesses. On this basis you can share what you found during the observation.
- It is important that you as a visiting lecturer ensure your feedback is constructive – remember to emphasise both strengths and areas for development (see notes below on providing constructive feedback). Provide formative feedback on their documentation to date.
- Review with the student relevant aspects of statutory requirements.
- All feedback sessions should end with a direction for the future. Talk together about what can be done to develop strengths and successes or what can be done to develop practice. Encourage students to set goals for their ongoing practice.
- Before leaving the Centre meet with the Associate/Mentor Kaiako, share observations and together establish priorities for future support of the student. It is vital we are working in a collaborative way, sharing our views, and listening to what they have to say. A triadic meeting of student, visiting lecturer and associate/mentor is recommended if/when possible.
- Complete the written reports/Professional Experience Competency Assessment.

Feedback to Students on Practice

- It must encourage the student to be critically reflective in relation to their practice.
- It must empower the student to identify what they are able to do now but also to identify further learning possibilities.

- It should be based on shared dialogue, critical thinking, problem solving, and reflect the theoretical perspectives students have studied through their course.
- It is important that you leave the student with a clear idea of the next step in their learning process.
- If students are in a failing situation this should be made very clear to the student.

NB. The level and complexity of student's thinking will vary – e.g. first years will be less able to articulate theory, children's learning, planning etc., than a third-year student. It is important to keep this in mind. However, it is also important that from year one you challenge the student's thinking. They should be able to articulate the theoretical basis of their practice; they should be able to reflect on what they have done; they should be able to discuss Te Whāriki, pedagogy, teaching strategies, planning, and children's learning, etc.

Providing Constructive Feedback

1 Be clear about what you say and give reasons for your comments.
2 Start with the positive and from their move on to the negative – everyone does something positive.
3 Be specific – comments like you were brilliant; that was marvellous – provide no basis for the student to evaluate their practice. Ask "how come questions?" rather than "why?" Specific feedback gives a greater opportunity for learning and change.
4 Focus on the behaviour rather than the person.
5 Select priority areas – don't overwhelm the students with suggestions for change – there is a limit to what most of us can absorb.
6 Immediacy is important – don't save your feedback till next week.
7 Refer to behaviour that can be changed – think of small steps.
8 Offer alternatives – turn negative feedback into positive suggestion.
9 Own the feedback – rather than saying "you are" accept responsibility for what you think and begin with "I".
10 Leave the recipient with a choice – skilled feedback offers people information in a way which leaves them with choices about what to do. It is important to empower the students not trap them.
11 Reflect on your feedback – think about what it says about you – feedback is likely to say as much about the giver as the receiver.
12 Ensure that the feedback has been heard, understood, and will be acted on in the future.

General Points

- Be honest, fair, constructive, and confidential.
- Ask open ended questions; avoid closed questions.
- Get the person to summarise at the end of your session. The student should be doing the problem solving. The summary could get the student to:
  - Identify the skills where they feel confident.
  - Skills in which they are making progress.
  - Skills in which they need more practice.
  - Followed by a list of ways in which further learning or practice could lead to the achievement of skills.
- Take your time; try not to rush through the observation.
- Let the student do the talking.
- Students should leave the session feeling empowered.

Always check in with the Associate/Mentor Kaiako before you leave; we are working in partnership with them. If you believe the student is in a failing situation then you must contact the Professional Experience Coordinator immediately. The student must be visited by either another Visiting Lecturer, the Professional Experience Coordinator or the Programme Coordinator (Early Childhood).

Written Reports

The written report, accessed via the online portal SONIA, requires the Visiting Lecturer to make an objective assessment of what the student can do. It is therefore important that Visiting Lecturer's keep notes of their observations, and that they can substantiate comments with direct observations. For example, if it is felt that a student is not adequately aware of the safety of children it needs to be supported with actual records of observations so that clear examples can be given to the student indicating the concerns.

