COLLEGE OF EDUCATION

EDPE300
The Teacher in Action
Paper Outline, Semester 1, 2017
Contents

Welcome/Introduction.................................................................2
Contacts......................................................................................2
Paper Coordinator and teaching staff ...........................................2
Visiting Lecturers ........................................................................2
Communicating with you .............................................................2
Paper Details................................................................................3
Attendance ..................................................................................8
Personalised Practicum ..............................................................9
Professional Experience ...............................................................11
Practicum Tasks ..........................................................................12
First block practicum 30 January-17 February ................................12
Professional Practice/Experience ................................................13
Tuesday Visits ............................................................................13
End of Semester Block practicum ...............................................14
Assessment Procedures...............................................................14
College policy on assignments....................................................16
Assessment................................................................................17
Assignment 1 – Practicum Competency Assessment ....................17
Assignment 2 – Practicum Interview .............................................19
Your Online Learning System ....................................................26
Required and Recommended Reading.........................................26
College Website ........................................................................30
Important Note...........................................................................30
Welcome/Introduction

This paper has been designed to provide you with the opportunity to become a reflective and practically competent early childhood teacher who is able to work effectively in early childhood education. To achieve this you will do the following:

Complete each week’s readings and independent tasks.

Engage in interaction with lecturers and fellow students either in a face-to-face situation or on-line. In this context we will cover a range of content aimed at assisting you to integrate theory and practice.

Complete practicum tasks during Tuesday visits and blocked practicum where you will be working to demonstrate that you have met the learning outcomes of this paper. This will involve you setting goals in conjunction with your mentor, supported by your lecturer. This is being referred to as your personalised practicum – see below for details.

Contacts

Paper Coordinator and teaching staff

Michael Gaffney

Contact Information

Phone: 479 4214
Email: michael.gaffney@otago.ac.nz
Office Location: S3-10

Visiting Lecturers

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3-10</td>
<td>479 4214</td>
<td><a href="mailto:michael.gaffney@otago.ac.nz">michael.gaffney@otago.ac.nz</a></td>
</tr>
<tr>
<td>G29c</td>
<td>479 4259</td>
<td><a href="mailto:judy.layland@otago.ac.nz">judy.layland@otago.ac.nz</a></td>
</tr>
<tr>
<td>S3-08</td>
<td>479 8949</td>
<td><a href="mailto:sonya.gaches@otago.ac.nz">sonya.gaches@otago.ac.nz</a></td>
</tr>
<tr>
<td>G07</td>
<td>479 4261</td>
<td><a href="mailto:alex.gunn@otago.ac.nz">alex.gunn@otago.ac.nz</a></td>
</tr>
</tbody>
</table>

Communicating with you

The primary means of University communications with students is through the student email address allocated by the University. If you don’t regularly check your student email you can forward messages to your personal email address.

Ctrl + click on the following link and then follow the Ask ITS instructions:

[How do I forward my University of Otago StudentMail to another email address?](#)

IMPORTANT – DO THIS NOW.
Paper Details

Prescription
First semester 0.15 EFTS OL 18 points

This professional experience paper examines the knowledge, skills and dispositions that underpin effective teaching practice and provides opportunities to demonstrate them in action.

This course will engage students to be reflective in their own practice. It will encourage students to critically examine the role of assessment and pedagogy in facilitating the connectedness, continuity and complexity of children’s learning. Students will integrate te reo me nga tikanga Maori into their practice. Students will critically examine how the political, social and cultural context impacts on teachers as they work towards ensuring the well-being of all children in Aotearoa-New Zealand.

Learning Outcomes (Aims and Objectives)
By the end of this paper students will be able to:

1. Demonstrate professionalism in all aspects of their professional practice;
2. Establish and maintain professional learning relationships with colleagues and learners;
3. Address biculturalism in all their practice and promote equitable outcomes
4. Design, implement, and evaluate learner centred teaching experiences
5. Establish personal professional development goals based on critical reflection of their practice.

Content

- **Becoming a teacher**
  - Teaching as a profession
  - Responding to professional responsibilities
  - Working in communities

- **Establishing an effective learning environment**
  - Developing effective relationships with learners
  - Positive guidance for learning
  - Engaging learners – learning-focussed teaching

- **Reflexive practice**
  - Developing awareness of self
  - How to engage in reflection with a purpose
  - Goal setting

- **Evidence-based teaching**
  - Assessment and planning
  - Interpreting assessment to inform teaching
  - Teaching as inquiry

- **Bicultural practice/equity**
  - Engaging with Māori learners
  - Enacting cultural competencies
Timetable

Please follow your timetable as on e:Vision. This has your room schedule on it with up-to-date room information.

