

Master of Teaching and Learning

Early Childhood Education

Professional Experience Handbook

2022

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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 teacher/kaiako to engage in a reflexive cycle of inquiry focused on their teaching capabilities and professional learning and development. To this end, student teacher/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 teacher/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 year-long 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 phases of the student teachers' professional experiences, as student teacher/kaiako expertise grows in the community of kaiako. During the first half of semester one 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).

Across the middle of the year, most particularly during the six week professional experience, the focus is on the interpersonal plane, prioritising the student teacher'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 teacher's curriculum content knowledge (Hedges & Cullen, 2005) are explored and applied in teaching practice. The 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 final third of the 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. They will learn to recognise the key role adults have in enhancing opportunities to extend children's learning.

Information for Mentor Kaiako

Tēnā koe. The University of Otago College of Education would like to thank you for agreeing to be a Mentor Kaiako for our student teachers. The role of Mentor Kaiako and the opportunities you create are vital to support our student teachers through their initial teacher education programme. Your student teacher is a visitor in your centre, there to practice what they have been learning at College. The opportunity to learn and grow alongside you and your team in your early childhood centre is essential for the development of quality ECE teachers, working with our future tamariki and whānau.

“Waiho I te toipoto, kua I te toiroa. Let us keep close together, not far apart”
(Ministry of Education, 2017, p. 59)

Professional Experiences in a range of early childhood settings provide opportunities for student teachers (with the support of centre staff) to transform what they have been learning at College into their own practice. Being on Professional Experience encourages growth for student teachers as they undertake each Professional Experience block. Their ability to work effectively with tamariki, kaiako and whānau should become more complex over time as they put their theoretical knowledge and College expectations into practice.

The following information is designed to assist you generally in your role as a Mentor Kaiako. If you have any questions, please contact staff at the University of Otago College of Education.

At the beginning of each Professional Experience the following should be completed:

Student teacher/Mentor Kaiako Contract

On the first day of Professional Experience, please take some time to read through, discuss and fill out the Student teacher/Mentor Kaiako contract. The purpose of the contract is to ensure that all matters stated on the contract are clarified to avoid any issues or confusion (**SEE APPENDIX 1**).

Health and safety in the Workplace

The checklist should also be discussed and filled out on the first day of Professional Experience (**SEE APPENDIX 2**). Please record this in the online Professional Experience portal (SONIA).

What to expect from the College of Education and a Visiting Lecturer:

Prior to the beginning of the Professional Experience, you will be contacted by the College of Education with information regarding the name of your student, dates for the Professional Experience with a copy of the student teacher's requirements/assignments. A Visiting Lecturer will be allocated to visit and support you and your student teacher through their Professional Experience in your centre. The Visiting Lecturer will contact you and arrange a time to visit to assess the student teacher's performance in relation to the learning outcomes. The Visiting Lecturer will be interested to talk with you in relation to the progress the student teacher is making. They will also spend some time talking with the student teacher. It is the role of the Visiting Lecturer to assess the student teacher's practice and written documentation. The Visiting Lecturer alongside the Mentor Kaiako/mentor is required to make a professional judgement on the success of the Professional Experience. Student teachers are provided with copies of formative feedback at the time of the visit and summative feedback (through a report) at the end of the experience.

Visiting Lecturer Visits – process & procedures

Semester One – Student teacher/kaiako will not be visited during the initial one-week professional experience block but will be visited across weekly visits and during professional experience 4-week block. Student teachers will receive a minimum of three visits in total over the duration of this first professional experience. However, if a student teacher 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.

Semester Two – Student teacher/kaiako will be visited three times during this semester, once during the weekly visits and then twice during the seven-week block. However, if a student teacher 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.

The following suggestions may help to guide you in your role a Mentor Kaiako:

- Attend a College-run ‘Mentor Kaiako Meeting’ offered prior to Professional Experience as this may be helpful to clarify expectations for student teachers on Professional Experience. The meetings are particularly useful for first time Mentor Kaiako to discuss and learn strategies to support student teacher/kaiako.
- When your student teacher begins their Professional Experience, introduce them to staff, tamariki and whānau. Some centres do this informally by having a notice on the door informing whānau of the student teacher’s name and how long they are going to be at the centre.
- Get to know your student teacher and establish a positive relationship based on respect and open, honest communication. Suggesting a regular time for discussion is useful.
- Encourage discussion related to Professional Experience requirements, their understanding of curriculum and children’s learning and their role as Kaiako.
- Share your centre philosophy, expectations and any limitations that may be relevant i.e. resources and equipment that can be utilised and particular strategies used by kaiako to support positive guidance.
- Encourage your student teacher to engage in a variety of roles, routines and events across the programme and environment.
- Have high expectations in terms of your student teacher’s communication, initiative and ability to be proactive i.e. completing documentation and tasks required by College and carrying out tasks in the centre.
- Allow student teachers to ‘give things a go’ and help them to learn from their mistakes. Share your experiences, knowledge and skills.
- Provide specific feedback to your student teacher to encourage them to critically analyse and reflect on situations they are involved in. Encourage your student teacher to seek solutions to problems and challenges as they arise.
- Involve all Kaiako/staff in student teacher expectations and roles within the centre.
- Demonstrate and role model exemplary practice in working with children and parents and share your choices in practice.
- You can expect student teachers’ written work to be up to date at all times and available for discussion. Please give positive feedback and provide suggestions for developing their ideas and work further.
- If you are not happy with aspects of your student teacher’s practice, please share these concerns with your student teacher and provide suggestions or alternative ways to practice. It is essential that student teacher have an opportunity to work on aspects of their practice deemed unsatisfactory or needing assistance.
- If you need any assistance in giving student teachers feedback or are not sure how to proceed, please contact staff at the College of Education.

