

2025

PROGRAMME AND PROFESSIONAL PRACTICE HANDBOOK: Centre-Based Students

**Bachelor of Education (Teaching) Early Childhood
Te Whānau o Ako Pai | School of Education**



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KEY CONTACTS

Any queries and concerns regarding the centre-based delivery of the BEd(Tchg)EC programme should be directed in the first instance to the Programme Director. Specific queries regarding centre-based Student Teachers' Home Centre placements should be directed to the Education Professional Practice and Partnerships Office (EPPPO). Specific queries regarding the coursework and assessments associated with Student Teachers' Home Centre placements should be directed to the relevant Course Coordinator.

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Course Coordinator TCHG103	Rachel Denee T: 04-887 4314 e: rachel.denee@vuw.ac.nz
Course Coordinator TCHG220	Lisa Terreni and Rachel Denee T: 04-463 9552 e: lisa.terreni@vuw.ac.nz ; rachel.denee@vuw.ac.nz
Course Coordinator TCHG224	Rachel Denee T: 04-887 4314 e: rachel.denee@vuw.ac.nz
Course Coordinator TCHG 383	Sue Cherrington T: 04-463 9552 e: sue.cherrington@vuw.ac.nz
Education Professional Practice and Partnerships Office (formerly TE Office)	Purvi Chhaya (Manager) T: 04-887 3076 e: professionalpractice@vuw.ac.nz PO Box 600, Wellington 6012 Murphy 813, Victoria University, Kelburn Parade, Wellington (courier address)

Student Teachers:

Having up to date contact information for all our Student Teachers is crucial for us. Contact information is used by the EPPP Office to ensure Professional Practice, EC Centres/Kindergartens, Visiting Lecturers, and Programme Directors can contact you and support your teaching development.

Please check your contact details on Pūaha are correct. If your contact details change, please update these on Pūaha immediately and inform the EPPP Office.

Nau Mai Haere Mai

Tēnā koutou katoa, Bula vinaka, Fakaalofa lahi atu, Fakatalofa atu, Kia orana, Mālō e lelei, Mālō nī, Talofa lava, and warm Pacific greetings to you all.

Our team of Early Childhood Education (ECE) lecturers is excited and privileged to be working with our Student Teachers, Associate Teachers, and Centre/Kindergartens in partnership through the centre-based, and campus-based delivery of the BEd(Tchg)EC programme. Thank you for joining us in working to create excellent Kaiako.

The purpose of this handbook is to welcome you, introduce ourselves, and explain the organisation, structure and requirements for the centre-based delivery mode for the Bachelor of Education (Teaching) Early Childhood (BEd(Tchg)EC) programme (Ngā Mea Tuatahi/Section One). The handbook also includes:

- Key information about Whānau Ako/Professional Learning Communities and Professional Practices (Ngā Mea Tuarua/Section Two) to make sure everyone knows everything needed to maximise our Student Teachers' opportunities for successful professional learning during the Home Centre component of their programme, along with how to access support and how to proceed if challenges arise.
- Home-centre placement expectations and processes are included in Ngā Mea Tuatoru/Section Three.
- Further official requirements and procedures are included in Ngā Mea Tuawhā/Section Four.

A number of specific terms are used in this Handbook, including those outlined in the Table below.

Centre-based	The centre-based model of delivery in the BEd(Tchg)EC degree enables Student Teachers to complete a large proportion of their Professional Practice requirements in an EC Centre where they are employed or where the Centre's Umbrella Organisation has agreed for the Student Teacher to be a volunteer in the Centre.
Professional Practice	The Professional Practice component of the degree involves Student Teachers undertaking supervised placements in an Early Childhood Centre or Kindergarten. Student Teachers must satisfactorily complete the requirements of each Professional Practice placement in order to progress to the next stage of their degree.
Home Centre	The Centre or Kindergarten that the centre-based Student Teacher completes their Home Centre placements each trimester
Block placement	Centre-based Student Teachers also complete a full-time 4-week block placement in another EC Centre or Kindergarten in year 1 and in year 2
Associate Teacher	The Student Teacher is supervised during their Home Centre and block Professional Practice placements by a registered and fully certificated EC teacher who works in the placement Centre.

The Bachelor of Education (Teaching) Early Childhood BEd(Tchg)EC emphasises the relationships between theory and practice and the importance of graduates being confident and capable teacher practitioners. The programme assists Student Teachers to meet the Teaching Council of Aotearoa New Zealand's **Standards for the Teaching Profession** (in a supported environment) by the end of their third year and aims to build Student Teachers' competence cumulatively.

Student Teachers have the option of enrolling in the BEd(Tchg)EC programme as either a campus-based or a centre-based student. Those enrolling as a campus-based student will complete 120 days of Professional Practice, comprising 22 weeks of full-time block placements across the three years of the programme: five weeks in TCHG103, five weeks in TCHG220, six weeks in TCHG224 and six weeks plus a further ten Days in Centres in TCHG383.

Student Teachers completing the BEd(Tchg)EC programme through the centre-based delivery mode will complete 15 hours per week during trimester weeks (other than when on a block placement) in their "Home Centre" and will complete some of their Professional Practice tasks in their Home Centre. While most students are likely to be in paid employment, Student Teachers are able to undertake these hours in a

voluntary capacity if both Student Teacher and Centre/Kindergarten agree. Student Teachers in the centre-based delivery mode undertake two 4-week block placements in another early childhood Centre/Kindergarten over the course of their three-year programme: one 4-week placement in Trimester One of year one and one 4-week placement in Trimester Two of year two.

Student Teachers in the centre-based and campus-based delivery modes undertake the same courses and on-campus classes together. Attendance at on-campus classes is compulsory and so Student Teachers' Home Centre placement days cannot clash with their university course days. These courses are timetabled on the following days:

- Year One: Thursdays and Fridays
- Year Two: Mondays and Tuesdays
- Year Three: Tuesdays and Wednesdays.

Ngā Mea Tuatahi: Programme Information

Te Waharoa: Our vision and our values

Te Whānau o Ako Pai, the School of Education, holds a vision of **transformative initial teacher education**, where our graduates are **agents of change** for teaching, learning, and wellbeing. Central to our programmes is a commitment to **Te Tiriti o Waitangi**. This is the foundation for how we engage with Student Teachers and how we build the strong partnerships with Centre/Kindergartens that are central to enacting our collective vision.

Thank you for joining with us in initial teacher education (ITE) and the work of ensuring high quality future teachers for the profession and, ultimately tamariki.

Te Waharoa is a taonga and a reflection and reminder of the substantial and foundational legacy of Te Whare o Akopai, Wellington College of Education, Karori, for our initial teacher education programmes. For more information about Te Waharoa and the conceptual framework for our ITE programmes that it encapsulates, please go to <https://www.wgtn.ac.nz/education-professional-practice/te-waharoa> on our School of Education Professional Practice website.

BEEd(TCHG)EC programme structure and content

We aim for our graduates to be confident, capable teacher practitioners who ensure strong relationships with children and between theory and practice. For example, a crucial element of teaching is Student Teachers' capabilities to develop warm, reciprocal, and responsive relationships with children, together with effective professional relationships with teaching colleagues and with parents and whānau. Student Teachers will develop their capabilities in relation to nurturing and maintaining such relationships through critical examination of literature and putting what is learnt from theory into practice.

The BEEd(Tchg)EC programme consists of 360 points. Student Teachers participate in 19 courses across three years of the programme. Our **Living as Treaty Partners Framework** gives expression to Te Waharoa and the Standards across the three years of the programme. The framework consists of four strands:

- Te Reo Māori Hei Whaiora (TRMHW)
- Ako (A)
- Te Ao Hurihuri (TOA)
- Tātaimara (T)

Each of the four strands emphasises commitments of the **Code of Professional Responsibility | Ngā Tikanga Matatika mō te Haepapa Ngaiotanga**, and enlarge and enrich the knowledge, skills, dispositions and capabilities related to the elaborations for each Standard. The framework has been designed to support Student Teachers' critical, reflective and strategic capacities regarding the integration of te reo me ōna tikanga as well as relationship building and advocacy with tamariki, whānau and communities throughout their work as a teacher. The knowledges, attributes and skills fostered through the four strands enable Student Teachers to deliver high quality, inclusive, and culturally responsive programmes as well as contribute to community transformation in line with human rights, sustainability and social justice.

Each course supports Student Teachers' progress towards meeting the **Ngā Paerewa|Standards for the Teaching Profession** (in a supported environment). Courses also support Student Teachers to engage with four cross-programme priorities that align with current government policies, initiatives and guidelines: Mātauranga-a-iwi, the Digital Age Educator, Education for Pacific Peoples and Inclusive Education.

Programme layout

There are seven courses in the first year of the programme (acronyms in brackets indicate the programme strand):

Bachelor of Education (Teaching) Early Childhood – first year				
Trimester 1	Hei Whaiora TCHG102 (TRMHW)	Ngā Anga—Care and education frameworks and pedagogies TCHG103 (A)	Te Tiriti—History and transformative education EDUC102 (TOA)	Te Whāriki TCHG104 (T)
Trimester 2	Ngā Auahatanga—Innovations in care and education EDUC103 (TOA)	Kia Rere—The “100” Languages of Children TCHG105 (TRMHW, T)	Ngā Ariā – Theories of growth and learning in context. EDUC104 (TOA)	

In year two of the programme, there are six courses.