<table>
<thead>
<tr>
<th>Day/Date/Time</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>Thursday 1pm-1.50pm</td>
<td>T202</td>
</tr>
<tr>
<td>Tuesday visits</td>
<td>Weeks beginning 27 Feb, 6, 13, 20, 27 March, 3, 10 April, 1, 8, 15 May</td>
<td></td>
</tr>
<tr>
<td>Block Practicum</td>
<td>13 Feb – 24 Feb and 22 May – 16 June</td>
<td></td>
</tr>
</tbody>
</table>

Workload Expectations

200 hours.

Tutorials – One hour per week; reading in preparation for class discussion and assignments.
Teaching practicum – Two weeks February; Tuesday visits commence week beginning 27 February; four weeks 22 May – 16 June.

Tutorials

The aim of the tutorials is to provide you with an opportunity to relate your values, beliefs, thinking and readings to practical situations. The tutorials are designed to assist you as you prepare for your practicum experiences and to provide an opportunity for group discussion and critique following your practicum. A central component of this paper is providing you with an opportunity to develop the knowledge, understandings and dispositions of an effective early childhood teacher. A key part of this process is exploring your own beliefs and linking these to your learning during the year. It is important to remember that effective practice is grounded in theory and research. For this reason we will be encouraging you to become a reflective teacher using both theory and research to evaluate your practice.

There will be a required reading for each session and/or relevant tasks to complete. However, it is hoped that you will extend your reading beyond the set readings and take the opportunity each week to explore other readings in the library. You are expected to integrate understandings, new thinking and ideas from the readings and your course work into your practice, and come to tutorials prepared to share this within your group.

You are required to set up a reflective journal where you will document your critical reflections on your practice in relation to the content explored in your classes each week, and/or personal experiences on practice. These reflections will inform the goals you set for yourself. These goals will form the basis of your personalised plan as recorded in Table 1 (p.8). You are expected to upload your reflections, and your assessments and related planning for learning, onto BlackBoard each week. This is a requirement for this course. You must also meet the expectations set by your associate and your visiting lecturer for you to qualify towards a pass. Your reflections need to draw on socio-cultural theories, Te Whāriki as a bi-cultural curriculum, supporting documents, and relevant related literature.
<table>
<thead>
<tr>
<th>Uni Week</th>
<th>Week Beg.</th>
<th>Topic</th>
<th>Reading</th>
<th>Independent Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>13 Feb/20 Feb</td>
<td>Practicum Block 1 – Monday 13 Feb – Friday 24 Feb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflect on your practicum. Spend time thinking about your personalised learning plan for this paper and what your key goals will be. Inquiring into practice Reflect on the theories that are driving your practice. |
Look at your reflections – are you developing evidence of your practice using Rogoff model. |
Talk to your associate about your goals for Tuesday’s visits. |
Carr, M (2001). Chapter 11 The learning journey | Assessment
What is the literature saying about assessment? Bring examples of narratives from Tuesday’s visits that demonstrate connectedness and continuity, to share. |
Grey & Clark (2013) Chapter 5 | How are you gathering information about a child/children. What goals are you setting |
<table>
<thead>
<tr>
<th>Uni Week</th>
<th>Week Beg.</th>
<th>Topic</th>
<th>Reading</th>
<th>Independent Tasks</th>
</tr>
</thead>
</table>
| 14       | 3 Apr     | Integrated bicultural Practice  
Exploring in depth connectedness continuity and complexity.  
Past present and future through te ao Maori  
*In The First years. Nga Tau Tuatahi. NZ Journal of Infant and Toddler Education, 10, 2.*  
Clark & Grey (2010)  
- Chapters 3 & 4  
Grey & Clark (2013)  
- Jenkin & Broadley – Chapter 2  
Anning, Cullen & Fleer (2009)  
- Chapter 8 – Cowie & Carr  
How do you foreground Maori understanding of principles, strands and domains of mana of Te Whariki in documentation |
| 15       | 10 April  | Pedagogy and the teacher’s role  
Approaches and strategies – co—constructing, scaffolding  
Planning for learning | Anning, Cullen & Fleer (2009)  
- Chapter 3, Jordan  
Papatheodorou & Moyles (2009)  
- Chapter 1  
Grey & Clark (2010)  
- Chapter 6  
Embracing the complexity of a socio-cultural pedagogy.  
Chapters 4, 5, & 6 | Bring evidence from Tuesday visits to share how you are using pedagogical approaches and strategies eg A narrative assessment and/or critical reflections |
| 16       | 16 April  | Mid semester break including Easter Friday  
Friday 14 April-Friday 21 April | | |
| 17       | 24 April  | Pedagogy and the teachers role for a community of practice | Anning, Cullen & Fleer (2009)  
- Chapter 8- Cowie & Carr  
Clark & Grey (2010) Chapter 9  
Infant pedagogy: learning to learn  
Grey & Clark (2013) Chapter 11  
Perspectives on leadership in early childhood education | Bring examples to class of how you have contributed to a “community of learners" |
<table>
<thead>
<tr>
<th>Uni Week</th>
<th>Week Beg.</th>
<th>Topic</th>
<th>Reading</th>
<th>Independent Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>15 May</td>
<td>Bringing it all together Practicum Preparation.</td>
<td>Anning et al. (2009), Chapter 11 – Siraj-Blatchford. Brierley, A. Passionately Interested in Planning. (Still), Educational Leadership Project (Ltd), <a href="http://www.elp.co.nz">www.elp.co.nz</a></td>
<td>Personalised learning plan Discuss with your associate the goals set for your block practicum.</td>
</tr>
<tr>
<td>21-24</td>
<td>22 May - 12 Jun</td>
<td>Practicum Block 2 – Monday 22 May – Friday 16 June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>19 June</td>
<td>Practicum Interview- time to be advised</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Attendance**