If student teachers experience difficulties

If student teachers experience difficulties at any time during their Professional Experience the first point of contact should be their Associate and/or Visiting Lecturer. Please also refer to the ECE Procedure to signal and document concerns during Professional Experience placements (**SEE Appendix 3**).

Written Reports

The written report, accessed via the online Professional Experience portal (SONIA), requires the Mentor Kaiako to write an assessment of their student teacher on Professional Experience. It is useful to keep notes

of observations, interactions and feedback given verbally and in writing as it is important to substantiate comments with observations. Feedback is useful if it is supported by examples, i.e. if the student teacher is using effective strategies to engage children in their learning, specific examples of when and what this looks like would be useful for the student teacher as it enables them to make sense of the feedback. Giving critical feedback is equally important as this encourages the student teacher to identify areas of their practice that need more focus and goals to work on for the future.

In the written report you will be asked to provide feedback on how the student teacher/kaiako is demonstrating the learning outcomes for that Professional Experience paper. You will also denote how the student teacher/kaiako is working towards achieving the Key Teaching Tasks by the end of the end of the programme. You are also asked to provide some examples of how the practice of the student teacher/kaiako reflects *Our Code Our Standards*.

Mentor Kaiako should not be afraid to include concerns about the student teachers practice in the written report. A true and accurate written assessment of a student teacher's performance is of utmost importance to the University as this documentation is deemed evidence which supports the decision to pass or fail the student teacher's Professional Experience. Therefore, what is written needs to be an accurate reflection of the Professional Experience with specific examples to support the overall judgement of the Mentor Kaiako. It is hard to justify a decision to 'fail' a student teacher on Professional Experience when the associate report clearly indicates marked improvement over the placement. If you as the Mentor Kaiako/mentor believe that a student teacher has made substantial improvement, but ultimately more experience is required to reach a satisfactory level of competency, then this should be clearly articulated in the report. Visiting Lecturers often find that they do not have the supporting documentation to fail a student teacher even though the Mentor Kaiako believe that they have conveyed this message quite clearly and a fail decision is in the best interests of the student teacher. 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 teacher before sending it back to University. Student teachers should have the opportunity to discuss and raise any 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 teacher down by returning the report with comments or concerns which have not been discussed prior to the student teacher leaving the centre. If Mentor Kaiako have difficulty telling their student teachers they have concerns about their practice, they should contact the Visiting Lecturer for advice. If a student teacher has been unfairly treated by the Visiting Lecturer, the Paper Coordinator should be contacted to discuss the problem. Please return the report as soon as possible to the University.

Guidelines of competencies expected of student teachers at their particular stage of initial teacher education are listed in this booklet. This is a guide for Mentor Kaiako of what can be reasonably expected of the student teacher. The Mentor Kaiako may want to comment about these competencies and any others that may be relevant in their report.

Information for Student Teacher/Kaiako

While the information below is specifically regarding the student teacher's role, Mentor Kaiako may find it also beneficial to review.

At the beginning of each Professional Experience, the following should be completed:

Student Teacher/Mentor Kaiako Contract

On the first day of Professional Experience, please take some time to read through, discuss and fill out the Student teacher/Mentor Kaiako contract. The purpose of the contract is to ensure that all matters stated on the contract are clarified to avoid any issues or confusion (**SEE APPENDIX 1**).

Health and safety in the Workplace

The checklist should also be discussed and filled out on the first day of Professional Experience (**SEE APPENDIX 2**). Please record this in the online Professional Experience portal (SONIA).

The following guidelines will help you in your role as a Student teacher/Kaiako participating in Professional Experience:

Mentor Kaiako and staff welcome you to their early childhood settings to enable you to participate in Professional Experience. As a student teacher/kaiako of the University of Otago College of Education, you must strive to be the very best student teacher/kaiako you can, to take every opportunity offered, be proactive, respectful and collaborative. While it is important that you develop relationships with tamariki, it is equally important to develop honest, open and collaborative relationships with kaiako and whānau. Relationships and effective communication are critical to excellence in teaching and learning and are established through engaging in the values within *Our Code Our Standards* (Education Council, 2017). Values of whakamana, manaakitanga, whanaungatanga and pono should underpin your Professional Experience. As student teacher/kaiako you are expected to act in accordance with the Early Childhood Regulations, *Our Code Our Standards*, and centre policies and procedures at all times.

Relationships with tamariki and whānau

- Initiate interactions with tamariki and whānau in a friendly, positive and genuine way. Work sensibility with tamariki, being an effective role model of spoken English and te reo Māori. Try to be inclusive of a range of tamariki across all areas of the environment and avoid singling tamaiti out.

Relationships with your Mentor Kaiako and other kaiako

- Developing a trusting relationship with your Mentor Kaiako is very important. To do this, initiate conversation, use initiative, ask questions, share ideas, listen, watch and be reflective. It is your responsibility to be organised and know what you need to do for your Professional Experience assignments.
- It is useful to prepare a plan with your Mentor Kaiako of how you are going to focus your time in the ECE environment, i.e. a focus for each day and when you will meet for discussions and feedback.
- Spend time getting to know all kaiako in a respectful way, learning from their experience and guidance.
- Discuss assignments with your Mentor Kaiako. Their first responsibility is to the children and parents/family/whānau in the early childhood setting. Be prepared to be flexible with your plans to account for the context of your setting. Start your planning and preparation for assignments early so you can develop alternative plans should the need arise.

Providing Positive Guidance

- While as a student teacher you have no authority to 'reprimand a child' you are able to practice strategies to support positive guidance. If a child is displaying some challenging behaviours, you should alert your Mentor Kaiako who will give appropriate support and guidance. As a student teacher/kaiako you will be supported to practice appropriate teaching strategies to support positive guidance and to identify and remove barriers for children and their learning.

