<table>
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<td>Important Note</td>
<td>35</td>
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</tbody>
</table>
Welcome/Introduction

Tena koe, ngā mihi o te tau hou.

This full year paper is used to give you the conceptual and theoretical tools that you will use in your two practicum placements.

Contacts

Paper Coordinator
Sonya Gaches

Contact Information
Phone: 03-479-8949
Email: sonya.gaches@otago.ac.nz
Office Location: S3-08

How I can help you
I endeavour to respond to emails within 24 hours or you are welcome to try my office.

Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonya Gaches</td>
<td>S3-08 Tower Block</td>
<td>479 8949</td>
<td><a href="mailto:sonya.gaches@otago.ac.nz">sonya.gaches@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**

Students will critically reflect on how relationships contribute to professional and pedagogical practice in inclusive early childhood settings. There will be a particular focus on examining practices that facilitate all children’s learning using the curriculum framework of Te Whāriki.

Pre-requisite: EDPR101. Students must have achieved a pass in the Literacy Competence Test (ELIT199) or ELIT 198 Essential Literacy for Teaching; and a pass in the Information and Communication Technologies Competency Test (EICT 199) or EICT 198 Essential ICT for Teaching; or equivalent as approved by the Head of Department.

Restriction: EDUE221

Limited to: BTchg and BEdSt (Early Childhood Education)

**Learning Outcomes (Aims and Objectives)**

1. To critically reflect on how relationships contribute to professional practice in early childhood.
2. To critically examine pedagogical practices in inclusive early childhood settings
3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.
4. To integrate te reo me ngā tikanga Maori into pedagogical practice.

**Content**

**Professional relationships in early childhood**
- Responsive, reciprocal and respectful relationships
- Children
- Staff
- Parents/whanau

**The critically reflective teacher**
- Models of reflection – focusing on the interpersonal

**Pedagogical practices in inclusive early childhood settings**
- Inclusion and diversity
- Incorporating te reo Maori

**Increasing the complexity of children’s learning**
- What this means in the context of Te Whāriki
- Sociocultural assessment
- Showing connectedness and continuity
- Refer to “Early Childhood Practicum ~ Assessment and Planning Focus Over Time” document attached here (Big Arrow graphic)

**Creating learning environments**
- Positive guidance
- Environments that include all children
Timetable

Please follow your timetable as on eVision. 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>Thursday 9:00 – 9:50am</td>
<td>Semester 1 – OBS230 [Otago Business School] Semester 2 – 97ALBG02 [97 Albany St Seminar Room]</td>
<td>Sonya Gaches</td>
</tr>
</tbody>
</table>

Workload Expectations
180 hours

Tutorial Programme

The aim of the tutorials is to provide you with an opportunity to explore interpersonal relationships, pedagogical practices and their links to learning and bicultural understandings in early childhood education and to link your 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 critically reflecting on how relationships contribute to professional and pedagogical practice in inclusive early childhood settings. There will be a particular focus on examining practices that facilitate all children’s learning using the curriculum framework of Te Whāriki.

The aim of these weekly collaborative discussion sessions is to assist you to integrate your readings, and course work into the practical context. You are expected to come to tutorials prepared to share your reading and thinking.