Any enrolled student should aim to attend all classes and tutorials.

If a planned absence from class is anticipated, students should complete an *Application for Planned Absence from Class* form. Download a copy from the College website: [http://www.otago.ac.nz/education/forstudents.html#General Information](http://www.otago.ac.nz/education/forstudents.html#General Information).

You are enrolled in a professional programme. As you enter a profession you also commit to a set of professional and ethical obligations. On completion of your programme the College is required to attest to the New Zealand Teachers Council your fitness to be a teacher. Fitness to teach is evidenced by:

- Professional behaviour
- Commitment to being fully prepared for professional experience
- Engagement with colleagues
- Reliability and trustworthiness

Your on-campus classes are structured to prepare you for your professional experiences out in schools/centres. These classes are an important and integral part of preparing you for this professional experience and your future teaching profession. In our experience, students who miss lectures and/or workshops are often inadequately prepared for their professional experience in schools/centres. We reserve the right to not allocate you a place in professional experience where we determine that you are not sufficiently prepared. This could result in failure of the entire professional experience paper for that year. Should exceptional circumstances arise regarding attendance, students need to contact College Reception, phone 479 4914 or email uoce.attendance@otago.ac.nz as soon as possible.

If you are ill and unable to attend classes or professional experience you may need to complete a *Health Declaration for Special Consideration Application*. For further information, refer to [Information for University of Otago College of Education Students Enrolled in Teacher Education Papers](#).
**Personalised Practicum**

The focus of practicum during this year is to provide you with the opportunity to become a confident, competent and critically reflective early childhood teacher. The emphasis will be on a personalised learning approach. Personalised learning has become a strong focus in the school sector.

This is based on the principle of tailoring education to individual needs, 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, p. 27)

In this personalised approach to practicum you, alongside your associate and lecturer, will set directions for your learning journey to meet the learning aims and objectives of the paper.

Students have been placed in a range of early childhood settings. Each of these settings will have developed assessment, pedagogical and curriculum approaches to reflect their socio-cultural context. It is important that you learn to work effectively within this context.

During your weekly visits and practicums you will be mentored by your associate who will have a range of expectations as to what you will be expected to achieve in their context. Your College visiting lecturer will also be supporting you in a mentoring/coaching way. For this reason we are being less prescriptive about what you will do on each weekly visit or during your posting. Rather, we are creating an opportunity for more personalised learning.

We are expecting you to take responsibility to use what you have learnt or are learning in your teacher education programme to reach your goal of being an effective early childhood teacher who provides a context in which children will “learn how to learn” and learn to be an effective member of a social group. Your practice will be guided by Te Whāriki and at all times you will take a professional approach towards any responsibilities you are required to undertake.