A positive attitude

- Always strive for a positive attitude through showing interest and enthusiasm towards what is happening in the environment and the conversations that you are having.

Arrival Time

- You are required to attend your professional experience placement for 7 hours each day (excluding a lunch break). Therefore, you will need to negotiate a start and finish time with your Mentor Kaiako.
- To maximise your learning on professional experience, it is suggested that you arrive in plenty of time before the agreed start time to help set up and build relationships with other kaiako. This enables you to see the range of roles and tasks that kaiako are involved in before tamariki and whānau arrive at the centre.
- Similarly, staying a little longer at the end of session/day enables time for professional discussions and further opportunities to be involved in writing assessments, planning and setting up for the next day.

Absences

- As a student teacher/kaiako in a professional programme of study, you are required to attend 100% of your days allocated to Professional Experience. Any absences should only be needed in the case of illness, whānau bereavement or alternatively, something out of your control. It is essential that Professional Experience experiences are your first priority and must be completed as soon as possible to maximise your learning from the experience.
- If you are absent, you need to phone your Mentor Kaiako as soon as possible to let them know you will be unable to attend Professional Experience.
- You must also inform your Visiting Lecturer and/or staff at the College of Education as early as possible on the day of absence. You must enter the absence in a timesheet into the online Professional Experience portal SONIA.
- Any absences must be made up as quickly as possible. If there is an extended time of leave needed, an alternative time to complete the Professional Experience maybe considered.

Leave

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

Supervision

The Mentor Kaiako retains the ultimate responsibility for the children. As a student teacher/kaiako you:

- Are not permitted to 'relieve' or supervise children alone while on Professional Experience.
- 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

- Student teacher/kaiako should maintain a suitable standard of dress; neat and tidy clothing and robust footwear.

Ethical Guidelines

As a student teacher/kaiako, you are expected to meet the following criteria:

- To work within the guidelines and policies as set out by the early childhood service and the University of Otago College of Education.
- To be accountable to your Mentor Kaiako.
- To be respectful and sensitive to the rights of tamariki, kaiako and whānau.
- To ensure any work undertaken with children is culturally appropriate.
- To work to uphold the Code of Professional Responsibility of *Our Code Our Standards*.

University assistance

- If you are having problems or difficulties during your Professional Experience, the first point of contact should be your Mentor Kaiako and then your University Visiting Lecturer.

Information for Visiting Lecturers

Being a Visiting Lecturer

The feedback you provide to the student teacher 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 teacher and participate in shared dialogue with the Mentor Kaiako to support the student teacher's ongoing learning.

This is a time when student teachers (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 teacher 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 teacher feels they can trust and be trusted.
- Ensure that you are clear about student teacher requirements.
- Visit the student teacher while they are on Professional Experience – 6 times throughout the final year.
- Challenge student teachers 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 student teachers to differences in practices or specific situations or incidents that may be outside the norm or particular to the situation.
- Help student teachers with their written work. Visiting Lecturers should expect written work to be up to date at all times and available for discussion.
- Help student teachers to develop a sense of professional responsibility.
- Encourage student teachers to share their ideas.
- Encourage student teachers to link what they are doing with the theories they have studied in University courses.
- Encourage student teachers to reflect on their effectiveness in relation to developing a bicultural approach in their work.
- Encourage student teachers to be reflective about their practice.
- Alert student teachers to literature that would support their pedagogical practices.
- Assist student teachers to use evidence as a basis for setting further goals for their practice.

Procedures When Visiting Student Teachers during Professional Experience

A Visiting Lecturer will be allocated to support student teachers through their teaching practice. The Visiting Lecturer will assess each student teacher's performance in relation to the learning outcomes for the course, providing formative feedback. They will also spend some time talking with the student teacher and their Mentor Kaiako regarding progress in relation to the learning outcomes. During these discussions it is expected that student teachers 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 student teachers.

Visiting Lecturer Visits – process & procedures

Semester One – Student teacher/kaiako will not be visited during the initial one-week professional experience block but will be visited across weekly visits and during the professional experience 4-week block. Student teachers will receive a minimum of three visits in total over the duration of this first professional experience. However, if a student teacher 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.

Semester Two – Student teacher/kaiako will be visited three times during this semester, once during the weekly visits and then twice during the seven-week block. However, if a student teacher 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.

Student teachers are expected to upload all documentation related to their personalised practice onto the EDUC475 BlackBoard site weekly, using the *Professional experience 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 Conversation. These documents can be found in the course outline.

Visiting Process

- Arrange the visit with the Mentor Kaiako and student teacher via e mail and/or telephone. Never arrive at the Centre unannounced.
 - Make sure the student teacher knows you have arrived. Check in with the Mentor Kaiako before you begin observing.
 - Before beginning your observation meet with the student teacher. It is important that student teachers are empowered in this process. Observe using your knowledge of “best practice” and the expectations in relation to the learning outcomes as your guide.
 - Ask the student teacher for a copy of their written work and planning and look at this during the observation.
 - Observe the student teacher – writing notes which will form the basis of your feedback and written report on the student teacher’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 teacher’s practice, meet with them to share ideas and provide feedback. During this process it is important that the student teacher is encouraged to think, reflect, critique their practice, and take responsibility for making changes.
 - Ensure that it is the student teacher who does the majority of the talking during this post observation feedback session. It is a useful strategy to encourage the student teachers 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.
 - Feedback should be based on shared dialogue, critical thinking, problem solving, and reflect the theoretical perspectives student teachers have studied through their course.
 - 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 student teachers to set goals for their ongoing practice.
 - If student teachers are in a failing situation this should be made very clear to the student teacher.
- NB.** The level and complexity of student teacher’s thinking will vary – e.g. at the very beginning of the programme the student teachers may be less able to articulate theory, children’s learning, planning etc., than in later professional experiences. It is important to keep this in mind. However, it is also important that from early on you challenge the student teacher’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.
- Before leaving the Centre meet with the Mentor Kaiako, share observations and together establish priorities for future support of the student teacher. 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 teacher/kaiako, Visiting Lecturer and Mentor Kaiako is recommended if/when possible.