Bachelor of Education (Teaching) Early Childhood – second year			
Trimester 1	Ako 2: Te Tirohanga Whānui - Approaches to EC curriculum, assessment, and planning TCHG220 (A)	Ako me Te Reo Māori 3: Kia Tika - Being a kaiako with infants, toddlers and their whānau. TCHG221 (A, TRMHW)	Tātaimara 3: Ngā Torohanga—Modalities for understanding lifeworlds TCHG222 (T)
Trimester 2	Te Ao Hurihuri me Te Reo Māori 4: Kia Māori—Inclusive teaching in diverse communities TCHG223 (TOA, TRMHW)	Ako 4: Kia Mataara—Intentional pedagogies in local contexts TCHG224 (A)	Tātaimara 4: Ngā Toi—Exploring modes of creativity and expression. TCHG225 (T)

In year three of the programme, there are six courses.

Bachelor of Education (Teaching) Early Childhood – third year			
Trimester 1	Te Reo Māori 5: Kia Ora TCHG308 (TRMHW)	Ako 5: Te Aro—Professional and inquiry-based ECCE practice TCHG309 (A)	Tātaimara 5: Tuituiā—Integrating the arts and sciences. TCHG315 (T)
Trimester 2	Ako me Te Reo Māori 6: Ki te Wheiao—Bringing it all together. TCHG383 (A, TRMHW)	Tātaimara 6: Kia Kōkiri—Empowering creativity TCHG384 (T)	Te Ao Hurihuri 6: Kia hurihia—Advocacy with children and communities EDUC315 (TOA)

Centre-based delivery mode

Student Teachers completing the BEd(Tchg)EC programme as a centre-based student will have a Home Centre in which they complete much of their Professional Practice requirements. The tables below outline the centre-based option for the programme.

2025 Initial Teacher Education Year Planner Trimester 1

Timetable Wks	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
Week starting	Jan 6	13	20	27	Feb 3	10	17	24	Mar 3	10	17	24	31	Apr 7	14	21	28	May 5	12	19	26	Jun 2	9	16	23	30	
University dates			Weslingo in Anniversary 7/10/2021		Weslingo Day 4/2		NOO	Th 1							Good Friday 18/4	Easter Monday 21/4 ANZAC Day 25/4						Study/Assessment Period 2/6	Study/Assessment Period 9/6	Study/Assessment Period 16/6	25/6-30/6		
School terms & holidays					Term 1 at school 7/2										Mid-Term School Holiday 14-27/4	Mid-Term School Holiday 14-27/4	T1								Mid-Term School Holiday 23/6 - 6/7	Mid-Term School Holiday 30/6 - 13/7	
MTeach Ppi/Sec					TCHG SOS Stu	Ng5 Mth 15-14 Feb	1	2	3	TCHG SOS PPI	4	5	6	7				SWAP Kura						9	10		
GDip ECE/Ppi/Sec	Appn Close 10/10/21				Ng5 Mth 15-14 Feb	1	2	3	WA	TCHG SOS PPI	4	5	6	7				TCHG15 PPI	WA			WA		9	10	WA	
BEA Year 1 Campus		Appn Close 21/1/25			Ng5 Mth 15-14 Feb	NOO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
BEA Year 1 Centre		Appn Close 21/1/25			Ng5 Mth 15-14 Feb	NOO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
BEA Year 2 Campus							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
BEA Year 2 Centre							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
BEA Year 3 Campus							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
BEA Year 3 Centre							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

Key

MTchLrn	Campus-based Ng5 Mth	Full time in school or centre	3-4 Days in School 1 Day Self-directed Online Study	1 Day in School Online/On Campus Study	Teaching in 2nd context Swap Kura	University Break	School Holidays	WA = Whānau Aho/Professional learning communities DIC = Days in schools and centres for Graduate Diploma programmes = 1-2 days a week (Thursdays for ECE/Ppi, Tuesdays for Sec) NB-DIC are part of the PP and are compulsory.
GradDip ECE/Ppi/Sec			University classes (2 days/week)					
BEA(Tchg)EC Campus Based			University classes (2 days/week)					
BEA(Tchg)EC Centre Based	15 hours CB PP placement (minimum); independent study	Full time in school or centre	University classes (2 days/week)					DIC = Days in centres – these are part of the PP and are compulsory CB – 15 hours centre-based PP placement/week FYE – First Year Experience programme

2025 Initial Teacher Education Year Planner Trimester 2

Timetable Wks	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
Week starting	Jul 7	14	21	28	Aug 4	11	18	25	Sep 1	8	15	22	29	Oct 6	13	20	27	Nov 3	10	17	24	Dec 1	8	15
University dates	Th 2														Study/Assessment Period	Assessment Period	Assessment Period Labour Day 27/10							
School terms & holidays	School holidays 18/7	Term 3					Mid-Term School Holiday 18-21/8	Mid-Term School Holiday 18-21/8					School holidays 22/9-2/10	School holidays 22/9-2/10	Term 4									
MTeach Ppi/Sec																								
GDip ECE/Ppi/Sec		1	2	3	4	5	6																	
GDip Ppi/Sec	Appn Close 18/7																							
BEA Year 1 Campus	1	2	3	4	5	6																		
BEA Year 1 Centre	1	2	3	4	5	6																		
BEA Year 2 Campus	1	2	3	4	5	6																		
BEA Year 2 Centre	1	2	3	4	5	6																		
BEA Year 3 Campus	1	2	3	4	5	6																		
BEA Year 3 Centre	1	2	3	4	5	6																		

Key

MTchLrn	Campus based Wānanga, including Te Reo assessment and Mhi Whakamutunga	Full time in school or centre	3-4 Days in School 1 Day Self-directed Online Study	1 Day in School Online/On Campus Study	University Break	School holidays	WA = Whānau Aho/Professional learning communities DIC = Days in schools and centres for Graduate Diploma programmes = 1 or 2 days a week (Thursdays & Fridays for ECE/Ppi, Mondays & Tuesdays for Sec) NB-DIC are part of the PP and are compulsory. MW = mhi Whakamutunga
GradDip ECE/Ppi/Sec			Full time at University				
Grad Dip Ppi/Sec Mid Year Intake			Full time at University				
BEA(Tchg)EC Campus Based			University classes 2 days/week				
BEA(Tchg)EC Centre Based	15 hours CB PP placement (minimum); independent study	Full time in school or centre	University classes 2 days/week				DIC = Days in centres – these are part of the PP and are compulsory. Specific days to be negotiated between ST and AT FYE – First Year Experience programme CB – 15 hours centre-based PP placement/week. Hours to be negotiated between ST and centre WA – Whānau Aho / Professional learning communities

NB: GDip(Tchg)ECT2 ECE courses – start in week 14/7 but need to add 1 extra hour of contact class in that week to introduce the course – otherwise they don't get a 2-week break between trimesters.

Home Centre placements

Student Teachers will complete at least 15-hours per teaching week in their Home Centre (pink and green weeks). During their Home Centre days, they will contribute to the Centre/Kindergarten programme in their role as kaiako (or volunteer), complete tasks related to their concurrent courses, and put into practice the learning from their coursework.

A formal agreement between the Student Teacher, Centre/Kindergarten Management, Associate Teacher and Te Herenga Waka Victoria University of Wellington will be completed and signed each year, or if the Student Teacher moves Centre/Kindergarten or transfers from the campus-based programme at the mid-year point. This agreement includes the specific requirements of and commitments from each of the signatories. A record of the Student Teacher's attendance in their Home Centre will be maintained by the Student Teacher and Associate Teacher and returned to the University at the end of each trimester.

Block Professional Practice placements.

Student Teachers in the centre-based option will complete two full-time block Professional Practice placements in an ECE Centre/Kindergarten other than the one in which they complete their centre-based hours. Block placement Centre/Kindergartens cannot be part of the same organisation that the Student Teacher's Home Centre belongs to. The two block placements occur in:

- Year One, Trimester One
- Year Two, Trimester Two.

The timing of these block placements enables Student Teachers to experience different settings at different points of their degree programme. There is no block Professional Practice placement in the third year of the programme as this is when Student Teachers complete their final teaching inquiry in preparation for their Culminating Integrative Assessment, Te Ara Hāpai, at the end of their final trimester.

Please see pages 11 – 13 for further detail regarding the organisation and assessment of both the Home Centre and block Professional Practice placement components of the programme.