A Visiting Lecturer should not be afraid to identify a student who has not yet reached a level of competency that they feel comfortable with. The reasons for the student receiving an unsatisfactory report should be clearly identified and areas where improvement is needed highlighted. A written assessment of a student's performance is of utmost importance to the College as it is the documentation used to determine whether or not a student has passed the practical work. Therefore, what is written needs to be clearly supported; ambiguous statements should be avoided. It is hard to justify a comment of 'not satisfactory' when the report clearly indicates marked improvement over the placement. If it is believed that a student has made tremendous improvement but that more experience is required to reach a satisfactory level of competency, then this should be clearly spelt out in the report.

Teacher education institutions often find that they do not have the supporting documentation to fail a student even though the Visiting Lecturer and Associate/Mentor Kaiako believe that they have conveyed this message quite clearly. If in doubt about how to word a report contact the Professional Experience Coordinator for guidance.

The report should be discussed with the student. Students should have the opportunity to raise issues if necessary that may be viewed as unfair and, if possible these should be resolved before the report is forwarded to Academic records. Above all, avoid letting the student down by returning the report with an unsatisfactory grade when this has not been communicated prior to the student leaving the centre. If Visiting Lecturers are experiencing difficulty telling students that they have not yet reached a level of competency suitable for a satisfactory report they should contact the Programme Coordinator for advice. Competencies expected of students are listed in this booklet. This will gives a guide as to what can reasonably be expected of the student.

The report should contain only what has been observed. The Associate/Mentor Kaiako needs to comment on aspects specific to their own observations. If however, the concern of the Associate/Mentor Kaiako is of significance then you will need to respond to this.

If students experience difficulties

If students experience difficulties at any time during their placement the first point of contact should be their Associate/Mentor Kaiako and/or Visiting Lecturer. Please also refer to the ECE Procedure to signal and document concerns during placements **(Appendix 5).**

Appendix 4: Student – Associate/Mentor Kaiako Contract

This contract is designed to assist with communication and understanding between ECE students and their Associate/Mentor Kaiako. Please sign and date the form once completed.

Names .....

What will the student call parents/caregivers/staff? .....

What will the children call the student? .....

Associate/Mentor Kaiako phone number .....

Student phone number .....

Hours

Time of arrival ....

Time of departure (approx.) .....

Lunchtime arrangements .....

Note: If in a kindergarten it is expected that students will complete the entire shift, starting and finishing at the same time as their Associate/Mentor Kaiako. If in an education and care centre, students will complete a 35-hour week (7 hrs per day which excludes a lunch break). Students should strive to gain experience of a variety of early and late shifts.

Telephone

Are personal calls able to be received? .....

When are personal calls able to be made? .....

Is there a cost? .....

Who answers the phone? .....

Where are messages recorded? .....

Cellphone use.....

Responsibilities

What are the student's responsibilities in daily routines?

.....

.....

.....

Centre Guidelines

Please outline these (e.g. hygiene and safety rules/routines/expectations, smoking, tea and coffee arrangements)?

…… ……

…… ……

…… ……

Emergency procedures (e.g. fire, earthquakes, accident)

Please outline these ……

…… ……

Strategies for providing positive guidance

Are there any special circumstances? ……

……

Centre Guidelines/Policy related to photos of children

……

Centre Requirements related to documented assessment of children

……

A regular time for discussion ……

Confidentiality……

……

Associate/Mentor Kaiako and Student Obligations

1. The student will be supervised by the Associate/Mentor Kaiako or a trained staff member at all times.
2. The Associate/Mentor Kaiako or a staff member will explain the specific policies that are in place at the centre and ensure these are understood by the student.
3. The associate will provide constructive, honest feedback to the student throughout the professional experience.
4. It is the responsibility of the student to ensure that all planning is discussed with and viewed by the Associate/Mentor Kaiako before it is carried out.
5. Confidentiality regarding individual students will be maintained at all times.

Student …… **Associate/Mentor Kaiako** …… **Date** ……

It is the responsibility of the student to keep a copy of this contract with their professional experience documentation.