- Complete the written reports/Professional Experience Competency Assessment.

Providing Constructive Feedback

- 1 Be clear about what you say and give reasons for your comments.
- 2 Start with the positive and from there, move on to the negative – everyone does something positive.
- 3 Be specific – 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 student teachers 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 suggestions.
- 9 Own the feedback – rather than saying “you are” accept responsibility for what you think and begin with “I”.
- 10 Reflect on your feedback – think about what it says about you – feedback is likely to say as much about the giver as the receiver.
- 11 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 teacher should be doing the problem solving. The summary could get the student teacher to:
 - Identify the areas where they feel confident.
 - Areas in which they are making progress.
 - Areas in which they need more practice.
 - Followed by a list of suggestions in which further learning or practice could lead to progress.
- Take your time; try not to rush through the visit.
- If you believe the student teacher is in a failing situation then you must contact the Professional Experience Coordinator immediately (**See appendix 3**). The student teacher 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 Professional Experience portal (SONIA), requires the Visiting Lecturer to assess student teacher’s progress within the learning outcomes set for the Professional Experience. It is useful to keep notes of observations, interactions and feedback given verbally and in writing that can be substantiated with direct observations. Feedback is useful if it is supported by examples, i.e. if the student teacher is using effective strategies to engage children in their learning, specific examples of when and what this looks like would be useful for the student teacher as it enables them to make sense of the feedback. If a Visiting Lecturer has concerns that a student teacher is not adequately aware of the safety of children, this statement needs to be supported with actual records of observations so that clear examples can be given indicating such concerns.

In the written report you will be asked to provide feedback on how the student teacher/kaiako is demonstrating the learning outcomes for that Professional Experience paper. You will also denote how the student teacher/kaiako is working towards achieving the Key Teaching Tasks by the end of the end of the programme. You are also asked to provide some examples of how the practice of the student teacher/kaiako reflects *Our Code Our Standards*.

A Visiting Lecturer should not be afraid to identify a student teacher who may not have reached a satisfactory level of competency. The reasons for concerns being raised should be clearly identified and areas where improvement is needed are clearly highlighted. A written assessment of student teacher's performance is important to the College as it is the documentation used to determine whether or not a student teacher has passed the Professional Experience. Therefore, what is written needs to be an accurate reflection of the Professional Experience with specific examples to support the overall judgement of the Visiting Lecturer. It is hard to justify a decision to 'fail' a student teacher on Professional Experience when the Visiting Lecturer report clearly indicates marked improvement over the placement. The University often find that they do not have the supporting documentation to fail a student teacher even though the Visiting Lecturer believes that they have conveyed this message quite clearly and a fail decision is in the best interests of the student teacher. If in doubt about how to word a report contact the Professional Experience Coordinator for guidance.

The report should be discussed with the student teacher. Student teachers should have the opportunity to discuss and raise any issues that may be viewed as unfair and, if possible, these should be resolved before the report is uploaded to SONIA. Above all, avoid letting the student teacher down with comments or concerns which have not been discussed prior to the student teacher receiving the report. If Visiting Lecturers have difficulty telling their student teachers they have concerns about their practice, they should contact the Programme Coordinator for advice. Guidelines of expected competencies expected of student teachers at their particular stage of initial teacher education are listed in this booklet. This is a guide for Visiting Lecturers of what can be reasonably expected of the student teacher.

If student teachers experience difficulties

If student teachers experience difficulties at any time during their Professional Experience the first point of contact should be their Mentor Kaiako and/or Visiting Lecturer. Please also refer to the ECE Procedure to signal and document concerns during Professional Experience placements (**Appendix 3**).

Aims and Learning Outcomes of Professional Experience Courses

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

MTchgLn (ECE)	Professional experience 1 Expectations (One week block)
Design, implement and evaluate evidence-based curriculum consistent with <i>Te Whāriki</i> and community-based aspirations for children’s learning	<ul style="list-style-type: none"> • Engage with children and respond to them in such a way that encourages their learning and which reflects the principles and strands of <i>Te Whāriki</i>. • Work towards keeping the environment an exciting learning place • Engage with children where appropriate, showing interest & encouraging learning • Reflect on nature of engagement-surface/genuine; fleeting/sustained • Respond to “teachable moments”
Demonstrate professionalism in all aspects of their practice including engagement with te reo Māori me ngā tikanga Māori	<ul style="list-style-type: none"> • Written introduction/mihi • Act professionally and ethically at all times by being confidential, arriving on time, participating fully in the centre programme under the guidance of your Mentor Teacher. • Use initiative to engage in all aspects of curriculum (routines etc) with the teaching team. • Reflect on practice in relation to <i>Our Code Our Standards</i> • Prepare a professionally presented and indexed professional experience e-portfolio including all the stated requirements as per the course outline. • Take note of the way the teachers use te reo Māori and demonstrate tikanga Māori in the centre. • Contextual use of te reo Māori including language related to greetings and farewells; karakia; instructions; numbers; colours • Reflect on tikanga Māori & bicultural understandings of the principles, strands of <i>Te Whāriki</i> and domains of mana & bicultural assessment. • Reflect on Māori concepts of whakawhanaungatanga/whakawhanaukataka and how this looks in practice. • Greet and farewell children and parents/family/whānau & initiate discussions with Mentor Teacher each day • Establish effective relationships with children and staff • Physically placed to be fully responsive to children and teaching team. • Use voice effectively
Apply sociocultural teaching and learning theory to curriculum design, implementation and evaluation	<ul style="list-style-type: none"> • Draws from community of practice to orient to teaching and learning setting • Accounts for how the arrangement of people and things in place impact on curriculum and learning • Makes interpretations about learning situations and events with key informants (parent/child aspirations for learning, child/parent feedback on narratives etc) • Builds on data about children and curriculum to enhance opportunities for learning in the early childhood setting • Negotiates over learning goals and intentions (with children, whānau, mentor teachers etc) • Recognises and engages with the affordances of peer and teacher: child relationships for a community’s learning