**Your Personalised Practicum Plan**

You will develop this in response to your ongoing reflections and in collaboration with your associate/mentor, with the support of your visiting lecturer, with the aim of meeting the learning outcomes for this paper. You will then continue to develop this in response to your ongoing reflections, with the aim of meeting the learning outcomes for this paper and the Education Council Graduating Teacher Standards. This will be done in collaboration with your associate, with the support of your visiting lecturer. Use Table 1 to review your learning outcomes and the sort of practices that are associated with each. For each practicum set longer term goals for what you would like to achieve and then within that set daily goals that you challenge yourself with. Do not overwhelm yourself with lots of goals on any particular day, but rather choose a few that you can review, develop over a few days and then leave once you have integrated them into your practice.

Regard the plan as an everchanging “work in progress” as you continually set and meet your goals and develop new goals. Keep a hard copy of your plan in your practicum folder. This will provide evidence for your Competency Check and Interview.

**NB** You should have your plan up-to-date and with you at all times on your practicum.
### Table 1 – Examples of expectations for personalised planning

<table>
<thead>
<tr>
<th>Graduate Diploma (ECE)</th>
<th>Practicum 1 Expectation examples</th>
<th>goals</th>
<th>reflections</th>
</tr>
</thead>
</table>
| **Demonstrate professionalism in all aspects of their professional practice** | • 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.  
• Engage with children and respond to them in such a way that encourages their learning and which reflects the principles and strands of Te Whāriki.  
• Work towards keeping the environment an exciting learning place  
• Use initiative to engage in all aspects of curriculum (routines etc) with the teaching team.  
• Reflect on practice in relation to the Code of Ethics and Graduating Teacher Standards  
• Prepare a professionally presented and indexed practicum folder including all the stated requirements as per the course outline. |       |             |
| **Establish and maintain professional learning relationships with colleagues and learners** | • Greet and farewell children and parents/whānau & initiate discussions with mentor each day  
• Establish effective relationships with children and staff  
• Physically placed to be fully responsive to children and teaching team.  
• Engage with children where appropriate, showing interest & encouraging learning  
• Use voice effectively  
• Reflect on nature of engagement-surface/genuine; fleeting/sustained  
• Respond to “teachable moments” |       |             |
| **Address biculturalism in all their practice and promote equitable outcomes** | • 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 Te Whāriki and domains of mana & bicultural assessment.  
• Reflect on Māori concepts of whakawhanaunga and whakawhanaukata and how this looks in practice. |       |             |
| **Design, implement, and evaluate learner centred teaching experiences** | • 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 Te Whāriki in practice. |       |             |
| **Establish personal professional development goals based on critical reflection of their practice** | • Reflect on how you met each of the learning outcomes to date, and how your practice reflected the principles of Te Whāriki and related theories. |       |             |

**REFLECT ON PRACTICE RELATED TO EACH LEARNING OUTCOME OF EDPE300 AND ON FEEDBACK FROM MENTOR AND VISITING LECTURER. THEN SET GOALS FOR YOUR TUESDAY VISITS.**
Education Council Graduating Teacher Standards – see p.22-23 for full details

Standard 1 - Graduating teachers know how to teach
Standard 2 - Graduating teachers know about learners and how they learn
Standard 3 - Graduating teachers understand how contextual factors influence teaching and learning
Standard 4 - Graduating teachers use professional knowledge to plan for a safe, high quality teaching and learning environment.
Standard 5 - Graduating teachers use evidence to promote learning
Standard 6 - Graduating teachers develop positive relationships with learners and the members of learning communities
Standard 7 - Graduating teachers are committed members of the profession

(You will be expected to show how you have met these standards by the end of the year.)

Professional Experience

If in a kindergarten, students will complete the entire shift and start and finish at the same time as their associate teacher.

If in an education and care centre, students will complete a 35-hour week (seven hours per day, which excludes a lunch break). Students should strive to gain experience of a variety of early and late shifts.

Attendance at your Centre on Tuesdays and during blocked practicums is compulsory. During this time you will be involved in implementing your personalised practicum learning plan. You will be actively working towards meeting all learning outcomes of this paper and demonstrating how you are meeting the Graduating Teaching Standards. All days missed must be made up.

Detailed requirements for the early childhood professional experience

Block Professional Experience: 13-24 February

This two week block professional experience is designed to give you an introduction to the early childhood profession. It will be important to take the opportunity to learn as much as you can from your centre experience.

You should strive to quickly establish effective relationships with the children and staff. Throughout the two weeks you are expected to be fully involved in the programme, working under the guidance of your Mentor Teacher. Spend time interacting with the children, and work alongside the children as they engage in learning experiences, e.g. participate in centre routines and rituals, read stories, take part in music sessions, and become involved with the children in their play both indoors and outdoors.