There will be a required reading for each session. However, it is expected that you will extend your reading beyond the set readings and take the opportunity each week to explore other readings in the library or in your texts.
<table>
<thead>
<tr>
<th>Uni. Week</th>
<th>Week beginning</th>
<th>Content /Topic</th>
<th>Required Reading</th>
<th>Readings/Questions/Tasks</th>
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<tbody>
<tr>
<td>SEMESTER ONE</td>
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<tr>
<td>9</td>
<td>26 Feb</td>
<td>Intro to course Our Code, Our Standards</td>
<td>Required Reading: <em>Our Code, Our Standards</em> (2017) Education Council  - Our Values at the start  - Our Codes  - Our Standards  - EDPR201 Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5 March</td>
<td>Beginning with reflecting back  - Connecting last year’s practicum with this year’s work  - Beginning your Year 2 portfolio</td>
<td>Required Reading: Broadley &amp; Fagan (2010). Process, not perfections: the art of reflective practice. Chapter 8 in B. Clark &amp; A. Grey <em>Perspectives on early childhood education Āta kitea te pae – Scanning the Horizon</em></td>
<td>Portfolio work:  - Critically Reflecting on last semester’s practicum  - Thinking about goal setting for next practicum  - Connections to <em>Our Codes Our Standards</em>  - Setting up and getting started on your “Key Readings” section</td>
</tr>
<tr>
<td>11</td>
<td>12 March</td>
<td>Relationships, Teaching and Learning</td>
<td>Required Reading: Duhn &amp; Craw (2010). Embracing the complexity of a socio-cultural pedagogy: interpersonal relationships as a vehicle for learning. Chapter 6 in B. Clark &amp; A. Grey <em>Perspectives on early childhood education Āta kitea te pae – Scanning the Horizon</em></td>
<td>Portfolio work:  - Revising/Adding to your goals  - Connections to <em>Our Codes Our Standards</em>  - Adding to your “Key Readings” section</td>
</tr>
<tr>
<td>12</td>
<td>19 March</td>
<td>Teacher – Child Relationships</td>
<td>Required Reading: Heald &amp; Manuela (2013). Children as teachers and teachers as learners. Chapter 8 in A. Grey &amp; B. Clark <em>Transformative teaching practices in early childhood education Ngā Hurihanga ako Kōhungahunga</em></td>
<td>Portfolio work:  - Revising/Adding to your goals  - Connections to <em>Our Codes Our Standards</em>  - Adding to your “Key Readings” section</td>
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<td>14</td>
<td>2 April</td>
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<td>Mid-semester break</td>
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<td>Uni. Week</td>
<td>Week beginning</td>
<td>Content /Topic</td>
<td>Readings/Questions/Tasks</td>
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<td>• Adding to your “Key Readings” section</td>
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<td>19</td>
<td>7 May</td>
<td>Preparing for Practicum – Logistics and Practicum Handbook</td>
<td>Practicum Handbook</td>
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<td>Portfolio work:</td>
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<td>• Creating Week One Personal Plan of Action</td>
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<td>Uni. Week</td>
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</table>
| 20        | 14 May         | Professional Practice Block | Portfolio work:  
- Reflecting upon your goals as per tasks on pgs. 17-18 here  
  - Daily  
  - End of week  
- Connections to *Our Codes Our Standards*  
  - Daily  
  - End of week  
- Creating Week Two Personal Plan of Action |
| 21        | 21 May         | Professional Practice Block | Portfolio work:  
- Reflecting upon your goals as per tasks on p. 19 here  
  - Daily  
  - End of week  
- Connections to *Our Codes Our Standards*  
  - Daily  
  - End of week  
- Putting together your final summative report that includes looking back at your goals for this practicum and beginning to plan your goals for next semester |
| 22        | 28 May         | Pulling it all together | Workshopping your portfolio  
**Portfolio due Friday, 1 June (hand in at College Reception)** |
| 23        | 4 June         |                            | Exams |
| 24        | 11 June        |                            | |
| 25        | 18 June        |                            | Semester Break |
| 26        | 25 June        |                            | |
| 27        | 2 July         |                            | |
| **SEMESTER TWO** |  |  | |
**Portfolio work:**  
- Critically Reflecting on this recent practicum  
- Thinking about goal setting for next practicum  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
**Portfolio work:**  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
**Portfolio work:**  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
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<th>Uni. Week</th>
<th>Week beginning</th>
<th>Content /Topic</th>
<th>Readings/Questions/Tasks</th>
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</table>
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
For further knowledge and understanding:  
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
| 35        | 27 Aug         | Mid-Semester Break | |
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
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<th>Uni. Week</th>
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<th>Readings/Questions/Tasks</th>
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Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
For further knowledge and understanding:  
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards*  
- Adding to your “Key Readings” section |
Portfolio work:  
- Revising/Adding to your goals  
- Connections to *Our Codes Our Standards* Creating Week One Personal Plan of Action |
<table>
<thead>
<tr>
<th>Uni. Week</th>
<th>Week beginning</th>
<th>Content /Topic</th>
<th>Readings/Questions/Tasks</th>
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<tbody>
<tr>
<td>42</td>
<td>15 Oct</td>
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<td>Exam Period</td>
</tr>
<tr>
<td>43</td>
<td>22 Oct</td>
<td>Professional Experience Block</td>
<td>Post Weekly Teaching Story to Blackboard</td>
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<td>Portfolio work:</td>
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<td></td>
<td>• Reflecting upon your goals as per the tasks on pgs. 23-24</td>
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<td>o End of week</td>
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<td>• Print and include in your portfolio a copy of your weekly Teaching Story</td>
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<td>• Connections to <em>Our Codes Our Standards</em></td>
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<td>o End of week</td>
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<td></td>
<td>• Creating Week Two Personal Plan of Action</td>
</tr>
<tr>
<td>44</td>
<td>29 Oct</td>
<td>Professional Experience Block</td>
<td>Post Weekly Teaching Story to Blackboard</td>
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<td>Portfolio work:</td>
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<td>• Reflecting upon your goals as per the tasks on pgs. 25-26</td>
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<td>• Print and include in your portfolio a copy of your weekly Teaching Story</td>
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<td>• Connections to <em>Our Codes Our Standards</em></td>
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<td>o End of week</td>
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<td></td>
<td></td>
<td></td>
<td>• Creating Week Three Personal Plan of Action</td>
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<tr>
<td>45</td>
<td>5 Nov</td>
<td>Professional Experience Block</td>
<td>Post Weekly Teaching Story to Blackboard</td>
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<td>Portfolio work:</td>
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<td></td>
<td>• Reflecting upon your goals as per the tasks on pgs. 27-28</td>
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<td>• Print and include in your portfolio a copy of your weekly Teaching Story</td>
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<td>• Connections to <em>Our Codes Our Standards</em></td>
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<td></td>
<td>Putting together your final summative report that includes looking back at your goals for this practicum and beginning to plan your goals for next semester</td>
</tr>
<tr>
<td>46</td>
<td>12 Nov</td>
<td>Pulling it all together – Preparing for 3rd year</td>
<td>Workshopping your portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio due Wednesday, 14 November (hand in at College Reception)</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.

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 Education Council of Aotearoa New Zealand 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.

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.
Assessment
Summary of Assignments

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

Students must pass all components to pass this paper.

The Education Council of Aotearoa New Zealand has the responsibility for determining whether an applicant for teacher registration is satisfactorily prepared to teach. Students are required to demonstrate their participation in the required professional practice classes and practicum to the satisfaction of the Dean of the University of Otago College of Education. This is in accordance with The Education Council of Aotearoa New Zealand requirements for preservice teacher education.

Students are expected to attend ALL classes for which they are scheduled and each day of practicum. If you are ill and unable to attend practicum you must notify the Practicum Administrator and visiting lecturer (ecepracadmin@otago.ac.nz) and arrangements must be made to make up all missed time.