Engage with narrative and sociocultural assessment practices	<ul style="list-style-type: none"> • Observe what happens in the centre in relation to assessment • Notice how children learn and how adults encourage and document the learning • NOTICE; RECOGNISE AND RESPOND TO CHILDREN as they participate in the setting showing an interest in their involvement; ask open questions, encourage problem solving. • Document significant moments of a child's/children's' sustained engagement, foregrounding learning • Identify learning to build on/add complexity to • Plan to provoke further learning considering environment; resource; approach and strategy considerations. • Reflect on what have you learnt about <i>Te Whāriki</i> in practice.
Articulate and justify a personal and professional philosophy of teaching and learning	<ul style="list-style-type: none"> • Negotiate goals for personalised professional experience with Visiting Lecturer and Mentor Teacher • Design and implement strategies for achievement of goals from Professional Experience • Evaluate progress towards personalised Professional Experience goals regularly (at least weekly) • Reflect on how you met each of the learning outcomes to date, and how your practice reflected the principles of <i>Te Whāriki</i>, related theories and in relation to professional documents such as <i>Tātaiako</i> and <i>Our Code Our Standards</i>.
	REFLECT ON PRACTICE RELATED TO EACH LEARNING OUTCOME OF EDUC475 AND ON FEEDBACK FROM YOUR MENTOR TEACHER AND VISITING LECTURER. SET DRAFT GOALS FOR NEXT PROFESSIONAL EXPERIENCE BLOCK
MTchgLn (ECE)	Professional experience 2 Expectations (weekly visits and four week block)
Design, implement and evaluate evidence-based curriculum consistent with <i>Te Whāriki</i> and community-based aspirations for children's learning	<ul style="list-style-type: none"> • Develops formative assessment skills (undocumented and documented) • Develops assessment-writing style to identify and plan for valued learning (dispositions; working theories; domains of mana; learning strategies, features of the learning context) • Plans to provoke learning with a focus on ensuring continuity, connectedness and complexity • Uses <i>Te Whāriki</i> for assessment and planning purposes • Takes increasing responsibility for the learning environment • Evaluates impact of planning for learning
Demonstrate professionalism in all aspects of their practice including engagement with te reo Māori me ngā tikanga Māori	<ul style="list-style-type: none"> • Written introduction/mihi. • Greetings and farewells; praise; instructions; kiwaha (sayings); whakataukī (proverbs); Māori waiata • Contextual instructional language • Intentional/planned integration of contextual te reo Māori; Māori pukapuka (books); Māori pūrākau (legends). • Reflects specific mātauranga (knowledge) Māori in a tika (correct) manner. • Reflects and articulates Māori understandings of the principles, strands and domains of mana of <i>Te Whāriki</i> in personal practice • Reflects on and providing examples of <i>Tātaiako</i> competencies as seen in personal practice
Apply sociocultural teaching and learning theory to curriculum design, implementation and evaluation	<ul style="list-style-type: none"> • Participates as an active member of a community of learners, which involves, children, teachers and parents/family/whānau • Demonstrates the importance of relationships and showing how these impact on learning • Accounts for how the arrangement of people and things in place impact on curriculum and learning • Recognises and engages with the affordances of peer and teacher: child relationships for a community's learning

Engage with narrative and sociocultural assessment practices	<ul style="list-style-type: none"> • Builds on data about children and curriculum to enhance opportunities for learning in the early childhood setting • Writes learning stories and other assessments as appropriate to the setting • Makes interpretations about learning situations and events with key informants (parent/child aspirations for learning, child/parent feedback on narratives etc) • Negotiates over learning goals and intentions (with children, whānau, mentor teachers etc) • Uses assessment data to improve teaching and learning opportunities and to design an appropriate environment for learning (relative to goals and interests of the learning community)
Articulate and justify the refinement of their personal and professional philosophy of teaching and learning	<p>Continues developing the professional experience e-portfolio, maintains its currency and has it available at all times.</p> <p>Reflects on:</p> <ul style="list-style-type: none"> • Relationships with children, and staff and the value of engaging in conversations with parent/whānau • Professional behaviour– confidential; ethical; respectful • Reflect on how you met each of the learning outcomes to date, and how your practice reflected the principles of <i>Te Whāriki</i> and related theories and professional expectations (e.g., <i>Our Code Our Standards</i>) • Skills as an inclusive teacher • Skills working with small groups of children • The effectiveness of pedagogical practices used with a focus on specific approaches and strategies • Works effectively with individual children and groups of children to ensure inclusive environments that are conducive to learning behaviours and children’s wellbeing • Articulates philosophy and practice and advocates for early childhood
	<p>REFLECT ON PRACTICE RELATED TO EACH LEARNING OUTCOME OF EDUC475 AND ON FEEDBACK FROM YOUR MENTOR TEACHER AND VISITING LECTURER. SET DRAFT GOALS FOR NEXT PROFESSIONAL EXPERIENCE.</p>