Throughout the two week placement make notes in your reflective journal on:

- The nature of your relationships with children and staff
- The role of the teacher in ECE
- The learning opportunities in ECE – routines/rituals/play
- How you saw Te Whāriki in practice
- Pedagogical approaches and strategies used
- How the centre assesses and plans for children’s learning
- Bicultural practices observed
- Ensure you make links to class discussions and readings
Practicum Tasks

First block practicum 30 January-17 February

You are required to set up an indexed folder in which you will keep hard copies of all your documentation related to practicum. This should be kept up to date and available at all times.

Week One:

During week one you should observe a child or small group of children. Your choice of child/children should be guided by your mentor teacher.

Reflect on what you have learnt about the child/ren you observed. What did you notice? What learning was taking place? How did you or the teachers respond to that learning? Discuss your observations with your mentor teacher in readiness for providing some intentional learning opportunities during week two.

At the end of the week:

All students will write approximately one page of reflective notes on the experiences of the past week. Make links to the literature, and ensure you reflect on the goals you have set for yourself.

Comment on:

1. The nature of your relationships with staff and children.
2. Your engagement in the programme.
3. What the centre does in relation to assessment and pedagogical practices.
4. How you saw the principles of Te Whāriki in practice and how you ensured this in your practice.
5. What you noticed about centre bicultural practices.

Meet with your mentor and plan what you will be doing next week to contribute to the programme. This will involve assessment and intentionally provoking learning. Review your goals for the coming week.

Week Two:

Based on week one informal observations of the children, and discussions with your associate, provide three intentional learning opportunities for the children during week two. These will be opportunities for you to develop a greater understanding of the children and their learning.

During week two you will be extending your skills in assessing children’s learning. Choose three episodes where you see the children engaged in meaningful learning. Make a record of these interactions. Talk with your mentor about the need to have permission from the parents. A consent form can be accessed from blackboard.

Document:

- What you noticed?
- What learning you think was happening?
- What working theories or learning dispositions were evident?
- How the principles or strands of Te Whāriki were evident?

At the end of the week write a one-page reflective account of your participation in the programme.

1. Think critically about how you participated in the programme and the approaches and strategies you are finding effective when engaging with children. What was happening when things do not go so well or as you were hoping.
2. Reflect on the extent to which you met the goals set with your mentor.
3. Make links to the literature.
Meet with your associate and plan how you will use your Tuesday visits to contribute to the programme and develop your personalised plan. This will involve assessment and intentionally provoking learning.

**The Tuesday visits commence on the week beginning the 27 February.**

At the end of the practicum write a two-page reflective account of your participation in the programme.

- Think critically about how you participated in the programme with specific reference to the approaches and strategies you found effective when engaging with children, using examples of how you fostered connectedness, continuity, and complexity.
- Reflect on the extent to which you met the goals set with your mentor.
- Reflect on your bicultural practices.
- Reflect on how you have implemented the principles and strands of Te Whāriki.
- Comment on your progress towards meeting the Education Council Graduating Teacher Standards (GTS).

File this account in your folder to be cited by your visiting lecturer during their visits over semester one.

Upload your weekly reflections and your two page reflective account on Blackboard under the *Professional Practice Journal*.

**Professional Practice/Experience**

Completion of all professional practice/experience is a requirement for provisional registration as a teacher. Therefore you must meet the full requirements in terms of hours in the class and in schools/centres. Of course unexpected events can occur. If you are unable to go to your allocated school/centre for professional practice/experience, you need to communicate with your school/centre and the College of Education:

- Phone your Mentor Teacher/school/centre before 8:30 am.
- Phone or email the Practicum Administrator:
  - ECE 03 479 4225  
  - ecepracadmin@otago.ac.nz
- If you are due to be visited by your University Mentor, you must also contact that person.

**Tuesday Visits**

28 February; 7, 14, 21, 28 March; 4, 11 April (none on 25th - ANZAC Day); 2, 9, 16 May

Continue to implement and develop your personalised plan to meet the learning outcomes for this paper.
End of Semester Block practicum

22 May – 16 June

During your practice you will implement your personalised teaching plan (see Table 2), which will have been developed by you, in consultation with your mentor and visiting lecturer.

Gather evidence to demonstrate how you are meeting the learning outcomes of the course.

The criteria for your practicum assessment will be:

1. Demonstrate professionalism in all aspects of their professional practice;
2. Establish and maintain professional learning relationships with colleagues and learners;
3. Address biculturalism in all their practice and promote equitable outcomes;
4. Design, implement, and evaluate learner-centred teaching experiences;
5. Establish personal professional development goals based on critical reflection of their practice.

