

2025

PROGRAMME AND PROFESSIONAL PRACTICE HANDBOOK

Graduate Diploma of Teaching (ECE)
Te Whānau O Ako Pai - School of Education



1



Contents

Key contacts	3
Nau mai haere mai	4
NGĀ MEA TUATAHI: PROGRAMME INFORMATION	5
Te Waharoa: Our vision and our values.....	5
Te Waharoa.....	5
Our Conceptual Framework: A Glimpse.....	6
Te koruru: We are committed to transformative education	6
Ngā raparapa: Signature pedagogies for skilled practitioners.....	7
Programme structure and content	8
NGĀ MEA TUARUA: WHĀNAU AKO AND PROFESSIONAL PRACTICES	12
Whānau Ako: Professional learning communities	12
Professional Practices.....	13
Professional Practice roles and responsibilities.....	14
Prior to Professional Practice.....	16
Employment in centres	16
Attendance requirements.....	16
Non-contact time in EC centres	16
Support during Professional Practice.....	17
Assessment of teaching on Professional Practice	17
NGĀ MEA TUATORU: PROFESSIONAL PRACTICE EXPECTATIONS AND PROCESSES	19
Days in Centres.....	19
Early Childhood programme.....	19
Administration package	19
Half-way report.....	19
Professional Practice 3.....	19
Learning designs.....	20
Submitting Professional Practice documentation	20
Key Teaching Practices and Culminating Professional Inquiry.....	21
Ngā Mea Tuawhā: Formal Requirements And Procedures	28
Maximum programme completion period.....	28
Withdrawal from, changes to, and ending Professional Practice.....	28
Meeting professional obligations	28
Professional and ethical practice	28
Health and Safety Act	26
Children’s Act	26
TCHG324 Assignment: Aromatawai 2: Analysing practice Part (ii).....	27

Key contacts

During Professional Practices, queries and concerns should be directed through the Education Professional Practice and Partnerships Office.

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Hyperlinks are included in **green** throughout: use CTRL + click to open.

All Student Teachers:

Having up to date contact information for all our Student Teachers is crucial for us. Contact information is used by the Education Professional Practice and Partnerships Office (EPPPO) to ensure Professional Practice centres, Kaiārahi, Visiting Lecturers, and Programme Directors can contact Student Teachers and support their teaching development.

Student Teachers should check that their contact details on Pūaha are correct. If contact details change, please update these on Pūaha immediately and inform the EPPPO.

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 lecturers has a wealth of experience, expertise, and passion for early childhood teaching and initial teacher education (ITE). We are excited and privileged to be working with our Student Teachers, Associate Teachers, and centres this year, towards enhancing the growth and learning of tamariki, and wellbeing of tamariki and whānau. Thank you for joining us in working to create excellent Kaiako.

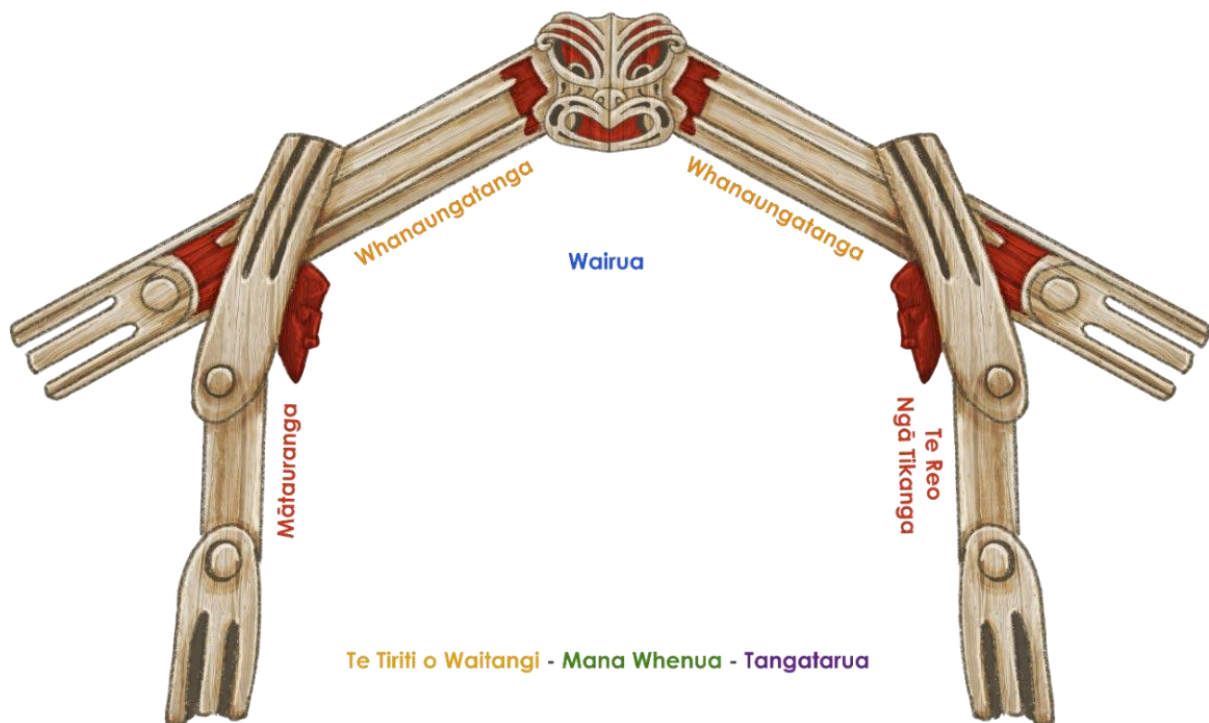
The purpose of this handbook is to welcome you, introduce ourselves, and explain what we are seeking to achieve in this qualification, how we are seeking to do so, and to provide details about our programme requirements (Ngā Mea Tuatahi/Section One). The handbook also includes key information about Whānau 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 enjoying successful Professional Practice placements, how to access support, and how to proceed where a Professional Practice is not successful. Professional Practice expectations and processes are also included (Ngā Mea Tuatoru/Section Three). Further official requirements and procedures are included in Ngā Mea Tuawhā/Section Four.