NOTE: All assignments are due at 12 noon on or before the due date. No extensions will be granted.

<table>
<thead>
<tr>
<th>Assessment#</th>
<th>Due Date</th>
<th>Assessment type</th>
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<tbody>
<tr>
<td>Practicum 2a</td>
<td>Students will demonstrate competence against established criteria as judged by the associate teacher and the visiting lecturer.</td>
<td>14 – 25 May (assessed on practicum)</td>
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<td>(semester 1)</td>
<td>Students are only able to commence Practicum 2b if they pass 2a.</td>
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<tr>
<td>Portfolio 2a</td>
<td>A portfolio which will provide documented evidence of:</td>
<td>Friday, 1 June (hand in at College Reception)</td>
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<td>• Weekly reflections on practice related to the learning outcomes, assessment data, evidence of planning for children’s learning and the incorporation of te reo me nga Māori. This documentation will be supported by reference to learning theories, research and related concepts that underpin practice. The portfolio will be formatively assessed after practicum 2a and summatively assessed after practicum 2b</td>
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<td>• Reflective Report – this report will draw on daily/weekly reflections documented in the reflective diary</td>
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Continued on next page
**Assessment Criteria for all Assignments**

All assessments will be evaluated using the “Early Childhood Lecturer’s Teaching Practice Report Second Year” form attached to this course outline and the Associate Teacher Evaluation.
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.

Resubmission of Assignments

The UOCE recommends that this practice is only used in courses which consist of distinctly different components where a pass is required in each component to pass the course, for example a curriculum course with components from different curriculum learning areas. In such courses, students who have failed one assignment only, may be given the chance for a one time resubmission of that assignment or an equivalent assignment, and will receive a maximum grade of C- for the resubmitted assignment.
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://otago.libguides.com/citation_styles

Teaching Practice

Two block practicums:

- May – two weeks, 14 - 25 May
- October/November – three week, 23 October (Tuesday) – 9 November

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 (7 hrs per day which excludes a lunch break). Students should strive to gain experience of a variety of early and late shifts.
May Practicum - Requirements for Assignment 2a

**Practicum 2a** – you will be assessed on your practicum by your associate teacher and by a visiting lecturer from College, based on the learning outcomes.

**Portfolio 2a** - you are to develop a professionally presented and indexed practicum portfolio/folder the content of which is explained below.

Your portfolio folder will contain all the documentation related to this practicum, and the related tasks (described later). As part of this, you will keep a reflective diary and **complete daily and weekly reflections**, on the required tasks outlined. These reflections will demonstrate your critical thinking and learning in relation to the learning outcomes, applying what you have been learning in your classes and papers to your practice. You will draw on these reflections to complete the Reflective Report which summarizes your learning.

It is expected that you will be up to date with your written work and will have it available for your associate and visiting lecturer **at all times**.

**Table 1** provides an overview of expectations for your practice for this practicum. This outlines a minimum requirement. We would expect you to challenge and extend yourself beyond these when and where appropriate and in discussion with your associate. It will be important for you to set goals for yourself to meet and think about **HOW** you will meet them. You will be constantly reflecting on, evaluating and developing your practice. This process is what drives your own professional development.
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Practicum 2a (EDPR 201)</th>
<th>Goals</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| To critically reflect on how relationships contribute to professional practice in early childhood. | Prepares a professionally presented and indexed practicum folder including all the stated requirements as per the course outline. Reflects on:  
- Relationships with children, staff and parents  
- The relationships the setting has with Government; non-Government organizations, and other services and agencies, as explored in EDPR202.  
- Professional behaviour – confidential; ethical; respectful  
- Reflects on practice in relation to the *Our Code Our Standards* |                                                                                         |             |
| To critically examine pedagogical practices in inclusive early childhood settings. | Reflects on:  
- Skills as a teacher and the effectiveness of specific pedagogical approaches and strategies used  
- Effectiveness of inter-personal relationships and related strategies  
- Relevant theory and research |                                                                                         |             |
| To explore strategies for increasing the complexity of children’s learning using the framework of *Te Whāriki* |  
- Develops formative assessment skills - notice, recognise and respond to children’s working theories & dispositions, domains of mana, being mindful of those related to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).  
- 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 further learning, with a focus on resources; experiences; events; teaching approaches and strategies to ensure connectedness in children’s learning  
- Uses *Te Whāriki* for assessment and planning purposes  
- Reflects on development of assessment for learning |                                                                                         |             |
| To integrate te reo me ngā tikanga Māori into pedagogical practice. | Takes every opportunity to increase confidence in the use of te reo Māori me ngā tikanga Māori including:  
- Greetings and farewells; praise; instructions; kiwaha (sayings); whakatauki (proverbs); Māori waiata  
- Contextual instructional language reflecting language learned in EDPR202  
- Intentional/planned integration of contextual te reo Māori; Māori pukapuka (books); Māori pūrākau.  
- 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 their practice  
- Reflects on and providing examples of *Tātaiako* competencies as seen in personal practice. |                                                                                         |             |

**REFLECT ON PRACTICE RELATED TO EACH LEARNING OUTCOME AND ON FEEDBACK FROM ASSOCIATE AND VISITING LECTURER AND SET GOALS FOR YOUR NEXT PRACTICUM IN OCTOBER.**
May practicum - Week One

During week 1 begin recording your responses to the following tasks in your practicum folder. This reflective journaling should demonstrate your development towards meeting the learning outcomes for this practicum paper and Our Code Our Standards.