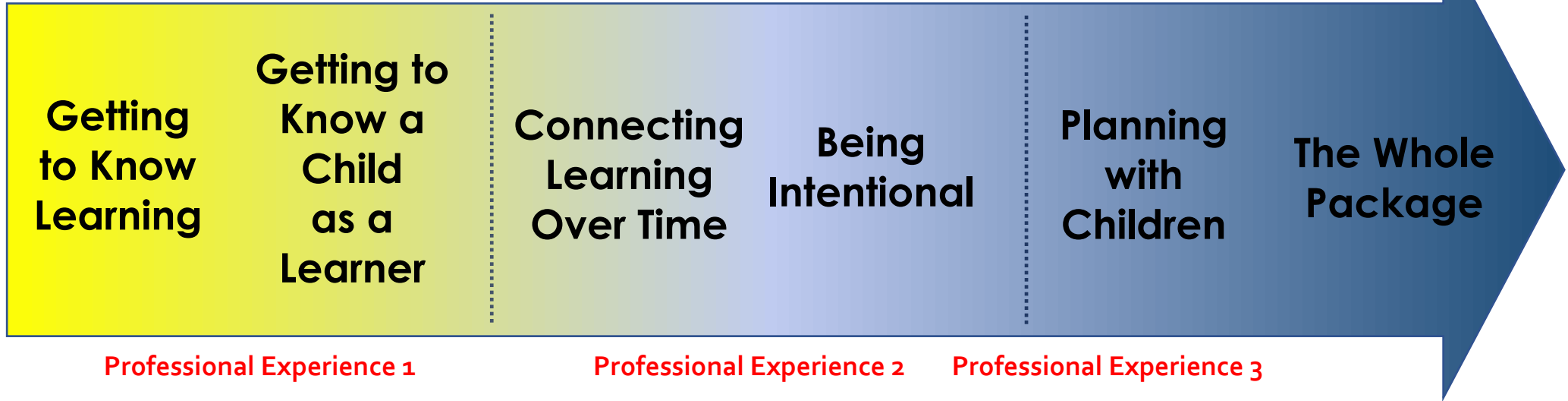
MTchgLn (ECE)	Professional experience 3 Expectations (weekly visits and seven week block)
Design and implement effective curriculum leading to continuity, competence and community in early childhood settings	<ul style="list-style-type: none"> • Uses a range of pedagogical approaches to facilitate children’s learning and well-being • Implements interesting and innovative learning opportunities which demonstrate continuity, connectedness and complexity • Critically analyses and debates new and innovative ways of working • Critically reflects on their ability to take on increased responsibility within the programme • Uses <i>Te Whāriki</i> for assessment and planning purposes • Critically evaluates impact of planning for learning with regard to equity and fairness within the community of learners • Is able to plan and provide an inclusive environment
Sustain professionalism in all aspects of their practice including engagement with te reo Māori me ngā tikanga Māori	<ul style="list-style-type: none"> • Initiates dialogue with their Mentor Teacher and staff in the centre and demonstrated adaptive help seeking • Sustains a community of learners with parents/family/whānau and children in the centre • Applies understanding of theory and research when dialoguing with their Mentor Teacher, staff members, and Visiting Lecturer • Evidence of cultural competencies of <i>Tātaiako</i> in practice • The foregrounding of Māori understandings of the principles, strands and domains of mana of <i>Te Whāriki</i> 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)
Critically apply and evaluate sociocultural and narrative assessment and teaching practices within curriculum and in the interests of children’s learning as they transition from early childhood into school	<ul style="list-style-type: none"> • Reflects on strategies used to facilitate children’s learning • Critically examines the ways in which pedagogical strategies facilitate children’s well-being • Uses narrative assessment to increase the complexity of learning (using methods appropriate to the setting) • Demonstrates the importance of relationships and showing how these impact on learning • Accounts for how the arrangement of people and things in place impact on curriculum and learning • Recognises and engages with the affordances of peer and teacher: child relationships for a community’s learning • Articulates methods of planning for continuity of learning as children transition from early childhood into school
Articulate and justify the refinement of their personal and professional philosophy of teaching and learning	<ul style="list-style-type: none"> • Continues developing the professional experience e-portfolio, maintaining its currency and having it available at all times. • 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 • Research, literature, and theory informs thinking and practice • Is able to articulate their own philosophy of early childhood teaching and demonstrate aspects of this in practice

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

Te reo me ngā tikanga Māori progression

	This te reo Māori progression is cumulative throughout the three phases of the year as follows:
MTchgLn EARLY CHILDHOOD EDUCATION first third of year	<p>Take note of the way the kaiako use te reo Māori and demonstrate tikanga Māori in the centre over the two weeks.</p> <ul style="list-style-type: none"> • Use greetings and farewells; karakia. • Identify and provide examples of Māori understandings of the principles and strands of <i>Te Whāriki</i> as seen in practice as explored in EDUC474. • Identify Te Tiriti o Waitangi in practice – PARTNERSHIP; PARTICIPATION; PROTECTION as explored in EDUC474. • Evaluate bicultural practice and set goals for next phase of professional experience.
MTchgLn EARLY CHILDHOOD EDUCATION second third of year	<p>Take every opportunity to increase your confidence in the use of te reo Māori me ngā tikanga Māori including:</p> <ul style="list-style-type: none"> • Greetings and farewells, karakia; praise; instructions; Māori waiata. • Contextual use of language learned – colours; 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 <i>Te Whāriki</i> in personal practice. • Reflecting on and providing examples of <i>Tātaiako</i> competencies as seen in practice. • Evaluate bicultural practice and set goals for ongoing professional experience.
MTchgLn EARLY CHILDHOOD EDUCATION final third of year	<p>Integrate Te Reo me ngā tikanga Māori into practice. This will be demonstrated through:</p> <ul style="list-style-type: none"> • Cultural competencies of <i>Tātaiako</i> evident in practice. • Foregrounding of Māori understandings of the principles, strands and domains of mana of <i>Te Whāriki</i> 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 ongoing professional experience.