NGĀ MEA TUATAHI: PROGRAMME INFORMATION

Te Waharoa: Our vision and our values

Te Whānau o Ako Pai, our School, holds a vision of transformative initial teacher education, where our graduates are agents of change for teaching, learning, and wellbeing. Our Student Teachers and graduates, and members of Te Whānau o Akopai, work from a commitment to Te Tiriti o Waitangi, and social, cultural, and ecological justice, to enable learners to enjoy and transform their complex, diverse, and changing worlds. Strong partnerships with schools and centres are central to enacting our collective vision. Thank you for undertaking the responsibilities of initial teacher education, shared between Te Whānau o Ako Pai and our teaching community.

Te Waharoa is a taonga to Te Whānau o Ako Pai, as it is 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. The image of Te Waharoa (below) is a rendering of the actual waharoa designed for and, for many years, in place at the entrance to Akopai marae at Karori. While our programmes were at the Karori campus, all Student Teachers began their initial teacher education programmes by entering through Te Waharoa for their formal pōwhiri.



Te Waharoa

Te Waharoa frames our vision of initial teacher education. To support this vision, this programme addresses all aspects of Te Waharoa, in that it:

- incorporates Māori worldviews, emphasises criticality, and insists on depth of knowledge (Mātauranga)
- is culturally located and place-based (Mana Whenua)
- builds and sustains te reo and tikanga Māori (Te Reo me Ngā Tikanga)
- fosters tangata whenua and tangata Tiriti identities and aspirations, including those of Pacific and migrant communities (Tangatarua)
- promotes inclusion, relationality, and collective success (Whanaungatanga)
- enhances the spirit of education (Wairua), including creative and embodied learning

Being founded on Te Waharoa, this programme prepares Student Teachers to teach in transformative and inspiring ways for all tamariki and ākonga across early childhood education and care, primary, and secondary education sectors in Aotearoa New Zealand. Relational, reflexive, and adaptive practices, and ethical sensitivity are at the heart of our programmes. We focus on developing Student Teachers' deep knowledge and critical thinking to ensure high quality education for all learners, including those who have been underserved by education.

Our Conceptual Framework: A Glimpse

The features of Te Waharoa – te koruru (the carved face on the gable), ngā maihi (the bargeboards), ngā raparapa (the projecting carved ends of ngā maihi), and te ara hāpai (the pathway beneath) – structure the conceptual framework of this programme. Here we provide a short summary of our programme framework.

Te koruru: We are committed to transformative education

Our programme has a central goal of transformative education, encompassing personal and societal transformation in consideration of multiple worldviews through critical reflection. Te ao me te reo Māori are the essential starting points towards ensuring that all children and young people's identities are affirmed, their heritage languages and cultures are sustained, and all tamariki/ākonga of Aotearoa New Zealand are learning about and valuing our country's heritage, values, and Indigenous language and culture. Key to our programme is developing awareness of the diverse and specific identities, languages, values, and cultures that represent 'Pacific;' being able to establish and maintain collaborative professional relationships that enhance learner and community wellbeing; using effective pedagogical approaches that give expression to Pacific worldviews. Important interconnected aspects of transformative education in our programme include:

Deep teacher knowledge for informing change: including research-evidenced knowledge, contextual and cultural understandings, pedagogical and content/disciplinary/domain knowledge, and knowledge about the place of Te Tiriti o Waitangi and the effects of colonisation, and tikanga and te reo Māori.

Education for now and the future: including being able as Student Teachers to critically consider the future of learning and teaching, curriculum and educational systems and tools and processes of the digital age to prepare tamariki and ākonga for their present and their future lives, preparing children and young people to engage with future challenges, wicked problems, and the digital age.

Social, cultural, and ecological justice: including helping Student Teachers to take a critical stance to social justice and change, to understand educational achievement as related to historical and structural oppression, to focus on tenets of sustainable and equitable living, and to consciously contribute to addressing persistent social and environmental challenges through education.

Inclusive education: including through promoting full participation of those with diverse abilities, specific learning needs, cultures, languages, and identities.

Te Ara Hāpai: Our graduates are reflexive, adaptive, and ethically sensitive

Transformation requires change. We aim to develop teacher identities through the knowledge and experiences of the programme. Fundamental to our approaches is the notion that dispositions, capabilities, and knowledge, and thus teacher identities, are cultivatable. Three capabilities that promote positive teacher identities and strong teaching practices - reflexivity, adaptive expertise, and ethical sensitivity - relate to the wairua of education and the demands of complexity, diversity, and educational change and to enable transformative education.

Reflexivity: Reflective practice is essential in initial teacher education and teaching. Reflexivity is central to advancing social, cultural, and ecological justice goals through engaging teachers in critical reflection. We promote collaborative reflection with peers and Associate Teachers.

Adaptive expertise: Adaptive expertise, teachers' ability to flexibly adapt their knowledge and skills when making teaching decisions, is essential for effective teaching. It involves adjusting teaching actions in light of the teaching situation and differentiating teaching strategies to accommodate learners' needs.

Ethical sensitivity: Teachers in all educational contexts must be sensitive to the ethical commitments and challenges of Professional Practice and take seriously their responsibilities towards children and young people.

Ngā raparapa: Signature pedagogies for skilled practitioners

Our transformative and interconnected pedagogical approaches ensure that graduates meet the graduate profile and become skilled practitioners. The pedagogies enhance emotional, imaginative, cultural, and participatory knowledge and competencies and can help transform teacher identities.

Culturally and linguistically sustaining pedagogies (te reo me ngā tikanga) involve understanding cultural characteristics, experiences, and perspectives of ethnically diverse students and their funds of knowledge and mobilising these effectively within teaching.

Creative, relational, and embodied pedagogies (whanaungatanga, wairua) emphasise learning that includes and goes beyond 'thinking' and encourages imagination and innovation. Our Student Teachers will experience creative, embodied, and relational pedagogies where they will engage in dialogic practices that support critical reflection on, and integration of, their personal experiences and new ideas.

Critical pedagogies of place (Te Tiriti o Waitangi, mana whenua, tangatarua) are responsive to environmental, cultural, and social issues and to addressing injustices in part by supporting learning from deep Indigenous knowledge rooted in long inhabitation. These pedagogies promote shared responsibility and develop a love of our environment and equip our Student Teachers with expansive knowledge suitable for global citizenship.