You are expected to contribute fully to all aspects of the centre programme, work as part of the team, engage in learning interactions with the children, pick up on the teachable moment, and assess and plan for children’s learning.

During this block practicum continue to upload your documentation onto Blackboard to ensure you meet the requirements for the competency check and your assessment interview (see pp. 17-18 & 19-21).

Assessment Procedures

This is a pass/fail paper.

Assessment is based on professional competence and evidence of achievement of the learning outcomes.

Students must demonstrate competency to their visiting lecturer and associate/mentor during professional experience before being eligible for an individual assessment interview, using the Practicum Competencies Check. This will be completed during the May/June professional experience.

On the visiting lecturer practicum visit the student must ensure they have met the criteria of competencies to proceed to the interview. See the Practicum Competencies Checklist on the following page.
| Graduate Diploma (ECE)                                                                 | Practicum 2 Expectation Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | GOALS | REFLECTIONS |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate professionalism in all aspects of their professional practice            | Continues developing the practicum folder, maintains its currency and has it available at all times. Written introduction/mihi. Reflects on:  • Relationships with children, and staff and the value of engaging in conversations with parent/whānau  • Professional behaviour – confidential; ethical; respectful                                                                                                                                                                                                                                                                                                                                                      |       |             |
| Establish and maintain professional learning relationships with colleagues and learners | Reflects on:  • 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  • Effectiveness of inter-personal relationships  • Relevant theory and research                                                                                                                                                                                                                                                                                                                                 |       |             |
| Address biculturalism in all their practice and promote equitable outcomes            | •Greetings and farewells; praise; instructions; kiwaha (sayings); whakatauki (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 Te Whāriki in personal practice  • Reflects on and providing examples of Tātaiako competencies as seen in personal practice                                                                                                                                                                                                                                                                                                                                                      |       |             |
| Design, implement, and evaluate learner centred teaching experience                    | • 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 Te Whāriki for assessment and planning purposes  • Takes increasing responsibility for the learning environment                                                                                                                                                                                                                                                                                                                                                                                            |       |             |
| Establish personal professional development goals based on critical reflection of their practice | • Reflect on how you met each of the learning outcomes to date, and how your practice reflected the principles of Te Whāriki and related theories  • Demonstrates the importance of relationships and showing how these impact on learning  • Works effectively with individual children and groups of children to ensure inclusive environments that are conducive to learning behaviours and children’s wellbeing  • Participates as an active member of a community of learners, which involves, children, teachers and parents  • Articulates philosophy and practice and advocates for early childhood                                                                                                                                                                                                                                                                                                                                                                   |       |             |

**Table 2**

Reflect on Practice related to each learning outcome of EDPE300 and on feedback from mentor and visiting lecturer. Set goals for your next professional experience – EDPE 301
College policy on assignments

Refer to the College website: http://www.otago.ac.nz/education/forstudents.html and download the following documents:

- An Assignment Cover Page (located under the heading ‘General Information’) must be completed and attached to the front of each assignment.

- It is students’ responsibility to read the detailed Information for University of Otago College of Education Students Enrolled in Teacher Education Papers. It includes details relating to assignments, including any penalties for lateness or assignment length that may be applied and important policies and procedures you should be familiar with, e.g. Academic Integrity and Academic Misconduct Information for Students, Initial Teacher Education – Professional Standards and Criminal Offences Policy, Disclosure of Charges or Convictions for Criminal Offences, Health Declaration for Special Consideration Application, etc.

Deadlines for Handing in Assignments

1. **Assignments are to be submitted on or before the due date.**

   Due dates for assignments have been given well in advance and it is the responsibility of the student to plan ahead in order to meet deadlines for essay submission.

   N.B. Having a heavy load of assignments and/or tests for other courses is **NOT** an adequate reason for an extension to be given.

2. The **UOCE Assessment Policy** clearly states that no assignments can be accepted
   (a) after marked scripts have been returned to students, and/or
   (b) after the last day of the Semester, and/or
   (c) more than seven days late: the assignment will not be marked.

3. Information about how to apply for an extension and penalties that will be applied, for assignments that are submitted after the due date without an extension, can be found on the College website – refer to the **UOCE Assessment Policy**.

4. Word limits may be applied for some assignments. For information on word limits and penalties that are applied for exceeding these – refer to the **UOCE Assessment Policy**.

Submission of Assignments

1. All assignments must be submitted via the specified process described in the assignment details.

2. **It is expected that students will keep a photocopy (or be able to supply a copy) of all work submitted for assessment.**

Referencing Style

You are required to use APA referencing for the assignments on this paper.