2025 Key dates

Dates	BEd Year Group	
February 13 & 14		Ngā Mihi: First-year campus-based orientation programme and Te Tiriti o Waitangi workshop (compulsory for all Student Teachers)
February 24		Trimester 1 begins
Week of March 3		Trimester 1 Zoom hui with Centre-based Associate Teachers , 7 – 8.30pm, for year 1, 2 & 3 practicum,
Week of March 24	Year One	No classes for Year One Student Teachers. Complete Home Centre hours and independent study
Week of April 28	Year Two	TCHG220 Whānau Ako Group hui 1. Date and time to be confirmed by Whānau Ako kaiārahi
Week of May 5	Year Two	YEAR TWO TCHG220 Whānau Ako Group hui 2. Date and time to be confirmed by Whānau Ako kaiārahi
May 12 – June 06	Year Two	No classes for Year Two Student Teachers. Complete Home Centre hours and independent study
May 12	Year One	TCHG103 Briefing for Four-Week Teaching Experience, in class 2.10pm – 3pm
May 19 – June 13	Year One	TCHG103 Professional Practice Block placement: Four weeks full-time in Centre/Kindergartens
Week of May 26	Year Two	TCHG220 Whānau Ako Group hui 3. Date and time to be confirmed by Whānau Ako kaiārahi
Week of May 26	Year One	TCHG103 Student support Zoom meeting, 2pm

Week of June 2	Year Two	TCHG220 Whānau Ako Group hui 4. Date and time to be confirmed by Whānau Ako kaiārahi
Week of June 2	Year One	TCHG103 Student support Zoom meeting, 2 pm
Week of June 16	Year One	TCHG103 De-briefing for Four-Week Professional Practice block placement, 2-3pm
June 20	Year One	Trimester 1 ends TCHG 103 Professional Practice block placement assignment due
July 7		Trimester 2 begins
Week of July 14		Trimester 2 Zoom hui with Centre-based Associate Teachers , 7 – 8.30pm for years 1, 2 & 3 practicum
Week of July 14	Year Two	TCHG220 Whānau Ako Group hui 5: Date and time to be confirmed by Whānau Ako kaiārahi
Week of 9 September	Year Two	TCHG224 Whānau Ako Group hui 1 . Date and time to be confirmed by Whānau Ako kaiārahi
Week of 16 September	Year Two	TCHG224 Whānau Ako Group hui 2 . Date and time to be confirmed by Whānau Ako kaiārahi
Week of 16 September	Year Two	TCHG 224 Whānau Ako Zoom meeting with Associate Teachers for block placement, 7 – 8.30pm
Tuesday 24 September	Year Two	TCHG224 Briefing for Four-Week Professional Practice placement, 10am – 11.50am (as part of TCHG 224 class)
October 6 – October 31	Year Two	TCHG224: Professional Practice block placement: Four weeks full-time in Centre/Kindergartens
October 06 – November 22	Year Three	TCHG383: Professional Practice block placement: Six weeks full-time in Centre/Kindergartens
Week of 14 October	Year Two	TCHG224 Whānau Ako Group hui 3 Professional Practice focused meetings. Date and time to be confirmed by Whānau Ako kaiārahi
Week of 21 October	Year Three	TCHG 383 Whānau Ako Group Hui: Professional Practice focussed meetings. Date and time to be confirmed by Whānau Ako kaiārahi
Week of 4 November	Year Two	TCHG224 a Whānau Ako Group hui 4 Professional Practice focused meetings. Date and time to be confirmed by Whānau Ako kaiārahi
Week of 11 November	Year Three	TCHG 383 Whānau Ako Group hui: Professional Practice focussed meetings. Date and time to be confirmed by Whānau Ako kaiārahi
Week of 18 November	Year Two	TCHG224 Whānau Ako Group hui 5 meetings: Date and time to be confirmed by Whānau Ako kaiārahi
Week of 18 November	Year Three	TCHG 383 Whānau Ako Group hui. Professional Practice focussed meetings. Date and time to be confirmed by Whānau Ako kaiārahi
November 21	Year Two	TCHG 224 Block placement assignment due
Week of 24 November	Year Three	TCHG383 wānanga, including Te Ara Hāpai inquiry presentations and assessment, te reo assessments, and mihi whakamutunga

NB: There will be three TCHG383 Whānau Ako hui incorporated into the class time on Wednesdays in Trimester 2 to support Student Teachers to develop and refine their teaching inquiry plans.

Ngā Mea Tuarua: Professional Practice And Professional Learning Communities

Professional Practice placements

Professional Practice placements are a vital part of our initial teacher education programmes. They provide opportunities for Student Teachers, with the support of experienced teachers, to develop and show their capabilities in light of the **Standards for the Teaching Profession**. Student Teachers do this through demonstrating their understanding of how to link theory to practice in their academic and professional interactions with tamariki, whānau and colleagues, and through their planning, teaching, and assessment. The procedures in this Handbook help ensure all Student Teachers are able to have successful Professional Practice experiences in both their Home Centre placement and on their block placements.

The Professional Practice component of the BEd(Tchg)EC degree is primarily managed and assessed through the Ako strand of the programme. Centre-based students complete the following Professional Practice requirements:

	Trimester One	Trimester Two
Year One	10 weeks home Centre placement + 4-week block placement in a different centre/kindergarten	12 weeks home Centre placement
Year Two	14 weeks home Centre placement	10 weeks home Centre placement + 4-week block placement in a different centre/kindergarten
Year Three	12 weeks home Centre placement	16 weeks home Centre placement

Student Teachers are provided with clear and detailed information about their Professional Practice requirements, centre-based tasks and assignments in the relevant Course Structure and Assessment Information documents on Nuku, the Course Learning Platform. Student Teachers are expected to share their course and assessment information with their Associate Teachers.

Assessment of teaching in Professional Practice Home Centre placements

Assessment is key both for further learning and for determining grading within qualifications. To graduate, Student Teachers **must** satisfactorily meet the Standards in each Professional Practice placement. This involves demonstrating competence for each of the Standards at the level identified for each year of the programme, and as evidenced in formal observations and written Professional Practice reports.

On Professional Practice placements, Student Teachers are provided with formative assessment feedback about their progress towards the Standards and summative assessment measured against the Standards. The Key Teaching Practices and associated indicators, which are linked to the Standards, form the basis for assessment.

- Regular feedback is given by the Associate Teacher to the Student Teacher. We ask that feedback is also provided at a formal meeting mid-way through the Home Centre placement each trimester, using the Key Teaching Practices (see below) and associated indicators. Student Teachers should negotiate a time to meet with their Associate Teacher mid-way through their Home Centre placement to discuss their progress. They should use the Professional Practice Report form to gain feedback from their Associate Teacher. Student Teachers should record notes during the meeting onto the report form along with their own self-reflection. While the University does not need to see this half-way report it is an important tool to help Student Teachers assess their progress and to set goals for the rest of their Home Centre placement.
- Each Student Teacher is visited by a Visiting Lecturer as part of both their Home Centre and block placements. In the trimesters where Student Teachers complete all of their Professional Practice in their Home Centre, they will receive one formative (90 min) visit and one summative (3 hours) visit

at their Home Centre. In the two trimesters where Student Teachers complete a mix of Home Centre and block placements, they will receive one formative (90 min) visit in their Home Centre and one summative (3 hours) visit at their block placement Centre/Kindergarten. The table below indicates the visits to the Student Teacher’s Home Centre (in **bold**) and their block placement Centre/Kindergarten (in *italics*). Wherever possible, the same Visiting Lecturer will complete all of the Home Centre visits to a Student Teacher in one year; it is likely that there will be a change of Visiting Lecturers, either between years 1 and 2 or years 2 and 3, in order that Student Teachers are assessed by a number of Visiting Lecturers across their entire programme.

Centre-based Professional Practice visits	
Year One	
Trimester one	Trimester two
One formative (60-90 min) visit on home Centre placement; one summative (3 hours) visit to block placement	One formative (60-90 min) and one summative (3 hours) visit on home Centre placement
Year two	
Trimester one	Trimester two
One formative (60-90 min) and one summative (3 hours) visit on home Centre placement	One formative (60-90 min) visit on Home Centre placement; one summative (3 hours) visit to block placement
Year three	
Trimester one	Trimester two
One formative (60-90 min) and one summative (3 hours) visit on home Centre placement	One formative (60-90 min) and one summative (3 hours) visit on home Centre placement

- Each formative visit will involve a 20–30-minute observation of the Student Teacher, followed by discussion between the Student Teacher, Visiting Lecturer and Associate Teacher. The observation and discussion focus on the Student Teacher’s current practice and next steps for them to work on before their summative assessment visit. A brief formative report will be written by the Visiting Lecturer.
- Each summative visit will involve a one-hour observation of the Student Teacher, together with discussion of the observation and the student’s progress with the Student Teacher and Associate Teacher. The Visiting Lecturer will write a summative report of the visit, providing feedback to the Student Teacher. Where the School believes the Student Teacher requires further support in meeting the Standards to the level expected at this stage of their programme, or where there are persistent concerns about their progress, additional summative visits may be undertaken by our Visiting Lecturers and/or Programme Director. Communication in relation to any additional visits will typically involve the Student Teacher, Associate Teacher, Programme Director and Course Coordinator.
- Both formative and summative visits also provide an opportunity for dialogue between the Visiting Lecturer, Associate Teacher and Centre/Kindergarten Management to promote a coherent programme for the Student Teacher where theory and practice can be brought together to inform and support the Student Teacher’s professional learning.
- The Associate Teacher provides a **summative assessment** of the Student Teacher’s teaching at the end of the Home Centre placement using the Key Teaching Practices and indicators provided in this handbook and drawing on feedback they have provided throughout the Professional Practice placement.

Student Teachers **must** submit their Associate Teacher and Visiting Lecturer’s summative assessment reports using the report form submission link in the Assessment folder in the relevant Nuku site.