Domain and disciplinary pedagogies (mātauranga) recognise and foster relevant discipline-specific teaching and learning approaches for each sector. Pedagogies in early childhood and care education take a sociocultural perspective, where children are viewed as capable and competent, active and agentic participants in their learning. In primary and secondary programmes, disciplinary-specific pedagogies enable access to collectively-evolved, objective knowledge and practices. We focus on inquiry-based learning to support deep learning and critical thinking.

Ngā maihi: Learning to be a teacher in a collaborative community of expertise

Initial teacher education relies on partnerships between higher education institutions and schools, kura and centres, and Student Teachers. Professional Practices enable Student Teachers to practise within a collaborative community of expertise alongside experienced teachers in Kāinga Akopai (centres and schools that host our Student Teachers), teacher educators, and parents and whānau. Three elements underpin learning in a collaborative community of expertise: high quality Professional Practices, participating in professional learning communities, and adopting an inquiry stance.

High quality Professional Practices: Student Teachers in our programmes experience high quality Professional Practices to be ready to teach upon graduation. Such Professional Practices enable examination and development of beliefs, dispositions, and teaching skills. Professional Practices help the development of nuanced views of diverse learners and enable adaptive expertise. Scaffolded reflection fosters deep understanding of key interrelationships between practice and theory.

Whānau Ako| Professional learning communities: A professional learning community is a group of educators who meet regularly to engage in professional learning to enhance their practice towards helping all children succeed. Professional learning communities are central to teachers' ongoing learning. As we are committed to increasing collaboration, all our Student Teachers will participate in Whānau Ako with Associate Teachers, peers, and teacher educators.

An inquiry stance: Strongly linked to the capabilities of reflexivity and adaptive expertise, inquiry features in our programmes as a pedagogical approach and as an approach to professional learning. We encourage informing practice with professional judgement, system-level data, classroom data, and research evidence towards supporting social, cultural, and ecological justice.

Programme structure and content

We aim for our graduates to be confident, capable teacher practitioners who ensure strong relationships with learners and between theory and practice. For example, a crucial element of teaching is Student Teachers' capabilities to develop warm, reciprocal, and responsive relationships with learners, 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 Graduate Diploma programme consists of 150 points. All Student Teachers participate in six courses over the year. Each course supports Student Teachers' progress towards meeting the [Ngā Paerewa|Standards for the Teaching Profession](#) (in a supported environment). Akopai courses support Student Teachers' knowledge about the Professional Practice of teaching, the role of Te Tiriti o Waitangi in education, and te reo Māori. Learning Design courses support students to engage with curriculum learning areas and pedagogies, and four cross-programme priorities: Mātauranga- a-iwi, the Digital Age Educator, Education for Pacific Peoples, and Inclusive Education. Further details about the learning objectives for each course can be found on the [university website](#).

Student Teachers are expected to share course and assessment information with their Associate Teacher.

<p>First half year courses</p>	<p>Akopai 1 TCHG315 Professional Practice 1</p> <p>In this course student teachers are introduced to Te Waharoa as the programme's vision for Te Tiriti-led transformative education and to the Teaching Council of Aotearoa New Zealand's Code and Standards as the expectations for the teaching profession. During the teaching experience located in this course, student teachers explore and apply models and frameworks for critical situational analysis of teaching and learning contexts.</p>	<p>TCHG 385:</p> <p>In this course, student teachers examine theories and practices for curriculum, assessment, and planning, including kaupapa Māori and Pacific Peoples' perspectives. They use multiple approaches and tools to gather information and reflect on children's diverse ways of being, knowing, doing and relating, to plan for individual children. Student teachers examine how interpersonal, temporal, and material environments influence children's curriculum experiences and engagement. Attention is paid to culturally responsive and sustaining pedagogical practices that support kaiako/teachers'</p>	<p>TCHG 386: This course supports student teachers to work effectively with infants, toddlers and their whānau in culturally and linguistically responsive ways, using different philosophical and pedagogical approaches, including indigenous Māori and Pacific constructs such as tuakana-teina, manaakitanga, and inati, pakiwaitara and oriori. Student teachers reflect critically on their own identity and culture/s and how these impact on their role as kaiako supporting children's wellbeing. The interpersonal, temporal, and material environment in relation to play-based/tākaro curriculum experiences and pedagogy with the</p>	<p>TCHG 222</p> <p>In this course, student teachers learn to critically examine effective practices for teaching mathematics, science, technology and languages to infants, toddlers and young children. They intentionally draw on pedagogical practices to enhance infants, toddlers and young children's creativity, expression, experimentation, thinking and problem-solving as they related to these learning areas. They consider the social, cultural, and sustainability values that underpin their teaching and professional behaviours in these domains and their</p>
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		attunement to children and their whānau, hapū and iwi.	youngest children is addressed. This course is taught through blended approaches including interactive lectures, seminars and workshops supported by online resources and learning experiences. This course incorporates a course in te reo Māori me ōna tikanga, kia tika.	understanding of assessment practices. Student teachers will also learn domain specific vocabulary in te reo Māori and other Pacific languages
Second half-year courses	<p>Akopai 2 TCHG316 Professional Practice</p> <p>Through the perspective of tangata Tiriti, this course focuses on student teachers developing their understandings of their professional responsibilities to education for Pacific peoples, They also continue to consider their ongoing professional commitments and roles as advocates in light of Te Waharoa and the Teaching Council of Aotearoa’s Code and Standards.</p>	<p>TCHG 387:</p> <p>In this course, student teachers explore specificities and commonalities across cultural communities. They develop a nuanced and critical understanding of their responsibilities, and pedagogical strategies, regarding delivering programmes that are inclusive of and responsive to a wide range of social, cultural, and linguistic diversities. This course incorporates a course in te reo Māori me ōna tikanga, Kia Māori, in relation to topics and themes that are covered within the</p>	<p>TCHG 388:</p> <p>In this course, student teachers examine how intentional pedagogical practices can support young children’s social and emotional growth, competence, and sense of belonging and wellbeing. They also examine how cultural, family/whānau and community contexts frame children’s social and emotional wellbeing, teachers’ pedagogy, and the development of local curriculum, including for children with additional learning needs.</p>	<p>TCHG 225</p> <p>In this course, student teachers critically examine effective practices for teaching oral and written literacy, dance and movement, music, drama, and visual arts relevant to the diverse life-worlds of infants, toddlers and young children. They intentionally draw on pedagogical practices to enhance infants, toddlers and young children’s creativity, expression, experimentation, thinking and problem-solving as they relate to these learning areas. They consider the social, cultural, and sustainability values that</p>

		course content.		underpin their teaching, professional behaviours and assessment practices in these domains. Student teachers also learn domain specific vocabulary in te reo Māori and other languages.
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In addition, Student Teachers participate in Whānau Ako, small groups that are led by a Kaiārahi (Academic Mentor). These are described further below.