To make these connections explicit, throughout all of these reflections you must identify, in brackets, links to Our Code Our Standards evident in your discussion, eg. (Our Code 2.4) or (Our Standards, Professional Relationships). Please keep in mind that you may link to more than one value, goal and/or standard.

1. To critically reflect on how relationships contribute to professional practice in early childhood.

**TASK** – Record your reflections about (1) your professional conduct and (2) how you developed relationships with other teachers, children and families/whānau. What strategies did you use and how effective were these? Consider how you were confidential, respectful and ethical and how you adhered to your setting’s philosophy and practices. How do these experiences relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

2. To critically examine pedagogical practices in inclusive early childhood settings.

**TASK** – Record your reflections about how you ensured children’s participation and engagement as you were involved in all aspects of your setting (e.g., routines, experiences, events, etc). Identify successful approaches and strategies that you used or saw others using. How do these relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.

**TASK** - Notice, recognise and respond to learning as you engage with children, using your curriculum content knowledge to identify key concepts/developing working theories, learning dispositions and domains of mana. Pay particular attention to concepts and processes in relation to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).

**SPECIFICALLY** - Along with your associate, identify 2-3 children with whom you could pay particular attention and for whom you could document their learning. Read their profile books/portfolios to provide you with a richer picture of the each child as a learner. Begin to document significant vignettes of each child’s learning as narratives with a PAST PRESENT FUTURE focus by the end of your third day.

As part of this process, discuss your narratives with your associate and share what you have written with these children, identifying the learning goals they has for themselves.

_The emphasis this semester is on making connections to the child’s learning across time and contexts. How does this significant moment that you noticed relate to what you already know about the child? You will be drawing upon children’s profile book/portfolio, other learning stories, and Te Whāriki throughout this process._

If possible, from these discussions you _may_ identify the “future”/ “where to next” for learning. Think of the many ways you could provoke this learning across the curriculum, and the strategies you will use, and document this. This is your planning for learning. You should be able to discuss this documentation with your associate, other teachers, and your visiting lecturer. You will continue to document stories of children’s learning that result from this process, and continue to plan to provoke learning.
NB: Your associate must countersign all narratives and intentions for provoking/revisiting learning. You must not take any photographs of the children without the permission of your associate. If you are including photographs in your narratives please make sure you have the permission of the associate and the parents. Use the consent form on BlackBoard if needed. It is suggested you only include photos in which the children are not identifiable (e.g., photos taken from behind or below the neck of the child/ren.

4. To integrate te reo me ngā tikanga Māori into pedagogical practice.

**TASK** – Refer to **Table 1** for specific expectations. You will be expected to have set goals for this week and be working towards these.

As part of your intentional planning for learning you are expected to identify related te reo and tikanga Māori and integrate this into your teaching. Identify successful approaches and strategies that you used or saw others using. How do these relate to Tātaiako, literature of the field and Our Code Our Standards?
May practicum - Week Two

During week 2 complete the following tasks to show your development towards meeting the learning outcomes. To make these connections explicit, throughout all of these reflections you must identify, in brackets, links to Our Code Our Standards evident in your discussion, eg. (Our Code 2.4) or (Our Standards, Professional Relationships). Please keep in mind that you may link to more than one value, goal and/or standard.

1. To critically reflect on how relationships contribute to professional practice in early childhood.

**TASK** – Record your reflections about how you developed relationships with other teachers, children and families/whānau. What new thinking and/or strategies did you use and how effective were these? Also note the relationships the setting has with Government; non-Government organisations, and other services and agencies, as explored in EDPR202. How do these experiences relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

2. To critically examine pedagogical practices in inclusive early childhood settings.

**TASK** – Record your reflections about your skills as a teacher and the pedagogical practices you used and identify successful approaches and strategies used. This week focus on interpersonal relationships and how they impacted on children’s engagement/participation and learning. How do these relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.

**TASK** – Continue to Notice, recognise and respond to learning as you engage with children, using your curriculum content knowledge to identify key concepts/developing working theories, learning dispositions and domains of mana. Continue to pay particular attention to concepts and processes in relation to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).

**SPECIFICALLY** - As in week 1, continue to document significant vignettes of the identified children’s learning as narratives, and plan from this. Your focus this week should build upon the connections (past, present, future) you identified last week. You should have at least 2 trails of connected learning and related potential planning driving your teaching. You will be drawing on Te Whāriki throughout this process. 

Reminder: Your associate must countersign all narratives and intentions for provoking/revisiting learning. You must not take any photographs of the children without the permission of your associate. If you are including photographs in your narratives please make sure you have the permission of the associate and the parents. Use the consent form on BlackBoard if needed. It is suggested you only include photos in which the children are not identifiable (e.g., photos taken from behind or below the neck of the child/ren.

4. To integrate te reo me ngā tikanga Māori into pedagogical practice.

**TASK** – Refer to Table 1 for specific expectations. You will be expected to set new goals for week 2 and be working towards these.

As part of your intentional planning for learning you are expected to identify related te reo and tikanga Māori and integrate this into your teaching. Identify successful approaches and strategies that you used or saw others using. How do these relate to Tātaiako, literature of the field and Our Code Our Standards?
Assignment 2a: Portfolio

Pass/Fail

Due .............................................. by Midday on or before Friday 1 June

Where to hand in work .................. Assignment box, College Reception

Detailed Requirements for Assignment

Your portfolio should be a clearly referenced folder/ring binder in which you keep all material pertaining to your blocked teaching practicums. This must be up to date and with you on your practicum each day. Your portfolio will be formatively assessed following the May practicum and summatively assessed after the November practicum.