Early Childhood Professional Experience ~ 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

Identify possible “Where to next” using *Te Whāriki*

...connectedness and continuity in ...and complexity in learning

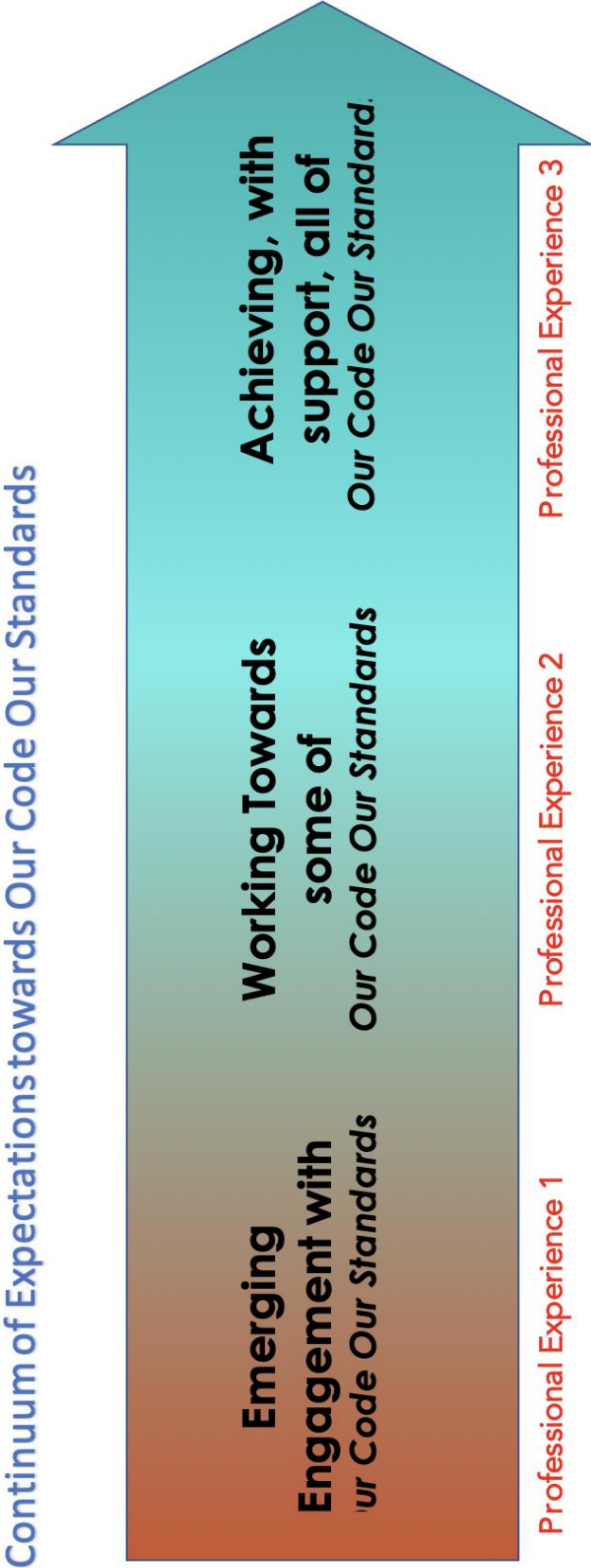
...and plan to extend or provoke this →

Implement this plan →

Document as a teaching story

...and as part of a critical inquiry

University of Otago College of Education Expectations for *Our Code Our Standards*



Key Teaching Tasks

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.

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-judgmental. *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*

Cumulating Integrative Assessment (CIA)

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 teacher'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 teacher'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 teacher reporting and documentation of teaching relative to negotiated professional goals mapped to the code and standards)
- Professional conversation (oral report by student teacher 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: Student Teacher/Kaiako – Mentor Kaiako Contract

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

Names

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

What will the children call the student teacher?

Mentor Kaiako phone number

Student teacher phone number

Hours

Time of arrival

Time of departure (approx.)

Lunchtime arrangements

Note: If in a kindergarten it is expected that student teachers will complete the entire shift, starting and finishing at the same time as their Mentor Kaiako. If in an education and care centre, student teachers will complete a 35-hour week (7 hrs per day which excludes a lunch break). Student teachers 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 teacher'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.....

.....

Mentor Kaiako and Student Teacher Obligations

1. The student teacher will be supervised by the Mentor Kaiako or a trained staff member at all times.
2. The 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 teacher.
3. The associate will provide constructive, honest feedback to the student teacher throughout the Professional Experience.
4. It is the responsibility of the student teacher to ensure that all planning is discussed with and viewed by the Mentor Kaiako before it is carried out.
5. Confidentiality regarding individual student teachers will be maintained at all times.

Student teacher **Mentor Kaiako** **Date**

It is the responsibility of the student teacher to keep a copy of this contract with their Professional Experience documentation.