Key dates

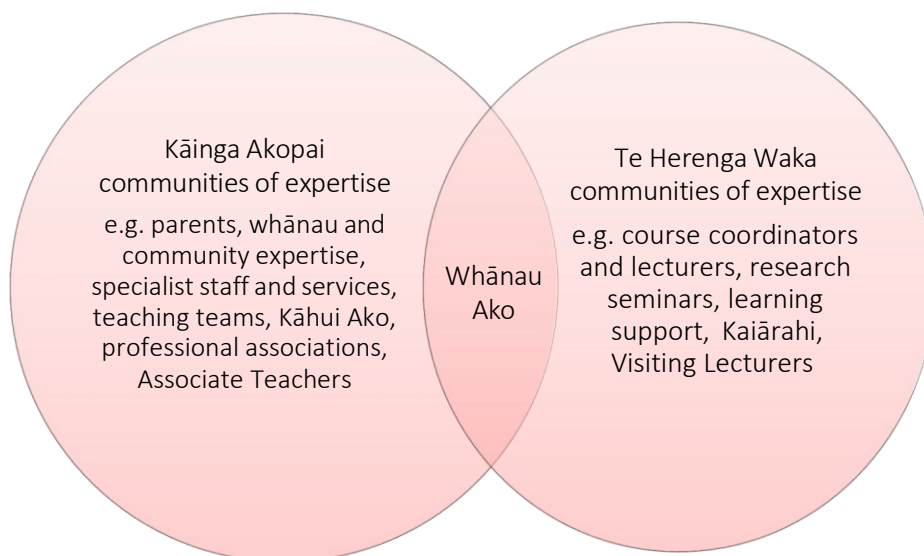
Dates	
First half year	
February 12	Programme commences
February 12 – 14	Ngā Mihi: campus-based, block course (compulsory for all Student Teachers)
March 10 - 14	Professional Practice 1: 1-week Full-time placement in centres/kindergartens
April 14 - 25	Easter/School Holidays and Programme break
May 5 - June 13	Professional Practice 2: 6-week Full-time placement in centres/kindergartens preceded by one day in centres(see below)
June 27	First half year programme concludes
Second half year	
July 14	Programme recommences
August 25 – October 31	Professional Practice 3: 8-week Full-time placement in centres/kindergartens, preceded by four days in centres (see below)
December 01 – 05	Wānanga Week: campus-based, block course (compulsory for all Student Teachers)
December 05	Programme concludes

Days in Centres

Dates	
First half-year, lead-up to Professional Practice 2	One day in centre during the week of 28 April
Second half-year, lead-up to Professional Practice 3	There are four days in centres, two days per week , August 11 – August 18

Whānau Ako: Professional learning communities

A key feature of Te Waharoa, particularly Ngā Maihi, is Student Teachers' involvement in two overlapping communities of expertise: Kaianga Akopai | Host Centres and Victoria University of Wellington | Te Herenga Waka.



Whānau Ako, or professional learning communities, exist at the intersection of these two communities of expertise and closely involve the triad of the Student Teacher, their Associate Teacher, and their Kaiārahi. Kaiārahi lead Whānau Ako of up to 15 Student Teachers in regular face-to-face and Zoom meetings throughout the year, including during full-time Professional Practice.

Whānau Ako support Te Ara Hāpai, Student Teachers' growing professional identities and capabilities of reflexivity, adaptive expertise, and ethical sensitivity through:

- exploring the challenges and opportunities in teaching and learning to teach.
- encouraging the de-privatisation of teaching practices and providing a safe and supportive environment to reflect on progress towards, and set goals for, meeting the Teaching Standards.
- cross-contextualising course themes and enabling understanding and integration of the theoretical and pedagogical underpinnings of teaching practices.
- comparing and evaluating different learning environments and pedagogical approaches they experience in their learning contexts.
- providing mentoring and regular cycles of reflection and goal setting to personalise Professional Practices.

Kaiārahi are a lead point of contact for Student Teachers for matters related to teaching advice, supported by the Programme Director and EPPPO.

Members of Whānau Ako collaborate throughout the year via Professional Practice visits, regular email contact, reflection and goal-setting meetings between the Student Teacher, Associate Teacher and Kaiārahi, and Associate Teacher hui.

Professional Practices

Professional Practices 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 interactions with tamariki, whānau and colleagues, and through their curriculum involvement planning and assessment. The procedures in this Handbook help ensure all Student Teachers are able to have successful Professional Practices consistent with requirements of Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand.

There are three Professional Practices in the programme. Professional Practices are managed and assessed through TCHG315: Akopai 1 and TCHG316: Akopai 2. The first Professional Practice does not include a formal summative assessment of the Student Teacher's competence, as it is only one week in duration. However, to pass TCHG315 and TCHG316, students must successfully complete the second and third Professional Practice by reaching 'Satisfactory Progress' for each of the Teaching Standards as specified by Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand. Competence is assessed through formal observations and written Professional Practice reports.

In addition, to pass Akopai 2 TCHG316 students must demonstrate meeting the Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand requirements by successfully completing the:

- Key Teaching Practices and Indicators (included in this Handbook on pages 24-28) and
- Culminating Integrative Assessment (described on page 29)

It is the Student Teacher's responsibility to share course information from TCHG315, TCHG316, and relevant information from other courses with their Associate Teacher(s).