Each Student Teacher’s practice is graded as pass, pass with caution, or fail at the end of the placement. Great care is taken to ensure grading decisions are made consistently and fairly. Adhering to University and

School moderation policies maximises consistency across the Student Teacher cohort. Professional Practice decisions are made and moderated through:

- Using at least two summative reports for each Student Teacher, including those from the Visiting Lecturer(s) and one from the Associate Teacher.
- Reviewing assessments across the Standards and across the reports, which are collated by members of the EPPP Office.

The Manager of the EPPP Office convenes a Professional Practice Review Panel at the end of each full-time Professional Practice, usually comprised of the Programme Directors. The panel considers the progress of Student Teachers whose Visiting Lecturer and/or Associate Teacher reports indicate concerns regarding the Student Teacher's demonstrated ability to meet the standards to the level expected at that stage of their programme.

Where a Student Teacher is assessed as not having satisfactorily met the Standards to the level expected for the Professional Practice, they will receive a letter explaining an interim fail of their Professional Practice. Student Teachers in this position will have the opportunity to provide additional evidence to the Professional Practice Panel for consideration, within one week of receiving the interim decision. If the fail grade is confirmed by the Panel, the Student Teacher may appeal the decision to the Associate Dean Teacher Education. A failed Professional Practice will also lead to a fail of the associated course.

Student Teachers who have failed a Professional Practice **must** discuss their progress and ongoing enrolment in the programme with the Programme Director.

Student Teachers who fail a Professional Practice may be given a further opportunity to demonstrate that they can meet the Standards at the level identified for that stage of the programme through completing a further Professional Practice placement. *Any additional opportunity to pass a Professional Practice placement will be determined on a case-by-case basis.* Factors that will be considered include placement availability and the nature and extent of progress that is required for the Student Teacher to be able to meet the required level of competency for the Standards at that point of their programme.

Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand stipulates that a Student Teacher will only have two opportunities to pass each Professional Practice placement, unless there are extenuating circumstances. Student Teachers may seek further information about the extenuating circumstances that will be considered by contacting the Associate Dean Teacher Education.

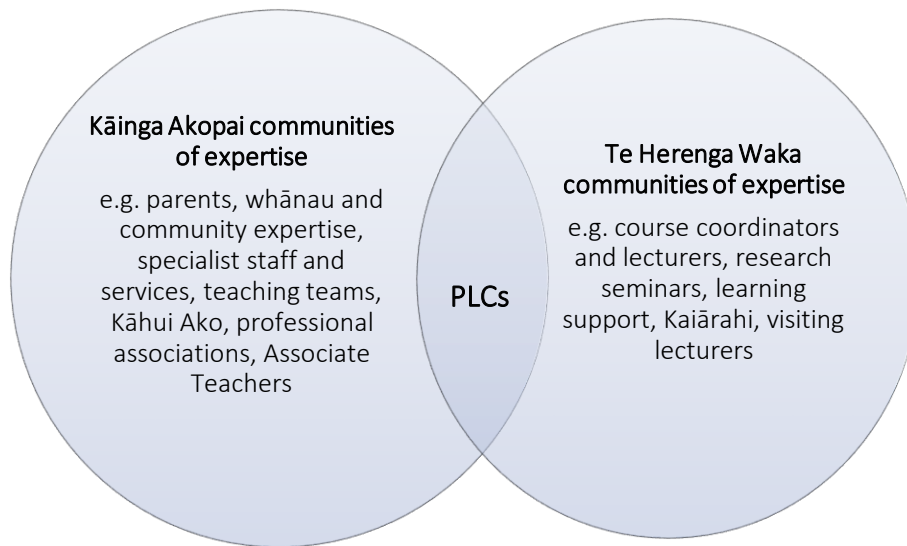
Professional learning communities

A key feature of *Te Waharoa*, particularly Ngā Maihi, is Student Teachers' increasing involvement in two overlapping communities of expertise over the three years of the programme. Academic staff members lead and mentor professional learning communities that support Te Ara Hāpai, Student Teachers' growing professional identities and capabilities of reflexivity, adaptive expertise and ethical sensitivity, across the three years of the programme. The professional learning communities will take different forms in each year and will be explicitly linked to the Key Teaching Practices (listed on pages 15-16), particularly those linked to *Ngā Maihi* and the Professional Learning and Professional Relationships Standards.

In Year 1, the focus is primarily on Student Teachers' transition to the university context, rather than on wider professional learning communities. The First Year Experience (FYE) programme, built around the principles of *Te Whāriki*, establishes Student Teachers' **academic and professional identities**. At Ngā Maihi, Student Teachers are introduced to the underpinning principles of the programme and begin community building within the cohort. A one-hour session takes place each week alongside timetabled classes, with other FYE activities integrated within classes as part of planned learning activities.

Through the FYE programme, Student Teachers are supported to:

- see themselves, and engage as, life-long learners.
- be comfortable in seeking advice and support from others so they can be better teachers.
- recognise that to support others they need to take care of their own wellbeing.
- be committed to becoming the best teachers that they can be.



Professional learning communities (PLCs)

In Years 2 and 3, professional learning communities form part of the Ako programme strand. The triad of Student Teacher, their Associate Teacher, and their Whānau Ako kaiarahi and Visiting Lecturers exists at the intersection of these two communities of expertise, as shown in the diagram above.

Year Two Whānau Ako

The year two Whānau Ako programme builds on the FYE programme in year one. Student Teachers will participate in Whānau ako rōpū, each comprising around 12 students, which will be closely connected with the Professional Practice placements embedded in TCHG220 and TCHG224.

The year two rōpū participate in regular hui linked to their Home Centre and (for TCHG224) block placements. As part of these hui, students:

- Undertake group building activities to support the development of relational trust in the Whānau Ako rōpū
- Review their progress with te reo me ngā tikanga Māori and towards meeting the Key Teaching Practices (KTP) and identify their own individual goals for their TCHG224 Professional Practice placement.
- Are supported to discuss and reflect on their progress in working towards their goals during their placements.
- Review and reflect on their Professional Practice goals at the end of a trimester and consider where to next for their te reo me ngā tikanga and KTPs learning.

Year Three Whānau Ako

In year three the Whānau Ako rōpū are embedded in TCHG383 and provide support to students as they prepare and undertake their teaching inquiry during their professional practice placement. Student Teachers will work with their Whānau Ako kaiārahi as part of their TCHG383 classes on several occasions to support the development of their individual teaching inquiries throughout the teaching weeks of the course. Two further Whānau Ako hui will take place while Student Teachers are completing their teaching inquiries with a final hui occurring in the study week prior to the final programme wānanga. Student Teachers report on their teaching inquiries as part of their Te Ara Hāpai culminating integrative assessment during the final programme wānanga.

Associate Teacher meetings

In order to build collaboration with Associate Teachers, Zoom meetings will be scheduled for Associate Teachers working with Student Teachers completing the Professional Practice Home Centre placements in each trimester. These meetings will include a briefing on the assignments associated with the respective Professional Practice placement together with a focus on the ongoing development of the Whānau Ako PLCs in years two and three. They will provide opportunities for discussion about Associate Teachers'

perspectives of the centre-based delivery of the programme, including the assessments, Key Teaching Practices, and the practicum indicators.

The trimester one meetings with Associate Teachers are as follows:

- Year One – Week beg. March 3
- Year Two – Week beg. March 3
- Year Three – Week beg. March 3

The trimester two meetings with Associate Teachers are as follows:

- Year One – Week beg. July 14
- Year Two – Week beg. July 14
- Year Three – Week beg. July 14

Associate Teachers who are hosting Student Teachers for these placements will be sent an agenda and Zoom link for these meetings in the first week of the trimester.

Key Teaching Practices

Key teaching practices are a requirement of the Teaching Council of Aotearoa New Zealand. The key teaching practices for the BEd(Tchg)EC programme were determined in collaboration with our teaching community and are designed to provide assurances that Student Teachers are ready to begin teaching by the **end** of their initial teacher education programme. They are discrete practices, aligned to the Standards, that are observable and measurable and capture essential aspects of practical, professional work. They are high priority in the sense that they represent key aspects of the work with children that beginning teachers should be able to undertake independently from their first day of teaching as a registered and provisionally certificated teacher.

The key teaching practices listed below were updated in 2022, following their initial use in 2021. The changes proposed by the ECE team were finalised following consultation with our ECE Programme Advisory Committee.

Students in the three-year BEd(Tchg)EC programme will be expected to demonstrate the key teaching practices below by the end of their programme. They are scaffolded towards this through the indicators attached to the summative report form for each Professional Practice placement. These indicators provide for progression towards the key teaching practices.