To learn more about the reference style required for this paper, visit the University of Otago Library website: http://www.library.otago.ac.nz/research/citation.html
**Assessment**

**Summary of Assignments**

**NOTE:** All assignments are due at 12.00 noon on or before the due date.

To achieve a pass in this paper you will need to pass each of the components – practicum assessment, practicum interview, critical inquiry report.

Assessment is based on professional competence and evidence of achievement of the learning outcomes.

Students must demonstrate competency to their University visiting lecturer and associate/mentor during practicum before being eligible for an individual assessment interview.

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Weighting*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practicum competency assessment</td>
<td>During the June block teaching practicum</td>
<td>Pass/fail</td>
</tr>
<tr>
<td>2</td>
<td>Practicum interview</td>
<td>To be arranged in the week 20-24 June</td>
<td>Pass/fail</td>
</tr>
</tbody>
</table>

**Assignment 1 – Practicum Competency Assessment**

**Pass/Fail**

Due .................................................... This will happen during the June block teaching practicum

**Detailed Requirements for Assignment**

During your practice you will set and meet the goals from your personalised plan, which will have been developed by you in consultation with your associate and lecturer.

The criteria for your practicum assessment will be:

1. Acts professionally - follows centre policies, philosophy and statutory requirements.
2. Assessment used to facilitate connectedness, continuity of children’s learning.
4. Integrates te reo me ngā tikanga Māori into practice.
5. Engages in critical inquiry into practice.
6. Ensures the well-being of all children in Aotearoa-New Zealand.
7. Progress towards achievement of the Education Council Graduating Teacher Standards.
8. General.
<table>
<thead>
<tr>
<th>Students are deemed able to complete the practicum by the University visiting lecturer in consultation with the Associate Teacher on the basis that they:</th>
<th>Comments (optional)</th>
</tr>
</thead>
</table>
| Demonstrate professionalism in all aspects of their professional practice  
- Professional growth as a teacher over time  
- Working towards Graduating Teacher competencies  
- Ability to gather evidence that illustrate teaching expertise  
- Have met attendance requirements |  |
| Establish and maintain professional learning relationships with colleagues, family/whānau and learners  
- Acts professionally - follows centre policies, philosophy and statutory requirements  
- Collaborates and actively engages with teaching team, parents, whānau and children  
- Attends planning meetings, staff meetings as appropriate |  |
| Addresses biculturalism in all their practice and promote equitable outcomes  
- By demonstrating and articulating the principles, strands and domains of mana of Te Whāriki and the cultural competencies of Tātaiako.  
- This is evident in documentation  
- Intentional/planned integration of: contextual tikanga Māori and te reo Māori kupu and sentences. |  |
| Design, implement, and evaluate learner centred teaching experiences  
- Assessment for learning is regularly documented  
- Assessment informs intentional teaching  
- Planning to be intentional/provoke learning in sufficient detail for shared understanding by reader  
- There is evidence of evaluation of practice through critical reflection |  |
| Establish personal professional development goals based on critical reflection of their practice  
- Personal practicum plan is maintained  
- Journal entries are regularly and frequently uploaded  
- Journal entries show evidence of critical reflection on personal practice and goals  
- Journal entries make links between theory and practice |  |

Student .................................................................
Mentor Teacher .......................................................  
Visiting lecturer .....................................................
Assignment 2 – Practicum Interview

Pass/fail

Due ................................................. To be arranged in the week 20-24 June

Detailed Requirements for Assignment

To gain a pass in this paper, students must demonstrate achievement of all learning outcomes using evidence. The evidence is collated and presented by the student and discussed in an individual interview with your visiting lecturer. A minimum of three pieces of evidence is required for each EDPR301 learning outcome.

Evidence may be sourced from:

- Critical reflections
- Assessments/learning stories/narratives
- Associate feedback
- Feedback from visiting lecturer
- Planning for intentional teaching
- Critical reflections on readings
- Photos or other examples of engagement with children not included above
Assessment Interview

Evidence of achievement of EDPE300 learning outcomes
(a minimum of 3 pieces is required for each learning outcome)

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate professionalism in all aspects of their professional practice</td>
</tr>
<tr>
<td>2.</td>
<td>Establish and maintain professional learning relationships with colleagues and learners</td>
</tr>
<tr>
<td>3.</td>
<td>Address biculturalism in all their practice and promote equitable outcomes</td>
</tr>
<tr>
<td>4.</td>
<td>Design, implement, and evaluate learner centred teaching experiences</td>
</tr>
<tr>
<td>5.</td>
<td>Establish personal professional development goals based on critical reflection of their practice.</td>
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</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is making progress towards the relevant Graduating Teacher Standards? (delete one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has met the learning outcomes for EDPE300 (delete one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final result for EDPE300</td>
<td>PASS</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