Professional Practice roles and responsibilities

Strong, authentic partnerships between Student Teachers, Associate Teachers (experienced teachers in Kāinga Akopai providing advice and guidance to Student Teachers during Professional Practice), Kaiārahi (university academic mentors), Visiting Lecturers (who observe Student Teachers while they are on Professional Practice), and centres enable high-quality professional experience placements.

Members of this partnership agree to following roles and responsibilities:

Student Teachers:

- Take responsibility for their own learning and ensure that their time in the centre is fully utilised and all aspects of coursework are fully met
- Meet regularly with the Associate Teacher for formative feedback and to discuss children's wellbeing and learning
- Discuss their professional needs and strengths with the Associate Teacher, Kaiārahi and/or 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 policies, procedures, and protocols
- Demonstrate professionalism in their attendance and conduct at the centre
- Set weekly goals and reflect on their progress
- Participate in team meetings and staff professional development as appropriate
- Discuss any difficulties promptly with the Associate Teacher and contact the EPPPO or Programme Director if problems persist
- Liaise with Kaiārahi/Visiting Lecturers and Associate Teacher regarding visits
- Take responsibility for sharing course and assessment information with their Associate Teacher(s) and submitting Professional Practice documentation.
- **Meet the minimum requirements for attendance (see page 14)**

Associate Teachers:

- Integrate the Student Teacher within the learning environment, staff and teams, and centre structures
- Discuss centre policies, procedures and protocols with the Student Teacher, including those related to Covid-19, and complete the **Health and Safety and Associate Teacher- Student teacher Agreement**
- Observe the Student Teacher regularly, provide formative and written 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 participate in and contribute to effective curriculum and assessment practices
- Assist the Student Teacher to gather and analyse assessment data for evaluating and informing teaching decisions
- Collaborate with the Programme Director and EPPPO to monitor the progress of the Student Teacher
- Provide written reports on Student Teacher's progress in relation to their point of progress in the programme of study
- Advocate for the Student Teacher's wellbeing and support them to manage their time and workload

The Centre:

- 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 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

Visiting Lecturers:

- Conduct observation visits of 3 – 3.5 hours including a pre-observation conversation to negotiate the visit format, a 45 - 60 minute observation, and a follow up discussion of around 40-60 minutes with Student Teacher and Associate Teacher
- Provide Student Teachers with formative and summative feedback in relation to the criteria specified and facilitate the Student Teacher's ability to reflect on that feedback to improve their practice
- Discuss the potential of effective teaching to influence equitable learning and wellbeing outcomes
- Discuss aspects of environments that foster, and model, the integration of te reo me te ao Māori
- Demonstrate professional leadership and facilitate constructive learning conversations
- Assist the Student Teacher to reflect on effective curriculum and assessment practices
- Assist the Student Teacher to reflect on gathering and analysing assessment data for evaluating and informing teaching decisions
- Collaborate with the Programme Director and EPPPO to monitor the progress of the Student Teacher
- Advocate for the Student Teacher's wellbeing

Whānau Ako Kaiārahi:

- Lead the Student Teacher's Whānau Ako group sessions during the Professional Practice, using a dialogic approach to guide the Student Teachers' pedagogical decision-making using evidence-supported strategies relevant for their teaching context
- Be the point of contact for each Student Teacher in their Whānau Ako group for matters relating to teaching and pastoral issues (Nb issues related to the Professional Practice itself should be directed to the EPPP Office)
- Facilitate goal setting with the Student Teachers to establish professional learning priorities for each Professional Practice

Course Coordinators:

- Ensure that Student Teachers are well briefed on any relevant assignment expectations
- Provide a point of contact for course-related queries or problems

Programme Directors:

- Mediate relationships and facilitate problem-solving in collaboration with the Education Professional Practice and Partnerships Office, the Associate Teacher, Kaiārahi, and others as needed
- Mediate barriers to the implementation of mātauranga Māori and development of competency in te reo me ngā tikanga Māori
- Safeguard the Professional Practice for the Student Teacher and Associate Teacher and facilitate open conversations wherever possible

Prior to Professional Practice

University-based learning strongly supports readiness for Professional Practice. 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 access or attend briefings that are held in conjunction with EPPPO, prior to the start of Professional Practice.

The EPPPO works hard to ensure that Student Teachers have Professional Practice opportunities in contrasting centre contexts (e.g., contrasting age range, size) and that, where possible, individual Student Teacher needs are accommodated.

Student Teachers must be willing to travel to enable Professional Practice. Childcare and transport arrangements must be in place before the Professional Practice begins.

Professional Practices occur with the permission of the Associate Dean (Teacher Education). A Professional Practice may *be declined or delayed* if the Associate Dean (Teacher Education) believes the Student Teacher is unlikely to meet Professional Practice requirements, for example, due to insufficient engagement with coursework or other factors.

Employment in centres

Student Teachers may not be employed to teach in a placement centre for the duration of the Professional Practice. They may not be counted within the ratios for regulatory purposes or left in sole charge of a child or group of children.

Attendance requirements

Strong attendance and engagement with all aspects of Professional Practice are crucial for ensuring success. All Student Teachers must complete 16 weeks of Professional Practice. 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
- Be prepared to attend 7.5 hours a day (plus lunch break) as negotiated with the centre, and where possible, be available for meetings and other professional responsibilities outside of the usual session times. NOTE: Professional Practice placements are full-time (i.e., 5 days/week). It is not possible for students to re-organise their placements to attend fewer days with longer hours.
- Inform the Associate Teacher as soon as is practicable if they are unable to attend placement as the result of sickness or other exceptional circumstances.
- Discuss an extended absence (i.e., of three days or more) with the Programme Director or EPPPO Manager as it may mean they risk not meeting the Standards or Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand Practice requirements. A medical certificate does not negate these requirements. Significant absences may result in a Student Teacher having to repeat their Professional Practice.

Student Teachers will not be granted leave for holidays or to undertake paid employment.

Non-contact time in EC centres

Early Childhood Student Teachers' expected attendance parallels a typical work week for practising teachers; however, it is important for them to have access to some non-contact time. We are aware that non-contact arrangements vary across services and so suggest that students follow a similar pattern used in the Professional Practice centre (such as one hour per day or 1 - 2 longer blocks per week). However, we do expect students to do at least 30 hours child-contact each week except where the centre programme offers fewer child contact hours across a week.