Appendix 5: ECE Procedure to signal and document concerns during professional experience placements

ECE Procedure to signal and document concerns during placements

Process re concerns (levels)	**Action**	**What is communicated**	**Who it is communicated to**
1. Associate kaiako/ visiting lecturer has concerns about one or more aspect of student kaiako practice (including attendance; development of practice, and documenting of practice).	Identify the concern(s) (with evidence) and support with solutions. Document and date concerns. Contact paper coordinator to share concerns.	Present the concern(s) and possible solutions/strategies. Check for understanding. Agree on timeframe for revisiting concerns.	Student kaiako
2. Associate kaiako / visiting lecturer continue to have concerns about the same, additional or multiple aspects of student kaiako practice.	Identify the concern(s) (with evidence) and support with solutions. Document concerns and date. Contact paper coordinator to share concerns	Re-present concern(s) to student kaiako and discuss. Offer further support and strategies. Agree on timeframe for revisiting concerns.	Student kaiako Visiting lecturer Associate kaiako Paper coordinator
3. Continued concern(s) If the concerns are about practice in the centre, visiting lecturer/paper coordinator organises a visit by a second visiting lecturer. If the concerns are about preparedness for professional experience (due to attendance issues, lack of evidence around LOS or academic performance) paper coordinator meets with student to evaluate situation.	Both first and second visiting lecturers make recommendation (Pass or Fail) following second opinion visit and document this. Or Paper coordinator establishes degree of preparedness for block, if sufficient, block proceeds, if not, block placement cancelled.	Field notes shared and discussed with student at debrief by first & second visiting lecturers. Student receives a copy of the report. Final decision (Pass or Fail) communicated to student.	Student kaiako Visiting lecturer Associate kaiako Course coordinator.
In the case of a professional experience fail: Student is aware of any opportunities for future re-enrolment.	Student meets with course advisor to discuss possible re-enrolment in the paper and made aware of any relevant regulations.	Future opportunities for re-enrolment and possible timeframe.	Student kaiako

Documentation of student concerns during professional experience

Paper:	EDPR101; EDPR201; EDPR301; EDPR302 (Circle One)		
Student Name and ID:		**ECE Setting :**	
Associate/Mentor:		**Placement Date:**	
Visiting Lecturer 1:		**Date of visit:**	
Visiting Lecturer 2:		**Date of visit:**	

Areas of concern:
Level 1

Level 2

Level 3

Recommendation:

Level 1

Level 2

Level 3

Note: In the case of a failed result, the student is required to re-enrol in the paper.

Signed:

_____	_____	_____
Visiting Lecturer 1	Visiting Lecturer 2	Paper Coordinator

Appendix 6: Health and Safety in the Workplace Checklist

College of Education
Te Kura Akau Taitoka

Health and Safety in the Workplace

STUDENT TEACHER Click here CENTRE Click here

ASSOCIATE/MENTOR Click here DATE Click here

Action these items, complete and sign this form as confirmation.
File in your professional experience folder. Students complete a section under Forms then Associate Kaiako acknowledge the completion of the form in the online portal SONIA.

Induction to premises	Click/tick box to confirm
General introduction to the site covering Health and Safety	☐
Introduction to the Hazard / Risk register. Any notable hazards or risks in the environment, and controls in place to mitigate them, have been discussed	☐
Emergency evacuation processes have been discussed	☐
Knowledge of locations of assembly areas	☐
Procedures for flooding or severe weather	☐
Fire system	
Are there smoke detectors or a sprinkler system installed?	☐
Location of: Fire alarm points	☐
Fire extinguishers	☐
Medical help procedures	
Procedures for medical situation in classroom or centre discussed	☐
Knowledge of who and where the first aiders are	☐
Knows where the first aid kits are located and who can administer assistance?	☐
Personal safety	
In the event the student teacher feels unsafe while working:	
They know who they can talk to at the school / centre	☐
They will contact their Visiting Lecturer or Programme Co-ordinator at Otago University	☐

Signed _____ Centre Co-ordinator

Signed _____ Student