Following May Practicum, your portfolio will include each of the following sections:

1. Summary Report (see below)
2. Detailed responses to the tasks listed just prior across the two weeks. These responses should make explicit reference to the Education Council’s Our Code Our Standards document as well literature from the field.
3. Key readings as summarised and reflected upon each week.
4. An APA-style reference list of all readings included in sections 1-3
5. Resource ideas/materials you have collected during your practicum. (Be sure to obtain permissions and further information about resources/ideas gathered from your practicum’s setting.)

Summary Report – 2000 words

Your report will not be a repetition of the notes and reflections taken over the 2 weeks but will draw on and develop key ideas from these.

Using a model of reflection explored in class to frame your discussion, identify what you have learned from your practice about yourself as a teacher in relation to each of the learning outcomes:

1. To critically reflect on how relationships contribute to professional practice in early childhood.
2. To critically examine pedagogical practices in inclusive early childhood settings
3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.
4. To integrate te reo me nga tikanga Māori into pedagogical practice.

You are expected to make links to related theory, concepts and readings explored in your course to date.

You must also identify, in brackets, links to Our Code Our Standards evident in your discussion, eg, (Our Code 2.4) or (Our Standards, Professional Relationships). Please keep in mind that you may link to more than one value, goal and/or standard.

Set Goals for the November practicum as a result of this thinking. Include these at the end of your report.
November Practicum - Requirements for Assignment 2b

Practicum 2b – you will be assessed on your practicum by your associate teacher and by a visiting lecturer from College, based on the learning outcomes.

Portfolio 2b - you are to develop a professionally presented and indexed practicum portfolio/folder the content of which is explained below.

Your practicum folder will contain all the documentation related to this practicum, and the related tasks (described later). As part of this, you will keep a reflective diary and complete daily and weekly reflections on the required tasks outlined. These reflections will demonstrate your critical thinking and learning in relation to the learning outcomes, applying what you have been learning in your classes and papers to your practice. You will draw on these reflections to complete the Reflective Report which summarizes your learning.

It is expected that you will be up to date with your written work and will have it available for your associate and visiting lecturer at all times.

Table 2 provides an overview of expectations for your practice for this practicum. This outlines a minimum requirement. We would expect you to challenge and extend yourself beyond these when and where appropriate and in discussion with your associate. It will be important for you to set goals for yourself to meet and think about HOW you will meet them. You will be constantly reflecting on, evaluating and developing your practice. This process is what drives your own professional development.
Table 2 - Expectations and personalised planning for November practicum - Practicum 2b

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Practicum 2b (EDPR 201)</th>
<th>Goals</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| To critically reflect on how relationships contribute to professional practice in early childhood. | Continues developing the practicum folder, maintains its currency and has it available at all times. Reflects on:  
- Relationships with children, and staff and the value of engaging in conversations with parent/whānau  
- The relationships the setting has with Government; non-Government organisations, and other services and agencies, as explored in EDPR202, and the importance of these.  
- Professional behaviour – confidential; ethical; respectful  
- Reflects on practice in relation to the Our Code Our Standards | | |
| To critically examine pedagogical practices in inclusive early childhood settings | Reflects on:  
- Skills as an inclusive teacher  
- Skills working with small groups of children  
- The effectiveness of specific pedagogical approaches and strategies used  
- Effectiveness of inter-personal relationships  
- Relevant theory and research, drawing on content from EDCR202.  
- How the relationships the setting has with Government; non-Government organisations, and other services and agencies, as explored in EDPR202, informs the practice of kaiako to ensure inclusive settings. | | |
| To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki. | Develops formative assessment skills - notice, recognise and respond to children’s working theories & dispositions, domains of mana, being mindful of those related to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).  
- 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 further learning, with a focus on resources; experiences; events; teaching approaches and strategies to ensure continuity and connectedness in children’s learning  
- Uses Te Whāriki for assessment and planning purposes  
- Reflects on development of assessment for learning | | |
| To integrate te reo me ngā tikanga Māori into pedagogical practice. | Integrates te reo Māori me ngā tikanga Māori into pedagogical practice, continuing to develop confidence and competence by responding to goals set in semester 1 practicum, demonstrating:  
- Greetings and farewells; praise; instructions; kiwaha (sayings); whakatauki (proverbs); Māori waiata  
- Contextual instructional language reflecting language learned in EDPR 202  
- Intentional/planned integration of contextual te reo Māori; Māori pukapuka (books); Māori pūrākau.  
- Reflects specific mātauranga (knowledge) Māori in a tika (correct) manner, drawing on the content explored in EDCR203  
- 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. | | |
| REFLECT ON PRACTICE RELATED TO EACH LEARNING OUTCOME AND ON FEEDBACK FROM ASSOCIATE AND VISITING LECTURER AND SET GOALS FOR YEAR 3 | | |
November practicum - Week One

During week 1 begin recording your responses to the following tasks in your practicum folder. This reflective journaling should demonstrate your development towards meeting the learning outcomes for this practicum paper and Our Code Our Standards.

To make these connections explicit, throughout all of these reflections you must identify, in brackets, links to Our Code Our Standards evident in your discussion, eg. (Our Code 2.4) or (Our Standards, Professional Relationships). Please keep in mind that you may link to more than one value, goal and/or standard.