Student Teachers' non-contact time should normally take place within the centre 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 assessment-related pedagogical documentation (such as learning stories) where these are part of their assignment work, contributing to planning meetings and setting up the environment, and participating in activities involving parents and whānau. Where possible, having their non-contact time alongside their Associate Teacher provides students with further opportunities to learn from the Associate about the broader roles involved in teaching within EC contexts.

Support during Professional Practice

We expect that Student Teachers will be treated in an ethical, respectful, and responsible manner and with fairness, integrity, and empathy while they are in centres – and that Student Teachers reciprocate by treating all colleagues, tamariki and whānau in their Professional Practice centre in these ways.

Professional Practices are organised by the School of Education Professional Practice and Partnerships Office. Issues during school and centre practice 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 the Manager of the Education Professional Practice and Partnerships Office, or their Programme Director.

Close relationships with school leadership teams, coordinators, and Associate Teachers allow the Education Professional Practice and Partnerships Office to monitor Student Teachers' progress during the Professional Practice and to alert the Programme Director to any difficulties arising, so that additional support can be provided to the Student Teacher and Associate Teacher.

The role of the kaiārahi is to support Student Teachers with questions related to their teaching or pastoral matters. Student Teachers are also reminded of the additional support that is available through Te Herenga Waka - Victoria University of Wellington: <https://www.wgtn.ac.nz/students/support>

Assessment of teaching on Professional Practice

Assessment is key both for further learning and for determining grading within qualifications. To graduate, Student Teachers must satisfactorily meet the Standards for Teaching in each Professional Practice. This involves reaching 'Satisfactory Progress' with support for each of the Standards at the level identified for each Professional Practice, and as evidenced in formal observations and written Professional Practice reports.

On Professional Practice, 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, which are linked to the Standards, form the basis for assessment.

- The Associate Teacher provides practice-based feedback to the Student Teacher at a weekly meeting.
- Each Student Teacher will receive three visits from their Visiting Lecturers during the year: one during Professional Practice 2 and two during Professional Practice 3. The visits will involve an observation of the Student Teacher at least 45-60 minutes, followed by a 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 this visit, providing feedback to the Student Teacher about their progress taking account of the Student Teacher's point in their programme. Where the School believes the Student Teacher requires further support in meeting the Standards, or where there are persistent concerns about their progress towards the Standards, additional visits may be undertaken by Visiting Lecturers and/or Programme Director. Communication in relation to any additional visits will typically involve the Student Teacher, Associate Teacher, Kaiārahi, and Programme Director.
- Associate Teachers use the Key Teaching Practices provided in this handbook, and draw on feedback provided throughout the Professional Practice, and each provide one **Professional Practice Report Form (AT/MT/VL)** of the Student Teacher's teaching in each Professional Practice. This assessment should take account of the

Student Teacher's point in the programme. For example, in Professional Practice 2, Student Teachers should meet Key Teaching Practices with direct or indirect supervision and support. In Professional Practice 3, they should meet the Key Teaching Practices independently.

Student Teachers are responsible for submitting their summative assessment reports to the EPPPO so that the grade for the Professional Practice can be determined.

Each Student Teacher's Professional Practice is graded as pass, pass with caution, or fail by the EPPPO at the end of the second and third Professional Practice. 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 Professional Practice Observation Reports for each Student Teacher, including one from a Kaiārahi or Visiting Lecturer and one from the Associate Teacher.
- the EPPPO reviewing assessment across the Standards and across reports. Where assessments are Satisfactory Progress or Competent, the Student Teacher is deemed to have passed the Professional Practice.
- the Manager of the EPPPO convening 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 who receive:
 - assessments of 'continued support and development required' in two or more Standards across their PP Observation reports OR
 - if any significant concerns are noted on the Report.

Where a Student Teacher is assessed as not having satisfactorily met the Standards 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 a fail 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, TCHG315/TCHG316.

Students who fail 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 in a further Professional Practice. *Any additional opportunity to pass a Professional Practice 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 Standards.

Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand stipulates that a Student Teacher will only have two opportunities to pass each professional experience 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).

NGĀ MEA TUATORU: PROFESSIONAL PRACTICE EXPECTATIONS AND PROCESSES

All forms referred to in this section can be found on the School of Education Professional Practice website: <https://www.wgtn.ac.nz/education/teacher-education/teaching-experience/resources/forms-and-handbooks>

Days in Centres

As part of the second and third Professional Practice, Days in Centres provide Student Teachers with opportunities to learn about, and become part of the centre community. The days enable Student Teachers to:

- Build relationships with Associate Teachers, tamariki and staff. This includes joining staff in break times, on duty and in activities and meetings before and after centre hours.
- Be part of conversations, get to know tamariki and take an active role in helping to facilitate their wellbeing and learning e.g., by the conclusion of days in centres, Student Teachers should have learnt children's names and developed constructive professional relationships with staff
- Demonstrate initiative, professionalism, the desire to be a great teacher and teacher presence
- Share personal strengths and weaknesses, set goals with the Associate Teacher and an action plan to meet these in the forthcoming Professional Practice
- Understand the centre systems and processes, including Health and Safety procedures, and how and where to access centre resources
- Observe, take part in and understand how centre routines, systems, processes and transitions are managed and the ways in which interactions with tamariki and curriculum/assessment practices are approached
- Discuss pedagogical matters for the Professional Practice period, and locate key teaching resources
- Understand how national education priorities, including cultural competencies identified in Tātaiako and Tapasā, are expressed in teaching and learning
- Notice theory-practice links for discussion with the Associate Teacher and in university-based learning
- Gather information for use in TCHG315/316 and/or Learning Design courses. Details about this are in course outlines that Student Teachers are expected to share with their Associate Teacher.

Early Childhood programme

Administration package

An administration package can be found at <https://www.wgtn.ac.nz/education/teacher-education/teaching-experience/resources/forms-and-handbooks>. This package has been developed for completion over the second and third Professional Practice s and will only be submitted once to the EPPPO after the final Professional Practice. The Associate Teacher and Student Teacher should identify a number of administrative tasks to become familiar with over each Professional Practice. For each Professional Practice we suggest that Student Teachers select 8 to 10 tasks. Follow the instructions in the package with regard to recording information and signing off completed tasks.