Appendix 2: Health and Safety in the Workplace Checklist



College of Education
Te Kura Akau Taitoka

Health and Safety in the Workplace

STUDENT TEACHER/KAIIAKO [Click here](#)

CENTRE [Click here](#)

ASSOCIATE [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 Mentor Kaiako acknowledge the completion of the form in the online Professional Experience 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/kaiako 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 teacher

Appendix 3: ECE Procedure to signal and document concerns during Professional Experience placements

ECE Procedure to signal and document concerns during Professional Experience placements

Process re concerns (levels)	Action	What is communicated	Who it is communicated to
1. Mentor Kaiako/ Visiting Lecturer has concerns about one or more aspect of student teacher/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 teacher/kaiako
2. Mentor Kaiako / Visiting Lecturer continue to have concerns about the same, additional or multiple aspects of student teacher/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 teacher/kaiako and discuss. Offer further support and strategies. Agree on timeframe for revisiting concerns.	Student teacher/kaiako Visiting Lecturer Mentor 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 teacher 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 teacher at debrief by first & second Visiting Lecturers. Student teacher receives a copy of the report. Final decision (Pass or Fail) communicated to student teacher.	Student teacher/kaiako Visiting Lecturer Mentor Kaiako Course coordinator.
In the case of a Professional Experience fail: Student teacher is aware of any opportunities for future re-enrolment.	Student teacher 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 teacher/kaiako

Documentation of student teacher concerns during Professional Experience

Paper:	EDPR101; EDPR201; EDPR301; EDPR302 (Circle One)		
Student teacher Name and ID:		ECE Setting :	
Associate:		Professional Experience 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 teacher is required to re-enrol in the paper.

Signed:

Visiting Lecturer 1

Visiting Lecturer 2

Paper Coordinator

Appendix 4: 2022 Year Plan

Key University Dates & Statutory Holidays	Dates	Week	Master of Teaching & Learning - 1 year programme (180 pts)	Week	SCHOOLS
			Early Childhood Education		
*New Year's Day observed	27-31 Dec *				
Mon 3 Jan Day after New Year's Day	* 3-7 Jan	1		1	
observed Tue 4 Jan. Summer School 10 Jan - 18 Feb (SS Exams 19-24 Feb)	10-14 Jan	2	Orientation Day Fri 14 Jan	2	
	17-21 Jan	3	Welcome to Programme ①②③	3	
	24-28 Jan	4		4	
	31 Jan-4 Feb	5	Regular timetabling begins	5	
	* 7-11 Feb	6		6	
* Waitangi Day Sat 6 Feb, observed Mon 7 Feb	14-18 Feb	7	Prof. Exp. (1 week) EDUC 475	7	
	❖ 21-25 Feb	8	★	8	All schools start between Mon
Sem 1 begins Mon 28 Feb	28 Feb-4 Mar	9	★	9	31 Jan and Tue 8 Feb & finish Thu 14 Apr
	7-11 Mar	10	★	10	
	14-18 Mar	11	★	11	
*Good Friday 15 Apr, Easter Monday 18 Apr, day after Easter Mon (Otago Anniversary Day observed) Tue 19 Apr	21-25 Mar	12	★	12	* Fri 15 Apr (Good Friday)
	28 Mar-1 Apr	13	★	13	
	4-8 Apr	14	★	14	
	11-15 Apr *	15	★	15	
	* 18-22 Apr	16	MID-SEMESTER BREAK	16	School Holidays
	* 25-29 Apr	17		17	
* ANZAC DAY Mon 25 Apr Graduation Sat 7 May (TBC)	2-6 May	18	Professional Experience A EDUC 475	18	TERM 2 (10 weeks) All schools Mon 2 May to Fri 8 July
Graduation Sat 14 May, 1.00pm (including Education) TBC	9-13 May	19		19	
Semester 1 ends 3 Jun	16-20 May	20		20	
	23-27 May	21		21	
	30 May-3 Jun	22		22	
*Queen's Birthday Observance Mon	* 6-10 Jun	23		23	* Mon 6 Jun
6 Jun Mid-year Exams (8-22 Jun)	13-17 Jun	24	①②	24	Queen's Birthday
	20-24 Jun	25		25	
	27 Jun-1 Jul	26	SEMESTER BREAK	26	
	4-8 Jul	27		27	
Semester 2 begins 11 Jul	11-15 Jul	28		28	School Holidays
	18 - 22 Jul	29		29	
	25-29 Jul	30		30	TERM 3 (10 weeks)
	1-5 Aug	31		31	All schools Mon 25 July to Fri 30 September
Graduation Sat 13 Aug (TBC)	8-12 Aug	32		32	
Mid-semester Break (29 Aug-2 Sep)	15-19 Aug	33	★	33	

	22-26 Aug	34	★	34	
	29 Aug-2 Sep	35	★	35	
	5-9 Sep	36	★	36	
	12-16 Sep	37	Professional Experience B (7 weeks)	37	
	19-23 Sep	38		38	
	26-30 Sep	39		39	
Semester 2 ends 14 Oct	3-7 Oct	40	MID-SEMESTER BREAK	40	School Holidays
	10-14 Oct	41		41	
End of Year Exams (19 Oct-12 Nov) *Labour Day Mon 24 Oct Graduation Sat 10 & Wed 14 Dec & Graduation Sat 17 Dec (including Education) TBC	17-21 Oct	42	Professional Experience B (continued) EDUC 475	42	TERM 4 (up to 10 weeks) All Schools start Mon 17 Oct & finish no later than Tue 20 Dec
	* 24-28 Oct	43		43	
	31 Oct-4 Nov	44		44	
	7-11 Nov	45	Curriculum Presentations	45	
	14-18 Nov	46		46	
	21-25 Nov	47	47		
	28 Nov-2 Dec	48	48		
	5-9 Dec	49	49		
	12-16 Dec	50	50		
	19-23 Dec	51	Examiners' Meeting (Programme ends 16 Dec)	51	
	* 26-30 Dec	52	* 2022 CHRISTMAS BREAK: Christmas Day Sun 25 Dec (observed Mon 26 Dec, Stat. Holiday); Boxing Day Mon 26 Dec (observed Tue 27 Dec, Stat. Holiday); 28, 29, & 30 Dec - College Closed (A/Leave).	52	