1. To critically reflect on how relationships contribute to professional practice in early childhood.

**TASK** – Record your reflections about (1) your professional conduct and (2) how you developed relationships with other teachers, children and families/whānau. What strategies did you use and how effective were these? Consider how you were confidential, respectful and ethical and how you adhered to your setting’s philosophy and practices. How do these experiences relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

2. To critically examine pedagogical practices in inclusive early childhood settings.

**TASK** – Record your reflections about how you ensured children’s participation and engagement as you were involved in all aspects of your setting (e.g., routines, experiences, events, etc). Identify successful approaches and strategies that you used or saw others using. How do these relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.

**TASK** - Notice, recognise and respond to learning as you engage with children, using your curriculum content knowledge to identify key concepts/developing working theories, learning dispositions and domains of mana. Pay particular attention to concepts and processes in relation to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).

**SPECIFICALLY** - Along with your associate, identify 2-3 children with whom you could pay particular attention and for whom you could document their learning. Read their profile books/portfolios to provide you with a richer picture of the child as a learner. Begin to document significant vignettes of each child’s learning as narratives with a PAST PRESENT FUTURE focus by the end of your third day.

As part of this process, discuss your narratives with your associate and share what you have written with the child, identifying the learning goals he/she has for themself.

*The emphasis this semester is on making connections to the child’s learning across time and contexts. How does this significant moment that you noticed relate to what you already know about the child? You will be drawing upon children’s profile book/portfolio, other learning stories, and Te Whāriki throughout this process.*

If possible, from these discussions you may identify the “future”/ “where to next” for learning. Think of the many ways you could provoke this learning across the curriculum, and the strategies you will use, and document this. This is your planning for learning. You should be able to discuss this documentation with your associate, other teachers, and your visiting lecturer. You will continue to document stories of children’s learning that result from this process, and continue to plan to provoke learning.
NB: Your associate must countersign all narratives and intentions for provoking/revisiting learning. You must not take any photographs of the children without the permission of your associate. If you are including photographs in your narratives please make sure you have the permission of the associate and the parents. Use the consent form on BlackBoard if needed. It is suggested you only include photos in which the children are not identifiable (e.g., photos taken from behind or below the neck of the child/ren.

4. To integrate te reo me nga tikanga Māori into pedagogical practice.

**TASK** – Refer to Table 1 for specific expectations. You will be expected to have set goals for this week and be working towards these.

As part of your intentional planning for learning you are expected to identify related te reo and tikanga Māori and integrate this into your teaching. Identify successful approaches and strategies that you used or saw others using. How do these relate to Tātaiako, literature of the field and Our Code Our Standards?

5. Weekly Teaching Story posted to Blackboard

**TASK** - At the end of week one think of a particular event, engagement or interaction that caught your attention throughout the week. Thinking about that event, engagement or interaction complete the following sections:

a) Description of the event, engagement, interaction, etc. Tell this as a story that brings that moment to life.

b) Think about what this moment could mean in terms of the children’s questions (adapted from Podmore, 2009):
   
   i. How do you appreciate and understand my interest and abilities and those of my family? Do you know me?
   
   ii. How do you meet my daily needs with care and sensitive consideration? Can I trust you?
   
   iii. How do you engage my mind, off challenges and extend my world? Do you let me fly?
   
   iv. How do you invite me to communicate and respond to my own particular efforts? Do you hear me?
   
   v. How do you encourage and facilitate my endeavours to be part of the wider group? Is this place fair for us?

c) How will this self-evaluation guide your practice going forward? What changes do you need to make to your teaching practices as a result of this self-evaluation?

d) Post these reflection to your Discussion Board thread on Blackboard AND print them off to include in your portfolio.
November practicum - Week Two

During week 2 complete the following tasks to show your development towards meeting the learning outcomes. To make these connections explicit, throughout all of these reflections you must identify, in brackets, links to Our Code Our Standards evident in your discussion, eg. (Our Code 2.4) or (Our Standards, Professional Relationships). Please keep in mind that you may link to more than one value, goal and/or standard.

1. To critically reflect on how relationships contribute to professional practice in early childhood.

**TASK** – Record your reflections about how you developed relationships with other teachers, children and families/whānau. What new thinking and/or strategies did you use and how effective were these? Also note the relationships the setting has with Government; non-Government organisations, and other services and agencies, as explored in EDPR202. How do these experiences relate to Te Whāriki as well as literature of the field and Our Code Our Standards?

2. To critically examine pedagogical practices in inclusive early childhood settings.

**TASK** – Record your reflections about your skills as a teacher and the pedagogical practices you used and identify successful approaches and strategies used. *This week continue to focus on interpersonal relationships and how they impacted on children’s engagement/participation and learning. Also focus on how your relationships with families/whānau are supporting your responsiveness to children, documenting new thinking and, on how the relationships the setting has with Government; non-Government organisations, and other services and agencies, as explored in EDPR202, informs the practice of kaako to ensure inclusive settings. How do these relate to Te Whāriki as well as literature of the field and Our Code Our Standards?*

3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.

**TASK** – Continue to *Notice, recognise* and *respond* to learning as you engage with children, using your curriculum content knowledge to identify key concepts/developing working theories, learning dispositions and domains of mana. Continue to pay particular attention to concepts and processes in relation to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).

**SPECIFICALLY** – As in week 1, continue to document significant vignettes of each child’s learning as narratives, and plan from this. **Your focus this week is on ensuring the connectedness and continuity of learning is visible** in your documentation and that you are also articulating this to the child. You should have at least 2 trails of connected learning and related planning driving your teaching. **You will be drawing on Te Whāriki throughout this process.**

Reminder: Your associate must countersign all narratives and intentions for provoking/revisiting learning. You must not take any photographs of the children without the permission of your associate. If you are including photographs in your narratives please make sure you have the permission of the associate and the parents. Use the consent form on BlackBoard if needed. It is suggested you only include photos in which the children are not identifiable (e.g., photos taken from behind or below the neck of the child/ren.
4. To integrate te reo me ngā tikanga Māori into pedagogical practice.