Standards	Key Teaching Practices
Te Tiriti o Waitangi Partnership Te Hononga Pātui i Raro o Te Tiriti o Waitangi	1. Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm tamariki Māori as Māori
	2. Model the use of te reo, tikanga and Mātauranga-a-iwi in all aspects of the programme
Professional Learning Akoranga Ngaiotanga	3. Provide evidence of ongoing critical reflection that enhances learning and wellbeing for nga tamariki
	4. Collaborate with colleagues in respectful, open and critical professional discussions
Professional Relationships Ngā Hononga Ngaio	5. Participate with a child, their whānau and colleagues in respectful dialogue
	6. Draw on the TCANZ values, code and standards to address a professional or ethical dilemma

	<p>7. Proactively apply strategies to meet professional responsibilities and enhance personal wellbeing</p>
	<p>8. Actively fosters respectful relationships and listens carefully and responsively to children and whānau</p>
<p>Learning-Focused Culture He Ahurea Akoranga</p>	<p>9. Demonstrate in-depth understanding of individual children’s ways of being, knowing, doing and relating, and whānau contexts</p>
	<p>10. Explore diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities</p>
	<p>11. Draws on relevant resources, expertise and professional learning opportunities to respond inclusively to support children’s wellbeing, learning, growth and development</p>
	<p>12. Develop pedagogical approaches that address the affordances of the physical, emotional, and spiritual environments.</p>
<p>Design for Learning Te Hoahoa Akoranga</p>	<p>13. Carefully observes children’s interactions with people, places, and things</p>
	<p>14. Intentionally draws on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children</p>
	<p>15. Provides a wide range of experiences that attune with and extend children’s interests</p>
	<p>16. Participate within a teaching team to draw upon the contribution of theory, research evidence and the curriculum to inform pedagogical approaches</p>
	<p>17. Work with children in ways that support their wellbeing, learning, growth, and development</p>
	<p>18. Maintains an awareness of the wider environment whilst working with a group or individual child</p>
	<p>19. Works across the full range of the curriculum, engaging meaningfully with all children</p>

Ngā Mea Tuatoru: Centre-Based Home Centre Professional Practice Expectations And Processes

Professional Practice centre-based Home Centre placements are important for Student Teachers to develop their identities as teachers and to enable them to develop their confidence and ability to undertake the full range of an ECE teachers' professional responsibilities over the course of their three-year programme. During each Professional Practice Home Centre placement, Student Teachers need mentoring, encouragement, and support from their Associate Teacher. Over time, we expect that students will need less direction from their Associate Teacher while recognising that Student Teachers should always be open to the feedback and advice of their Associate Teacher, particularly in relation to the particular practices of their Home Centre.

The Key Teaching Practices provide clear guidance to Student Teachers and Associate Teachers of the University's expectations for students' practices during their Professional Practice placements. These practices have been carefully designed with our teaching community to ensure that students are able to meet the Standards for the Teaching Profession, in a supported environment, by the completion of their programme. Specific indicators provide clarity regarding the expectations for professional practice at each stage of the students' programme.

Home Centre agreements

In order to ensure that there is clarity regarding the professional relationship between the Student Teacher, Associate Teacher, Centre/Kindergarten, and University, a centre-based placement agreement will be negotiated and signed each year, or at any time that a Student Teacher moves to a new Home Centre. This agreement will outline the roles and responsibilities of the Student Teacher, Associate Teacher, Centre/Kindergarten, and University.

The Education Professional Practice and Partnerships Office will manage the annual completion of the centre-based agreements, as follows:

- For Student Teachers enrolling in the BEd(Tchg)EC degree as a centre-based student in year one, the agreements will be completed once the Student Teacher has accepted their position in the degree and become fully enrolled, but no later than the Ngā Mihi orientation programme
- For existing centre-based Student Teachers entering years two or three of the BEd(Tchg)EC degree, the agreements will be completed between December and mid-February.
- Campus-based Student Teachers who wish to transfer into the centre-based delivery mode will be given the opportunity to request a transfer during a two-week period at the end of trimesters one and two.

Professional Practice roles and responsibilities

Strong, authentic partnerships between University Lecturers and Visiting Lecturers, Associate Teachers, Centre/Kindergartens and Student Teachers are a feature of high-quality Professional Practice placements. Members of this 'triadic' partnership agree to the following roles and responsibilities:

Associate Teachers:

- Monitor and sign-off on the Student Teacher's attendance in the Centre/Kindergarten (minimum 15 hours/week for the Home Centre placement weeks)
- Support the Student Teacher to fully participate within the learning environment, staff and teams, and Centre/Kindergarten structures.
- Ensure that the Student Teacher is aware of Centre/Kindergarten policies, procedures and protocols.
- Participate in a triadic discussion with the Student Teacher and Visiting Lecturer during each visit to support the Student Teacher's ongoing progress against the Professional Standards
- Observe the Student Teacher, provide regular formative feedback, and facilitate the Student Teacher's ability to reflect on that feedback to improve their practice.
- Demonstrate the potential of effective teaching to influence equitable outcomes.
- Provide an environment that fosters, and model, the integration of te reo me te ao Māori within teaching and learning practices.
- Demonstrate professional leadership and facilitate constructive learning conversations.
- Assist the Student Teacher to contribute to effective learning programmes and use appropriate and effective teaching strategies.

- Collaborate with the Programme Director and EPPP Office to monitor the progress of the Student Teacher
- Observe the Student Teacher's practice and progress and provide a written report about their progress at the end of the Home Centre placement.
- Advocate for the Student Teacher's wellbeing and support them to manage their time and workload.

Umbrella Organisation / Centre Management:

- Approve the placement of any Student Teacher's undertaking a Home Centre placement whether in an employed or voluntary capacity
- Ensure that, where the Student Teacher is employed, they are released from the ratios during the Visiting Lecturer's visits
- Ensure that the Student Teacher is released from any employment duties in order to attend University classes.
- Ensure that the Associate Teacher responsible for supporting and assessing the Student Teacher's practice and progress towards meeting the Professional Standards is registered and fully certificated, and regularly works in the same teaching space as the Student Teacher in order to provide ongoing and timely feedback on the Student Teacher's progress.
- Ensure that the University and Visiting Lecturer are not included in any employment related discussions and decisions
- Advise the University immediately of any change to the Centre/Kindergarten's licensing status that may affect the Student Teacher's ability to complete their Home Centre placement

The Wider Centre/Kindergarten:

- Takes shared responsibility for supporting the Student Teacher's development, contributing a range of expertise
- Takes shared responsibility for supporting the Student Teacher's development by encouraging ongoing participation in all aspects of the Centre/Kindergarten programme and inclusion in staff professional learning
- Contributes to the Student Teacher's process of collaborative sense-making (for example, understanding a child's interactions) as appropriate
- Demonstrates commitment to and shares actions to progress Te Tiriti of Waitangi partnership
- Provides opportunities for the Student Teacher to ask questions and seek clarification

Programme Directors:

- Mediate relationships and facilitate problem-solving in collaboration with the Associate Teacher and others as required
- Mediate challenges to the implementation of mātauranga Māori and development of competency in te reo me ngā tikanga Māori
- Safeguard the Home Centre placement for the Student Teacher and Associate Teacher and facilitate open conversations wherever possible

Course Coordinators:

- Ensure that Student Teachers are well briefed on the professional expectations of the Home Centre placement and about the tasks and assignments to be completed during the Home Centre placement
- Provide regular opportunities for Student Teachers to clarify the programme expectations and assignment / task requirements throughout the Home Centre placement
- Facilitate Whānau Ako rōpū hui for Student Teachers
- In conjunction with the Education Professional Practice and Partnerships Office, prepare and distribute the *Programme and Professional Practice Handbook for Centre-Based Students* each year
- Facilitate online briefings for Associate Teachers early in each trimester

Student Teachers:

- Take responsibility for their own learning and ensure that they maximise their learning opportunities in the Centre/Kindergarten and that all aspects of coursework are fully met
- Meet regularly with their Associate Teacher for formative feedback and to discuss children's learning
- Discuss their professional needs and strengths with the Associate Teacher and Visiting Lecturer
- Take every opportunity to develop their competency in te reo me ngā tikanga Māori and connections with whānau, hapū and iwi
- Respect and adhere to Centre/Kindergarten policies, procedures and protocols

- Undertake the required Home Centre placement hours each week
- Identify goals for their professional learning and development, and reflect on the achievement of these goals
- Participate in team meetings and staff professional development as appropriate
- Discuss any difficulties promptly with the Associate Teacher and contact the Programme Director or Course Coordinator if problems persist
- Liaise with Visiting Lecturers and Associate Teacher regarding visits
- Take responsibility for circulating course information and submitting written Professional Practice documentation, including their attendance log

Education Professional Practice and Partnerships Office:

- Oversee the completion of the Centre-based Agreements between the Student Teacher, Associate Teacher, Umbrella Organisation (if applicable), Centre Manager/Head Teacher and University
- Manage the process for determining whether the Home Centre placement has been successfully completed by Student Teachers.

Being successful on Home Centre placements

As a Student Teacher, being successful on the Home Centre placement requires organisation and a willingness to take on board the University-based learning. We expect our Student Teachers to take every opportunity to engage in the professional learning provided through their coursework and to consider, discuss, and reflect on how they will enact the course ideas in their own teaching.

Student Teachers **must** attend briefings that are held by the Course Coordinator, in conjunction with the EPPP Office, prior to the start of each Home Centre placement.

Support during Home Centre placements

We expect that Student Teachers will be treated in an ethical, respectful, and responsible manner and with fairness, integrity, and empathy while they are on their Home Centre placement – and that Student Teachers reciprocate by treating all adults and children in their Home Centre in these ways.

At the start of the first Home Centre placement, Student Teachers and Associate Teachers are asked to discuss and complete the Associate Teacher and Student Teacher agreement form. Student Teachers should return the form, using the link emailed to them by the EPPP Office. This form should be updated and re-sent to the EPPP Office at the start of each new year or if the Student Teacher moves to a new Home Centre placement. Completion of this form is essential, even if the Student Teacher and Associate Teacher know each other well through their employment in the Centre/Kindergarten – taking on their respective roles as Student Teacher and Associate Teacher may require shifts in how they work together from their current practices.