Signature of University Visiting Lecturer:

Date:
<table>
<thead>
<tr>
<th>Student name:</th>
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<table>
<thead>
<tr>
<th>ECE setting:</th>
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<table>
<thead>
<tr>
<th>Mentor Teacher:</th>
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<tr>
<th>Visiting University Lecturer:</th>
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<table>
<thead>
<tr>
<th>List goals for EDPE301</th>
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</tbody>
</table>
Education Council Graduating Teacher Standards: Aotearoa New Zealand

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 teachers play in enabling the educational achievement of all learners.

Professional Knowledge
Standard One: Graduating Teachers know what to teach
a. have content knowledge appropriate to the learners and learning areas of their programme.
   b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
   c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
   d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn
a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
   b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
   c. know how to develop metacognitive strategies of diverse learners.
   d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning
a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
   b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
   c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice
Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment
a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
   b. use and sequence a range of learning experiences to influence and promote learner achievement.
   c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
   d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
   e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
   f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning
a. systematically and critically engage with evidence to reflect on and refine their practice.
   b. gather, analyse and use assessment information to improve learning and inform planning.
   c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.
Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

a. recognise how differing values and beliefs may impact on learners and their learning.
b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
c. build effective relationships with their learners.
d. promote a learning culture which engages diverse learners effectively.
e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.
b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.
Student – Associate/Mentor Teacher Contract

This contract is designed to assist with communication and understanding between early childhood students and associates. Please sign and date the form when you have recorded and completed your discussion.

Names

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

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

Associate teacher/mentor’s 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 and start and finish at the same time as their associate teacher. If in an education and care centre, students will complete a 35-hour week (Seven hours 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?

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Centre Guidelines

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

Emergency procedures (eg 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 and Student Obligations

1. The student will be supervised by the associate/mentor or a trained staff member at all times.

2. The associate or a staff member will guide the student to understand policies in relation to care routines; providing positive guidance etc.

3. The associate will provide constructive, honest feedback to the student from the commencement of, and throughout the practicum.

4. It is the responsibility of the student to ensure that all planning is discussed and viewed by the associate before it is carried out.

5. Confidentiality regarding individual students will be maintained at all times

Student .................................................................  Associate .................................................................

It is the responsibility of the student to keep a copy of this contract with their posting notes.
Your Online Learning System

In this paper we use BlackBoard to provide a richer learning environment for you. The online environment provides a place for you to communicate and work with other students, to access course resources, to discuss questions raised during the course and to upload documentation relating to your practicum.

To benefit most from this environment you should:

• Access the online environment to check for messages and changes to content several times per week.

Required and Recommended Reading

Required Texts


Recommended Texts


Order your textbooks from:

University Book Shop (Otago) Ltd
Textbook Department
PO Box 6060
Dunedin 9010
Tel 64 3 477 6976 ext. 878
Fax 64 3 477 6571
Email ubs@unibooks.co.nz
Web www.unibooks.co.nz/
Library Resources


Brierley, A. Passionately interested in planning (still). Educational Leadership Project – wwelp.co.nz – on line


College Website

In addition to a wealth of information available for students on the University website there are also a number of useful Policies and Documents for Students on the College website. It is students’ responsibility to read this information.

Important Note

Students are advised to retain their programme and course information on completion of the programme.

Should graduates wish to apply for teaching positions and/or registration as a teacher overseas, many countries require information in addition to copies of academic transcripts and degree certification in order to assess qualifications gained in New Zealand. It is also useful should you wish to apply for cross-credit or recognition of prior learning (RPL) at a future time.

Paper prescriptions, learning outcomes (aims and objectives) and professional experience (teaching practicum) information is most often requested, therefore it is strongly recommended that students retain copies of the following:

- **Paper Outlines** (all compulsory and elective paper outlines completed during the course of study)
- Keep a record of each of your professional experiences, including the years, semesters, actual dates, names of the schools/centres, and age range of the children. Also list any single days you spent in schools/centres in addition to the professional experience weeks as part of your programme. These specific details are often requested by overseas institutions/employers.
- **University Calendar** (as applicable to the year of initial enrolment)
- **Guide to Enrolment** (as applicable to the year of initial enrolment)