Half-way report

Student Teachers should negotiate a time to meet with their Associate Teacher mid-way through the Practice to discuss their progress. They should use the **Professional Practice Report form** to gain feedback from their Associate Teacher. Students 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 to assess their progress and to set goals for the rest of the Professional Practice.

Professional Practice 3

During days-in-centre, Student Teachers should discuss their inquiry focus for the Culminating Professional Inquiry. Professional discussions about this inquiry should continue throughout the Professional Practice so Associate Teachers can guide the development and ensure opportunities for this inquiry to progress.

We expect Student Teachers to take every opportunity to practise and fine tune their teaching practice, but Associate Teachers should be mindful of not overloading Student Teachers to the detriment of their health. If applicable, and if it works for the centre, it can be beneficial for the Student Teacher to visit other age groups.

Learning designs

Student Teachers should be involved as fully as possible in curriculum planning, and implementation with guidance from their Associate Teachers. Student Teachers are expected to develop greater independence over time and to learn how to develop their own curriculum input. We expect them to take every opportunity to practise and fine tune their teaching practice.

Submitting Professional Practice documentation

All Professional Practice documentation should be submitted by students via Blackboard and copies of the resources can be found at : <https://cms.wgtn.ac.nz/education-professional-practice/te-kohungahunga-ECE/forms-and-templates>

Associate Teachers can submit copies of their completed Reports (Interim Report and Professional Practice Report- Summative) to professionalpractice@vuw.ac.nz

Key Teaching Practices and Culminating Professional Inquiry

These two important components of the Graduate Diploma of Teaching programmes are mandated for initial teacher education by the Teaching Council of Aotearoa New Zealand.

Key teaching practices (KTPs) are designed to provide assurance that Student Teachers are ready to begin teaching by the end of an initial teacher education programme. The key teaching practices for the Graduate Diploma of Teaching programmes were determined in collaboration with our teaching community. 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 tamariki and whānau that beginning teachers should be able to undertake independently from their first day of teaching as registered and provisionally certificated teachers.

Students in the Graduate Diploma of Teaching programmes will be expected to demonstrate the key teaching practices (KTPs) below by the end of their programme. They are scaffolded towards this through a set of indicators that are examples of specific practices that may demonstrate the KTPs. The indicators are attached to the summative report form for each Professional Practice. These indicators provide for progression towards the key teaching practices.

For Professional Practice 2, it is expected that Student Teachers will demonstrate the KTPs with direct and indirect supervision from Associate Teachers. By the end of Professional Practice 3, it is expected that Student Teachers will be independently able to demonstrate the KTPs.

Standards	Key Teaching Practices	Early Childhood Indicators
TCANZ Values, Code and Standards		<ul style="list-style-type: none"> • Integrates the Teaching Council New Zealand values and Code of Professional Responsibility commitments into their professional practice • Maintains confidentiality, trust and respect • Makes and meets professional requests appropriately • Actively makes use of knowledge of children’s heritages, languages, identities and cultures to engage responsively with all children • Actively seeks to recognise and address unconscious bias and racism in their own practice • Demonstrates commitment to the ECE service and the teaching profession • Demonstrates ethical behaviours in relation to informed consent, participation, beneficence and non-maleficence in all aspects of practice • Contributes to a professional culture that upholds the Teaching Council Code of Professional Responsibility • Clearly demonstrates appropriate professional boundaries with children, whānau and colleagues • Actively engages as an advocate for transformative education for tamariki and

		whānau, and for teachers and the profession
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20 | Page

<p>Te Tiriti o Waitangi Partnership Te Hononga Pātui i Raro o Te Tiriti o Waitangi</p>	<p>Recognises mana whenua and whānau, hapū and iwi knowledges, and affirms Māori children as Māori</p> <p>Embeds the use of te reo, tikanga and mātauranga-a-iwi in all aspects of the learning and teaching programme</p>	<ul style="list-style-type: none"> • Demonstrates continued growth in te reo me ngā tikanga applicable to the local Māori community • Acts as a kaitiaki for the environment and living things, drawing on local knowledge about place. • Offers new knowledge or resources to contribute to centre Tiriti-led practices • Demonstrates culturally affirming teaching practices • Planning starts from a position of supporting children’s cultural ways of knowing and being • Draws upon <i>Te Whāriki</i> and <i>Tātaiako</i> to inform Tiriti-led practices • Models appropriate practice such as pēpeha, mihimihi and koha • Articulates the expectations of Māori whānau for their learners • Draws on the cultural contexts of Māori ākonga • Incorporates local Māori knowledge, Māori pedagogies and place-based learning into teaching and learning
<p>Professional Learning </p>	<p>Provides evidence of ongoing critical reflection that enhances learning and wellbeing for tamariki</p>	<ul style="list-style-type: none"> • Uses critical reflection to strengthen practices and pedagogies that enhances learning and wellbeing for ngā tamariki

Akoranga Ngaiotanga	Collaborates with colleagues in respectful, open and critical professional discussions	<ul style="list-style-type: none"> • Draws on feedback, prior reflection, research and professional literature when setting and implementing goals for developing own practices • Considers how their life experiences, cultural identity, ancestral and family histories and assumptions and beliefs impacts on their interactions with teachers, children and whānau in the centre • Identifies where there are gaps in own knowledge and actively seeks to address these • Articulates reasons for choosing specific teaching strategies and interactions • Collaborates with others in professional discussions to implement and evaluate new ideas for children’s wellbeing and learning • Articulates the interface between <i>Te Whāriki</i> and their own practices • Participates in team-wide professional learning opportunities when available and appropriate
Professional Relationships Ngā Hononga Ngaio	<p>Participates with children, their whānau, and colleagues in respectful dialogue</p> <p>Understands and reflect on the processes and systems within a setting to address a professional or ethical dilemma</p> <p>Proactively applies strategies to meet professional responsibilities and enhance personal wellbeing</p> <p>Actively fosters respectful relationships and listens carefully to children and whānau</p>	<ul style="list-style-type: none"> • Develops rapport with, and engages in warm, responsive and respectful interactions with children, whānau and colleagues • Proactively develops relationships with all children who attend the immediate setting • Is attuned to and affirms children’s learning dispositions • Attentively attuned to peer dynamics • Seeks different perspectives and to demonstrates through practice how the knowledge and histories that children, teachers and whānau bring are valued in the centre • Actively participates in the team, contributing to team culture and wider centre community activities • Explains and beginning to use multiple approaches for working collaboratively with whānau