Issues during Home Centre placements can and do arise. When issues arise for the Student Teacher, we encourage them to try to resolve these with their Associate Teacher in the first instance. There may need to be time set aside to talk these through and for the Student Teacher to outline what they are finding difficult and to ask for ideas of how these issues could be resolved. Some time may then be needed to see if the situation changes. If the issue persists, then the Student Teacher should discuss the situation with their Course Coordinator, Programme Director or the Manager of the EPPP Office.

Close relationships with Centre/Kindergartens and Associate Teachers allow the EPPP Office to monitor Student Teachers' progress during the Home Centre placements and to alert the relevant staff to any difficulties arising, so that additional support can be provided to the Student Teacher and Associate Teacher. Student Teachers are reminded of the additional support that is available through Te Herenga Waka - Victoria University of Wellington: <https://www.wgtn.ac.nz/students/support>.

Attendance requirements

Strong attendance and engagement with all aspects of the Home Centre placement are crucial for ensuring a successful placement. Student Teachers in the centre-based delivery mode complete 15 hours/week across each trimester, except when they are undertaking their two 4-week block Professional Practice placements. Attendance is a key professional expectation of our Student Teachers and ensures that there is sufficient opportunity for students to develop professional and pedagogical competence.

Student Teachers are expected to:

- Be punctual and attend 15 hours per week. This may occur over two or three days of the week, by negotiation with the Centre Manager / Head Teacher and Associate Teacher.
- Inform their Associate Teacher as soon as is practicable if they are unable to attend a Home Centre placement day as the result of sickness or other exceptional circumstances.
- Submit their attendance form (signed off by their Associate Teacher) at the end of each Home Centre placement.
- Discuss any extended absences with the Education Professional Practice and Partnership Office. Depending on individual circumstances, Student Teachers may be able to make up absences in order to ensure that they have met the Teaching Council of Aotearoa New Zealand's requirements.

Non-contact time

Where Student Teachers are employed for more than two days a week, the University encourages Centre/Kindergartens to give them access to some non-contact time in order to support them to complete both their employment related tasks and their Home Centre placement tasks. We are aware that non-contact arrangements vary across services and so suggest that Student Teachers follow a similar pattern used in their Centre/Kindergarten (such as one hour per day or 1 - 2 longer blocks per week).

Student Teachers' non-contact time should normally take place within the Centre/Kindergarten environment, unless they are using this time to gather resources for learning experiences. During their non-contact time, Student Teachers are expected to undertake the range of activities that teachers complete. This may include preparing assessments (such as learning stories) where these are part of their assignment work, contributing to planning meetings and to setting up the environment for learning, and participating in activities involving parents and whānau.

Administration Package

An **Administration Package** has been developed for completion over the three years of the BEd(Tchg)EC programme. This package is only submitted once, using the submission link on the TCHG383 Nuku site, at the end of the third year. The Associate Teacher and Student Teacher should identify administrative tasks to become familiar with over each Professional Practice placement. We recommend that students complete around four-five tasks while on each Home Centre and block Professional Practice placement, while also being sensitive to other demands on their Associate Teacher's time. Follow the instructions in the package with regard to recording information and signing off completed tasks.

Submitting Professional Practice documentation

The following documentation must be submitted:

Documentation	Returned by	By when	Submission process
Associate Teacher and Student Teacher Agreement	Student Teacher	End of week 1 of the Home Centre placement	Email to: professionalpractice@vuw.ac.nz
Interim Report (Summary of Progress)	Associate Teacher	Two weeks after Home Centre placement start date	Email to: professionalpractice@vuw.ac.nz
Interim Report	Student Teacher	Two weeks after Home Centre start date	Email to: professionalpractice@vuw.ac.nz
Formative Professional Practice Reports	Student Teacher	Following formative assessment visit for Visiting Lecturer	Submit via the assessment link on the course Nuku site
Summative Professional Practice Reports	Student Teacher	Conclusion of Home Centre placement	Submit via the assessment link on the course Nuku site

Professional Practice documentation can be found at <https://www.wgtn.ac.nz/education/teacher-education/teaching-experience/resources>

NGĀ MEA TUAWHĀ: FORMAL REQUIREMENTS AND PROCEDURES

This section of the handbook provides information about the maximum programme completion period, withdrawal from, changes to, and termination of Professional Practice placements, and other official requirements and procedures.

Maximum programme completion period

The maximum completion period for three-year programmes is six contiguous years. Applications for an extension to this completion timeframe of up to one further contiguous year, may be made to the Associate Dean Teacher Education. Applications will be considered on a case-by-case basis in relation to the applicant's currency of knowledge and ability to engage in sustained practice upon graduation.

Withdrawal from, changes to and ending Home Centre placements

Centre/Kindergartens have the right to end a Home Centre placement, having first communicated their concerns to the relevant Programme Director. Where the Centre/Kindergarten feels it is appropriate, the Programme Director, Student Teacher, and Associate Teacher(s) may meet to resolve the concern and negotiate the Student Teacher's return.

Student Teachers may not self-withdraw from a Home Centre placement without having contacted the Programme Director and discussing their issues or concerns with the Associate Teacher. Non-negotiated self-withdrawal will result in a fail for the Home Centre placement and the associated course.

The School of Education reserves the right to end a Home Centre placement where the Centre/Kindergarten license is moved from a full license to a provisional license, or the license is removed and the Centre/Kindergarten is unable to operate, or where there are documented concerns for the wellbeing of the Student Teacher, or where the Student Teacher is making insufficient progress.

If the placement is ended or a withdrawal is negotiated, the EPPP Office may arrange a change of teaching placement. The Associate Dean Teacher Education will review written information about the Student Teacher's progress in order to determine whether a change of placement is offered, having particular regard to the Code of Professional Responsibility and Matatū Aotearoa/The Teaching Council of Aotearoa New Zealand's Good Character and Fit to Teach criteria. Student Teachers should be aware that an alternative placement may not be possible to organise, given the demands on Centre/Kindergartens.

Meeting professional obligations

Professional and ethical practice

Student Teachers are expected to uphold the **Code of Professional Responsibility**. Being a professional includes:

- meeting relevant legislative frameworks, governance and policies that apply within the Centre/Kindergarten in which Student Teachers are undertaking Home Centre placements
- not intervening with, or seeking information from, the Centre/Kindergarten, children, or family/whānau that are beyond the scope of the Student Teachers' teaching practice
- maintaining a high degree of ethical behaviour with particular consideration of confidentiality issues when deciding what to record, develop, and share from Home Centre placements
- treating Home Centre-based information shared by peers within the context of the programme (such as in classes or Whānau Ako hui) as confidential
- keeping the identity of children, teachers and the Centre/Kindergartens in which they teach confidential when presenting information about Home Centre placements through discussions, classes, lectures or assignments

Positive examples of what the principles of the Code of Professional Practice look like in practice, and examples of behaviour that is unacceptable and would be in breach of these expectations are included in **The Code of Professional Responsibility: Examples in Practice**.

Student Teachers are reminded that they need to be responsive and sensitive in their interactions with children. While physical contact between young children and their teachers is necessary and often desirable, Student Teachers must follow the Centre/Kindergarten's policies regarding supporting children's positive behaviours. Further, Student Teachers must not exceed their role regarding changing or toileting children and supervising children as noted on their Home Centre Agreement form.

Student Teachers are expected to abide by the ethical protocols in their Centre/Kindergarten:

- Before observing, videoing, or photographing the children, staff or Centre/Kindergarten environment, Student Teachers must have gained written permission using the Centre/Kindergarten's procedures. **Permission forms are available on the School of Education's Professional Practice website.**
- Student Teachers must use a Centre/Kindergarten camera or device for taking images of the children, except where express permission is given by the Associate Teacher for a Student Teacher to use their own device.
- Images of children must not be shared outside the Centre/Kindergarten and Student Teachers must not post photos or comments about the Centre/Kindergarten, staff, or children and their families on social media.
- Student Teachers are expected to maintain confidentiality in their professional, public and private domains. This means that they must not name teachers, Centre/Kindergartens or children and their families in any forum, including written assignment work, outside of the Centre/Kindergarten.

The School may investigate any serious formal complaint of unprofessional conduct under the Student Conduct Statute see: www.victoria.ac.nz/policy Student Teachers should be aware that the School may report to the Teaching Council of Aotearoa New Zealand any matter that calls into question the Student Teacher's likely ability to uphold the Code of Professional Responsibility or to meet the Council's Good Character and Fit to be a Teacher criteria.

Health and Safety Act

It is the Centre/Kindergarten's responsibility to ensure that Student Teachers are knowledgeable about the policies and procedures under the Health and Safety at Work Act 2015. The **Associate Teacher and Student Teacher Agreement** must be returned to the EPPP Office as assurance that obligations under the Act have been met.

Centre/Kindergartens are reminded that Student Teachers who are employed must follow the Centre/Kindergarten policies with regards to excursions. Student Teachers undertaking a Home Centre placement as a volunteer are not permitted to take children out of the Centre/Kindergarten without the Associate Teacher or other suitably qualified persons accompanying them. However, they can accompany staff and children on excursions and be included in the ratio of adults to children required by the Centre/Kindergarten for trips.