**TASK** – Refer to Table 2 for specific expectations. You will be expected to set new goals for week 3 and be working towards these.

As part of your intentional planning for learning you are expected to identify related te reo and tikanga Māori and integrate this into your teaching. Identify successful approaches and strategies that you used or saw others using. How do these relate to Tātaiako, literature of the field and Our Code Our Standards?

5. Weekly Teaching Story posted to Blackboard

**TASK** - At the end of week two think of a particular event, engagement or interaction that caught your attention throughout the week. Thinking about that event, engagement or interaction complete the following sections:

a) Description of the event, engagement, interaction, etc. Tell this as a story that brings that moment to life.

b) Think about what this moment could mean in terms of the children’s questions (adapted from Podmore, 2009):
   i. How do you appreciate and understand my interest and abilities and those of my family? Do you know me?
   ii. How do you meet my daily needs with care and sensitive consideration? Can I trust you?
   iii. How do you engage my mind, off challenges and extend my world? Do you let me fly?
   iv. How do you invite me to communicate and respond to my own particular efforts? Do you hear me?
   v. How do you encourage and facilitate my endeavours to be part of the wider group? Is this place fair for us?

c) How will this self-evaluation guide your practice going forward? What changes do you need to make to your teaching practices as a result of this self-evaluation?

Post these reflection to your Discussion Board thread on Blackboard AND print them off to include in your portfolio.
November practicum - Week Three

During week 3 complete the following tasks to show your development towards meeting the learning outcomes. To make these connections explicit, throughout all of these reflections you must identify, in brackets, links to Our Code Our Standards evident in your discussion, eg. (Our Code 2.4) or (Our Standards, Professional Relationships). Please keep in mind that you may link to more than one value, goal and/or standard.

1. To critically reflect on how relationships contribute to professional practice in early childhood.

**TASK** – Continue to be mindful of your professional conduct and take notes on any new thinking. Record your reflections about how you developed relationships with other teachers, children and families/whānau. What new thinking and/or strategies did you use and how effective were these? Continue to focus on how these relationships contributed to your work with children, documenting new thinking.

2. To critically examine pedagogical practices in inclusive early childhood settings.

**TASK** – Record your reflections about your skills as a teacher and the pedagogical practices you used and identify successful approaches and strategies used. Continue to reflect on interpersonal relationships and how they impacted on children’s engagement/participation and learning. **Continue to focus on how your relationships with families/whānau are supporting your responsiveness to children, documenting new thinking and, on how the relationships the setting has with Government; non-Government organisations, and other services and agencies, as explored in EDPR202, informs the practice of kaiako to ensure inclusive settings.**

3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.

**TASK** – Continue to **Notice, recognise and respond** to learning as you engage with children, using your curriculum content knowledge to identify key concepts/developing working theories, learning dispositions and domains of mana. Continue to pay particular attention to concepts and processes in relation to Maths; Technology and ICT from EDCR101; and multi literacies from EDCR102 as well as EDCR202 wherever appropriate (especially if you are in an under 3s setting).

**SPECIFICALLY** – As in week 2, continue to document significant vignettes of the each child’s learning as narratives, and plan from this. **Your focus this week is on ensuring the connectedness and continuity of learning is visible in your documentation and that you are also articulating this to the child. You should have at least 2 trails of connected learning and related planning driving your teaching. You will be drawing on Te Whāriki throughout this process.**

Reminder: Your associate must countersign all narratives and intentions for provoking/revisiting learning. You must not take any photographs of the children without the permission of your associate. If you are including photographs in your narratives please make sure you have the permission of the associate and the parents. Use the consent form on BlackBoard if needed. It is suggested you only include photos in which the children are not identifiable (e.g., photos taken from behind or below the neck of the child/ren.)
4. To integrate te reo me ngā tikanga Māori into pedagogical practice.

**TASK** – Refer to Table 2 for specific expectations. At the end of the week you will be expected to set reflect upon these goals for week 3 and be thinking about appropriate goals for your Year 3 practicum.

As part of your intentional planning for learning you are expected to identify related te reo and tikanga Māori and integrate this into your teaching. Identify successful approaches and strategies that you used or saw others using. How do these relate to Tātaiako, literature of the field and Our Code Our Standards?

5. Weekly Teaching Story posted to Blackboard

**TASK** - At the end of week one think of a particular event, engagement or interaction that caught your attention throughout the week. Thinking about that event, engagement or interaction complete the following sections:

   a) Description of the event, engagement, interaction, etc. Tell this as a story that brings that moment to life.

   b) Think about what this moment could mean in terms of the children’s questions (adapted from Podmore, 2009):

   i. How do you appreciate and understand my interest and abilities and those of my family? Do you know me?

   ii. How do you meet my daily needs with care and sensitive consideration? Can I trust you?

   iii. How do you engage my mind, off challenges and extend my world? Do you let me fly?

   iv. How do you invite me to communicate and respond to my own particular efforts? Do you hear me?

   v. How do you encourage and facilitate my endeavours to be part of the wider group? Is this place fair for us?

   c) How will this self-evaluation guide your practice going forward? What changes do you need to make to your teaching practices as a result of this self-evaluation?