Children's Act

Te Herenga Waka Victoria University of Wellington is required to undertake police vetting of Student Teachers as part of our Teaching Council approval for the BEd(Tchg)EC programme, in accordance with the Children's Act 2014 and Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015. If there is a matter to report, the information provided by the New Zealand Police will be shared with the Head Teacher or Centre Manager. Student Teachers are required to immediately disclose any pending charges or criminal convictions that arise during their enrolment in an ITE programme to the university.

BACHELOR OF EDUCATION (TEACHING) EARLY CHILDHOOD: STUDENT TEACHER CENTRE-BASED PLACEMENT GENERAL TERMS

About Student Teacher Centre-based Placements and contracts

Student Teacher Placement General Terms. This document is part of a contract between the University, a Student Teacher, an external Early Childhood Education Centre and (in some cases) an Early Childhood Umbrella Organisation for Student Teacher Centre-based Placements. This document is called the “*General Terms*”.

Handbook. Further information and best practices for early childhood education Student Teacher Centre-based Placements are set out in the University’s Bachelor of Education (Teaching) Early Childhood Programme and Professional Practice Handbook for Centre-based Students (the *Handbook*). Different University Initial Teacher Education programmes have different Handbooks, so please check you are referring to the right version. The Student Teacher Centre-based Placement contract should be read together with the relevant Handbook.

Student Teacher Centre-based Placement Detailed Terms. The details of the Student Teacher Centre-based Placement, including the type of placement (e.g., centre-based), Student Teacher name, the kindergarten or early childhood centre name (the *Centre*), and further details about the Student Teacher Centre-based Placement will be set out in a “*Detailed Terms*” document. In some circumstances, special rules related to the Student Teacher Centre-based Placement may also be included in the Detailed Terms. Together, the relevant Handbook, these General Terms and the Detailed Terms will form a contract for the Student Teacher Centre-based Placement and will apply to **each of the Student Teacher, the Centre, the Umbrella Organisation** (if applicable), and the **University**.

Options. Some of the parts of the Student Teacher Centre-based Placement General Terms include optional and alternative provisions. These optional and alternative provisions are listed with a letter in addition to the part number. For example, option A, B and C. These optional and alternative provisions **only** apply if the Student Teacher Centre-based Placement Detailed Terms states that the provision applies.

1 The Student Teacher Centre-based Placement

The Student Teacher Centre-based Placement Detailed Terms should set out:

- (i) The type of Student Teacher Centre-based Placement (e.g., centre-based);
- (ii) The Student Teacher’s name and contact details;
- (iii) The Centre’s name and contact details;
- (iv) The supervising Associate Teacher’s name and relevant details;
- (v) If the Centre is part of an Umbrella Organisation or wider group of entities, the name and details of the Umbrella Organisation;
- (vi) The name and contact details of the University representative;
- (vii) The relevant course code for the Student Teacher Centre-based Placement; and
- (viii) Any special terms related to the Student Teacher Centre-based Placement.

2 General provisions

1. **Each of us** should:

- (i) Work with the other parties honestly, openly and in good faith regarding the Student Teacher Centre-based Placement;
- (ii) Do our best to ensure that the objectives of the Student Teacher Centre-based Placement and the Handbook are met;

- (iii) Keep the other parties informed of any material matters affecting the Student Teacher Centre-based Placement;
 - (iv) Provide any information or cooperation reasonably requested by another Student Teacher Centre-based Placement party;
 - (v) Be polite, respectful and responsible when dealing with the other Student Teacher Centre-based Placement parties;
 - (vi) If one of us visits another's premises in relation to the Student Teacher Centre-based Placement, follow the applicable policies and reasonable instructions of the host while on site;
 - (vii) Follow all applicable laws, codes of practice and other regulatory requirements applicable to the Student Teacher Centre-based Placement; and
 - (viii) Carry out the provisions of this Student Teacher Centre-based Placement contract to the best of our ability.
2. In addition to the other obligations in the Student Teacher Centre-based Placement contract, the **Student Teacher** should:
- (i) Carry out the Student Teacher Centre-based Placement to the best of their ability;
 - (ii) Take responsibility to monitor and manage their own wellbeing, and keep in regular contact with both University and Centre;
 - (iii) Follow the reasonable instructions of the Centre and/or the University relating to the Student Teacher Centre-based Placement; and
 - (iv) Continue to follow the University's statutes, policies and procedures (including the Student Conduct Statute).
3. In addition to the other obligations in the Student Teacher Centre-based Placement contract, the **University** should provide support and assistance to the Centre and/or the Student Teacher to help facilitate the Student Teacher Centre-based Placement.

3 Student Teacher health, safety and wellbeing

1. **Each of us** acknowledges that the health, safety and wellbeing of Student Teachers is of paramount importance. The **University** and the **Centre** should:
- (i) Ensure the health, safety and wellbeing of the Student Teacher, as far as reasonably practicable;
 - (ii) Comply with their obligations under the Health and Safety at Work Act 2015; and
 - (iii) Comply with their obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the *Pastoral Care Code*).
2. The **Centre** should promptly notify the University if it becomes aware or suspects that:
- (i) The Student Teacher requests or requires wellbeing assistance;
 - (ii) The Student Teacher has been subject to discrimination, racism, bullying, harassment or abuse; and/or
 - (iii) The Student Teacher has been injured during the placement.

For more about health, safety, wellbeing and the Pastoral Care Code, see the Handbook or contact the University representative.

4 Start and end dates

The Student Teacher Centre-based Placement should usually start and end on the dates set out in the Student Teacher Centre-based Placement Detailed Terms. However, **each of us** agrees to be flexible and allow some variation to the dates if required by circumstances or to finish the Student Teacher Centre-based Placement.

5 On-site policies and procedures

1. The **Centre** should:

- (i) Let the Student Teacher know about its policies and procedures relevant to the Student Teacher and the Student Teacher Centre-based Placement. This will usually include office access, use of information technology, expected hours, and who to speak to about any queries;
- (ii) Provide the Student Teacher any equipment necessary for the Student Teacher Centre-based Placement. For example, log on information for required systems;
- (iii) Advise the Student Teacher as to what is required of them in relation to health and safety. This includes:
 - (a) The Centre's policies regarding safety equipment, emergency evacuations, the reporting of accidents, hazards and notifiable events;
 - (b) Provide a site induction and safety briefing to the Student Teacher at the start of the Student Teacher Centre-based Placement. If applicable, the Centre must also provide copies of the health and safety management plan for sites that are relevant to the Student Teacher Centre-based Placement;
 - (c) If relevant, provide all necessary personal protection equipment and the appropriate training on how to use it, to the Student Teacher (for example, when helping children with toileting); and
 - (d) Ensure that any plant, tools and equipment used during the Student Teacher Centre-based Placement are in a safe and serviceable condition and used in accordance with their operating instructions. The Student Teacher should be properly trained to use the equipment properly and safely.

2. The **Student Teacher** should:

- (i) Show up for the Student Teacher Centre-based Placement at the times agreed with the Centre, or tell the Centre as soon as possible if they are or will be absent for any reason;
- (ii) Follow the Centre's policies and procedures for the Student Teacher Centre-based Placement. This will usually include health, wellbeing and safety instructions, child protection policy, positive behaviour guidance, office access, use of information technology, and expected hours;
- (iii) At the end of the Student Teacher Centre-based Placement, return any equipment provided to the Centre.

6 Student Teacher role and responsibilities

1. The **Centre** should:

- (i) Set clear expectations and objectives about the role, responsibilities and other tasks to be carried out by the Student Teacher for the Student Teacher Centre-based Placement. This may be in the Detailed Terms or by giving instructions to the Student Teacher.
- (ii) Make sure the Student Teacher knows who their Associate Teacher is, who will be supervising and directing the Student Teacher during the Student Teacher Centre-based Placement;
- (iii) Provide any learning opportunities specifically detailed in the Student Teacher Centre-based Placement Detailed Terms. For example, carrying out a specific activity as part of a Professional Practice placement; and
- (iv) If specified in the Detailed Terms, provide the Student Teacher sufficient release from duties and other commitments to attend University classes. This includes leave for block professional placements.
- (v) Provide any management, supervision or oversight specifically detailed in the Student Teacher Centre-based Placement Detailed Terms. For example, providing a certain number of supervised hours.

2. The **Student Teacher** should:

- (i) Follow the directions of the Centre to the best of their ability; and
- (ii) Seek further instruction or direction from the Centre if not sure about anything.

7 Student Teacher employment status

7A Unpaid volunteer

1. This option applies if the Student Teacher Centre-based Placement Detailed Terms lists that this option 7A (unpaid volunteer) applies.
2. If the Centre is part of an Umbrella Organisation or wider group of entities, unpaid volunteer placements must be approved by the Umbrella Organisation in advance.
3. The Student Teacher Centre-based Placement is unpaid and voluntary; the primary purpose of the placement is educational purposes and earning course credits to the Student Teacher's course of study. The Student Teacher Centre-based Placement **does not** create an employment relationship between the Student Teacher and the Centre, and there is no expectation that the Student Teacher will receive any paid or unpaid work from the Centre.
4. For clarity, the Centre may reimburse the Student Teacher for any out-of-pocket expenses incurred during the Student Teacher Centre-based Placement where the Centre has authorised that expense in advance.