Post these reflection to your Discussion Board thread on Blackboard AND print them off to include in your portfolio.
Assignment 2b: Portfolio

Pass / Fail

Due ........................................ by Midnight on or before Wednesday 14 November

Where to hand in work .............. Assignment box, College Reception

Detailed Requirements for Assignment

Your portfolio should be a clearly referenced folder/ring binder in which you keep all material pertaining to your blocked teaching practicums. This must be up to date and with you on your practicum each day. Your portfolio will be **summatively assessed after the November practicum**.

**Following the November Practicum**, your portfolio will include sections for:

1. Summary Report (see below)
2. Detailed responses to the tasks listed just prior across the two weeks. These responses should make explicit reference to the Education Council’s *Our Code Our Standards* document as well literature from the field.
3. Printed copies of each of your weekly Teaching Stories
4. Key readings as summarised and reflected upon each week.
5. An APA-style reference list of all readings included in sections 1-3
6. Resource ideas/materials you have collected during your practicum. (Be sure to obtain permissions and further information about resources/ideas gathered from your practicum’s setting.)

**A Report – 2000 words**

Your report will not be a repetition of the notes and reflections taken over the 2 weeks but will draw on and develop key ideas from these.

Using a model of reflection explored in class to frame your discussion, identify what you have learned from your practice about yourself as a teacher in relation to each of the learning outcomes:

1. To critically reflect on how relationships contribute to professional practice in early childhood.
2. To critically examine pedagogical practices in inclusive early childhood settings
3. To explore strategies for increasing the complexity of children’s learning using the framework of Te Whāriki.
4. To integrate te reo me nga tikanga Māori into pedagogical practice.

You are expected to make links to related theory, concepts and readings explored in your course to date.

You must also identify, in brackets, links to *Our Code Our Standards* evident in your discussion, eg. *(Our Code 2.4)* or *(Our Standards, Professional Relationships)*. Please keep in mind that you may link to more than one value, goal and/or standard.

Provide a concluding statement identifying your key learnings across the whole year. **Set Goals for year 3 as a result of this thinking. Include these as your final section of this summary report.**
Our Code Our Standards (Education Council, 2017)

The Code of Professional Responsibility and Standards for the Teaching Profession which elaborates on the values, the code of ethics and teaching standards that teachers must now meet as of January 2018 is available in many forms. You will have been given a copy as part of the course and it is available

www.educationcouncil.org.nz/

as well as available on BlackBoard in the “course” ECE Policy Documents
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 (7 hrs per day which excludes a lunch break). Students should strive to gain experience of a variety of early and late shifts.

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

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

Is there a cost? ........................................................................................................................................ ......................................................................................... ......................................................................................... ......................................................................................... ......................................................................................... .........................................................................................

Who answers the phone? ...................................................................................................................... ......................................................................................... ......................................................................................... ......................................................................................... ......................................................................................... .........................................................................................

Where are messages recorded? ............................................................................................................ ......................................................................................... ......................................................................................... ......................................................................................... ......................................................................................... .........................................................................................

Cellphone use ........................................................................................................................................ ......................................................................................... ......................................................................................... ......................................................................................... ......................................................................................... .........................................................................................

Responsibilities
What are the student’s responsibilities in daily routines?
.......................................................................................................................................................... ..........................................................................................................................................................

.......................................................................................................................................................... ..........................................................................................................................................................

.......................................................................................................................................................... ..........................................................................................................................................................

.......................................................................................................................................................... 31
Centre Guidelines

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

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

Please outline these

Strategies for providing positive guidance

Are there any special circumstances?

Centre Guidelines/Policy related to photos of children

Centre Requirements related to documented assessment of children

A regular time for discussion

Confidentiality

Associate 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 practicum documentation.
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, and to discuss questions raised during the course.

To benefit most from this environment you should:

- Access the online environment to check for messages and changes to content several times per week.
- Relevant early childhood curriculums and policy documents can also be found on the Blackboard ‘class’ entitled “ECE POLICY: ECE Policy Documents”

Required and Recommended Reading

Required Texts


Recommended Texts


Textbooks can be ordered 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/
Other Readings


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)
Early Childhood Practicum ~ Assessment and Planning Focus Over Time

Getting to Know Learning  Getting to Know a Child as a Learner  Connecting Learning Over Time  Being Intentional  Planning with Children  The Whole Package

Year 1  Year 2  Year 3
Semester 1  Semester 2  Semester 1  Semester 2  Semester 1  Semester 2

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

1 child  2-3 children  Larger groups

Document episodes of learning for child

Noticing & Recognising  ...connectedness and continuity in  ...and complexity in learning
Identify possible “Where to next” using *Te Whāriki*  ...and plan to extend or provoke
Implement this plan  Document as a teaching story  ...and as part of a critical inquiry

Nov. 2017
Early Childhood
Lecturer’s Teaching Practice Report
Second Year

STUDENT ___________________________ LECTURER ___________________________
CENTRE ___________________________ ASSOCIATE ___________________________
SEMESTER _______ DATES OF OBSERVATION ___________________________
AGE RANGE ___________________________

FEEDBACK AFTER:
MAY Practicum Visit ☐ NOVEMBER Practicum Visit ☐
MAY Practicum Folder ☐ NOVEMBER Practicum Folder ☐

LO 1: Relationships and professional practice

LO 2: Critically examines pedagogical practices to inclusive setting

LO 3: Assessment for learning and increasing the complexity of children’s learning

LO 4: Incorporates te reo me āngā tikanga Māori
Reflective Report

ASSESSMENT: May Practicum
At this time of the year the student is:
(Click in box)
Passing ☐ Needing assistance ☐

ASSESSMENT: November Practicum
At the end of this year the student has:
Passed ☐ Failed ☐