7B Paid employee

1. This option will **only** apply if the Student Teacher Centre-based Placement Detailed Terms expressly says this option 7B (paid employee) applies.
2. The **Centre** is responsible for providing the **Student Teacher** with an employment agreement (separate to this Student Teacher Centre-based Placement contract) setting out the terms of employment. This may be a new employment agreement (for Student Teachers new to the Centre) or an existing employment agreement (for Student Teachers already working at the Centre). The employment agreement should:
 - (i) Be consistent with applicable employment law and standards;
 - (ii) Pay fair and reasonable remuneration Student Teacher;
 - (iii) Be on terms broadly consistent with this Student Teacher Centre-based Placement contract, including (to avoid doubt) the provisions relating to:
 - (a) Student health, safety and wellbeing; and
 - (b) Sensitive information and permitted uses; and
 - (iv) Not contain any provisions that would unfairly prevent or impede the Student Teacher's studies. For example, the employment agreement must provide for a short notice period and no restraint of trade clause.
3. The University is not a party to any employment agreement between the Student Teacher and the employer and will not be involved in any employment-related discussions or decisions.

8 Intellectual property

This contract does not transfer any rights to any intellectual property, which will remain the property of its owner.

9 Sensitive information

1. "*Sensitive information*" includes:
 - (i) Any personally identifiable information concerning the children enrolled at the Centre or their families/whānau;
 - (ii) Confidential, sensitive or proprietary information;
 - (iii) Databases;
 - (iv) Any document marked "confidential" or "sensitive"; and
 - (v) Any other information that, by its nature, is confidential, sensitive or proprietary. If in doubt, check with the owner of the information.

The use and disclosure of sensitive information may have significant implications, and it is important you understand what rules apply to sensitive information that may be used as part of the Student Teacher Centre-based Placement.

2. The **Centre** should inform the Student Teacher about all rules, policies and procedures relating to the use and disclosure of sensitive information. The **Student Teacher** should follow such instructions.
3. **Each of us** should:
 - (i) Keep sensitive information in confidence;
 - (ii) Only use sensitive information:
 - (a) In connection with the Student Teacher Centre-based Placement;
 - (b) For the specific uses permitted by this contract; and
 - (c) As otherwise permitted by the owner of the sensitive information;
 - (iii) At the expiry or termination of the Student Teacher Centre-based Placement, or if the owner of the sensitive information requests, return or destroy all copies of the sensitive information that we hold or control; and
 - (iv) In the event of any kind of unauthorised disclosure, unauthorised access or other data breach affecting sensitive information, cooperate with the sensitive information's owner to mitigate and respond to the breach.
4. For clarity, this part 9 is subject to any applicable laws, rules or regulatory action that provide for the disclosure or retention of sensitive information.

10 Assessment and feedback

1. Student Teacher Centre-based Placements form a part of the Student Teacher's formal course of study. It is important that the **University** can evaluate and assess the Student Teacher's performance and conduct during the Student Teacher Centre-based Placement.
2. The **Centre** should provide to the University:
 - (i) All reports and feedback listed in the Student Teacher Centre-based Placement Detailed Terms and Handbook; and
 - (ii) Any other information about the Student Teacher's performance and conduct during the Student Teacher Centre-based Placement reasonably requested by the University.

11 Specific uses

1. This part 11 sets out certain **specific uses where sensitive information may be used**. However, in all cases, any use must be **strictly** limited to the extent necessary to give effect to the specific permitted uses and no wider disclosure is allowed.
2. **Each of us** may use any sensitive information of another party under this Student Teacher Centre-based Placement contract where that use is reasonably necessary to give effect to any provision of this Student Teacher Centre-based Placement contract.

For example, a sample of the Student Teacher's written work produced during the Student Teacher Centre-based Placement is submitted to the University for assessment and feedback. Even if that example contains the Centre's sensitive information, the University may use the information for Student Teacher feedback and assessment. However, the University must not disclose that information any further than the assessors for that specific course, nor use it for any other purposes.

3. Provided that no sensitive information is otherwise disclosed, the **Student Teacher** may:
 - (i) Make a general reference to the fact the Student Teacher carried out the Student Teacher Centre-based Placement; and

For example, the Student Teacher may reference "I completed a placement for [Centre name] in 2022" in a CV or job application.
 - (ii) Include general samples of work completed during the Student Teacher Centre-based Placement in a professional portfolio.

For example, the Student Teacher may include some student artworks produced under the Student Teacher's supervision, provided that the artworks do not reveal any personally identifiable information about the children.

The Student Teacher should also ensure that all such references or examples are accurate, and not false or misleading.

12 Funding and invoicing

1. The **University** will make the financial contributions to the Centre for the Student Teacher Centre-based Placement that are set out in the Student Teacher Centre-based Placement Detailed Terms.
2. The Detailed Terms should include:
 - (i) The amount of the financial contribution;
 - (ii) The time for the financial contribution;
 - (iii) The tax status of the financial contribution; and
 - (iv) Any other payment information.
3. Each of us will provide any information or cooperation reasonably requested by another to expedite the financial contributions. For example, providing bank account details or relevant tax information.

13 Key contacts

1. The Student Teacher Centre-based Placement Detailed Terms should set out the name and contact details for:
 - (i) The Student Teacher;
 - (ii) The Centre's key contact for the Student Teacher Centre-based Placement (usually the Associate Teacher);
 - (iii) If the Centre is part of an Umbrella Organisation or wider group of entities, the Umbrella Organisation or parent entity's key contact; and
 - (iv) The University's key contact(s) for the Student Teacher Centre-based Placement and/or the relevant course.
2. Any information or other notice under this Student Teacher Centre-based Placement contract may be sent to the contacts listed in the Student Teacher Centre-based Placement detailed terms.
3. In addition, any notice or information relating to the following matters should be copied to **wil@vuw.ac.nz**.
 - (i) Any health and safety, wellbeing, or pastoral care notification or concerns regarding the Student Teacher;
 - (ii) Any termination, dispute or legal notice; and/or
 - (iii) Any information or notice sent to the University's key contact(s) for which a timely response has not been received.

14 Other legal provisions

1. **Disputes.** Each of us agrees to work together in good faith to resolve any dispute that may arise in relation to the Student Teacher Centre-based Placement or this Student Teacher Centre-based Placement contract, including escalating such disputes to a senior representative where necessary. If the dispute is not resolved, it will be referred to mediation. The mediation will be carried out in accordance with the Resolution Institute (**www.resolution.institute**) standard Mediation agreement (NZ version). If the parties are unable to agree a mediator, any party may request a nomination from the Chair of Resolution Institute.
2. **Termination.** A Student Teacher Centre-based Placement and this contract may only be terminated in the case of:
 - (i) Serious or repeated misconduct by the Student Teacher;
 - (ii) Serious or repeated misconduct by the Centre, or any of its staff;
 - (iii) The insolvency of the University, Centre and/or Umbrella Organisation; or
 - (iv) Material breach of this contract.

A party wishing to terminate this contract must give reasonable notice to the other parties.

3. **Survival.** Some parts of this Student Teacher Centre-based Placement contract will continue to apply to each of us, even after termination. These parts include parts 9 (sensitive information), and 11 (specific uses) plus any other parts or provisions that are, by their nature, intended to survive termination.
4. **Unexpected events. Each of us** acknowledges that unexpected events may delay the Student Teacher Centre-based Placement or make the Student Teacher Centre-based Placement impossible. If an unexpected event does occur, each of us agrees to work together in good faith to reschedule or alter the Student Teacher Centre-based Placement to give effect to its objectives. If this is not possible, this Student Teacher Centre-based Placement contract may be terminated.
5. **No liability. None of us** will have any liability to any of the others for the Student Teacher's failure to carry out the Student Teacher Centre-based Placement or provide any expected work. To avoid doubt, this paragraph does not apply to breaches of this Student Teacher Centre-based Placement contract such as failure to keep sensitive information in confidence.
6. **Privacy and personally identifiable information.** The Centre and the Student Teacher acknowledge that the University may collect personally identifiable information in accordance with its privacy notice (see <https://www.wgtn.ac.nz/site-info/privacy>).

15 Version and updates

1. This document is version 1.0 of the Student Teacher Centre-based Placement General Terms, published in August 2023.
2. These General Terms are binding on the parties to a Student Teacher Centre-based Placement Detailed Terms document that include a reference to these General Terms, even if the General Terms are not reproduced in full or signed separately.
3. If any update is required to an existing Student Teacher Centre-based Placement contract (including the General Terms and/or the Detailed Terms) due to a change in applicable law, the update will be effective as soon as legally required. The University will update the Student Teacher Centre-based Placement contract to reflect the change in applicable law and circulate to the other parties.
4. Except as described in the paragraph above, an existing Student Teacher Centre-based Placement contract may only be updated by written agreement of all the parties.
5. For clarity, the University may update or include addition versions of these General Terms at any time for future (but not existing) Student Teacher Centre-based Placements. While the University may agree to specific Centre requests for modification from time-to-time, this does not guarantee or imply that the University will agree to the same modifications again in the future.