		<ul style="list-style-type: none"> • Develops relationships with whānau to gain insights into individual children’s learning • Shares understandings and information about children’s wellbeing and learning with children, whānau and colleagues positively and professionally • Demonstrates an understanding of the centre context and structure and how these relates to the community it serves and influence teaching and learning • Interactions with adults actively promote positive images of children • Guides and supports children’s interactions and behaviours with others positively and with empathy, using inclusive strategies • Understands centre’s processes and systems for raising professional concerns and uses these appropriately when/if concerns arise • Uses Code and Standards to inform decision-making about meeting professional responsibilities • Takes opportunities to advocate on children’s behalf with other adults • Takes responsibility for proactively managing personal wellbeing • Demonstrates negotiation skills and ability to compromise • Explain and demonstrate strategies and approaches for building respectful relationships • Use processes and systems to access support for learners, their whānau, colleagues and self • Facilitate respectful and challenging conversations • Raise issues, seek support and discuss professional matters with others • Positively contribute to effective team culture • Take responsibility for proactively managing personal wellbeing • Demonstrate negotiation skills and be able to compromise • Explain and demonstrate strategies and approaches for building respectful relationships
<p>Learning-Focused Culture He Ahurea Akoranga</p>	<p>Demonstrates in-depth understanding of individual children’s ways of being, knowing, doing and relating, and whānau contexts</p> <p>Explores diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities</p> <p>Draws on relevant resources, expertise and professional learning opportunities to respond inclusively to support children’s wellbeing, growth and development</p>	<ul style="list-style-type: none"> • Uses initiative to observe, scan for, and foster a safe, inclusive and engaging holistic environment for all children and their whānau • Accurately identifies and responds equitably to all children’s play intentions, aspirations, and concerns • Effectively contributes to centre rituals and routines that support all children, their whānau, and teachers to manage daily transitions • Individual children’s unique expertise is acknowledged in interactions

	Develops pedagogical approaches that address the affordances of the physical, emotional and spiritual environments	<ul style="list-style-type: none"> • Developing and beginning to use a diverse repertoire of effective teaching strategies to sustain languages, culture, and identity • Supports all children with sensitivity and identifies safe opportunities for them to take chances, overcome difficulties and persist with solving problems • Adjusts practices to match individual children's temperaments and styles • Promotes and facilitates interactive relationships amongst the community of children • Fosters children's awareness of their own and others' physical and emotional safety
		<ul style="list-style-type: none"> • Addresses the limitations and maximises the affordances of physical and digital learning environments to achieve equity goals (e.g., gender, culture, diverse abilities)
Design for Learning Te Hoahoa Akoranga	Carefully observes children's interactions with people, places and things	<ul style="list-style-type: none"> • Has in-depth understanding of <i>Te Whāriki</i>, <i>Tātaiako</i> and <i>Tapasā</i> and uses these to guide planning and practice • Gains and uses assessment information in a professional, ethical manner. • Assessment and planning practices recognises and addresses the inter-related and holistic nature of children's wellbeing and learning • Recognises children's learning dispositions in action • Seeks and uses assessment information from children, parents and colleagues to notice, recognise and respond to children and their learning interests and dispositions • Demonstrates an understanding of the centre context and structure and how these relates to the community it serves and influence teaching and learning • Uses a wide repertoire of observational techniques to support assessments and inform teaching decisions • Contributes to the assessment and documentation of children's learning within the centre • Uses understandings of children's wellbeing and learning to inform their planning and teaching decisions • Planning shows understanding of children's individual learning progressions and supports their learning to become more complex and integrated over time • Planning demonstrates understanding of appropriate and intentional use of child- and teacher-led learning experiences • Accesses and uses the environment and resources, including those in the community, to support, challenge and extend children's engagement and learning. • Sets up environment to enable children to independently access and
	Provides a wide range of experiences that attune with and extend children's interests	
	Participates within a teaching team to critically draw upon theory, research and the curriculum to inform pedagogical approaches	

		adapt learning resources
Teaching Te Whakaakor an ga	<p>Works with children in ways that support their wellbeing, growth and development</p> <p>Maintains an awareness of the wider environment whilst working with a group or individual child</p> <p>Works across a wide range of curriculum engaging meaningfully with all children</p>	<ul style="list-style-type: none"> • Interactions with children show responsiveness to dimensions of diversity evident amongst centre community (e.g., gender, culture, linguistics, special needs, family make-up) • Engages in sustained, genuine conversations with children around their learning interests • Engages in facilitation across all domain areas • Recognises and responds to children’s working theories in the moment and over time • Responses affirm and strengthens the development of children’s learning dispositions • Reads and uses children’s non-verbal communication skilfully • Recognises opportunities for, and facilitates meaningful play experiences • Fosters children’s curiosity • Supports children’s decision making, critical thinking and creativity • Offers clear feedback to children on their learning, using a credit-based approach

		<ul style="list-style-type: none"> • Recognises individual children as experts in particular fields and values and calls upon their expertise as well as on their own. • Encourages children to re-visit prior experiences and make links with the wider world • Assists children to identify next learning steps • Uses teaching strategies that promote higher order thinking and transferral of learning • Intentionally draws on a range of teaching strategies to work effectively with all learners, including EAL learners • Actively supports children to develop and use strategies for independent and collaborative learning • Articulates and provides a rationale for their philosophy of teaching and learning • Strives to achieve congruence between their espoused philosophy and their actual practices • Actively uses co-construction as a teaching strategy to promote both their own and children’s learning • Plans and engages in sustained learning experiences with individuals and groups • Supports other teachers to engage children in sustained learning experiences by using initiative and stepping in where needed • Supports children to develop and practice negotiation and group participation skills
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The Culminating Professional Inquiry is an inquiry-based assignment where Student Teachers use the ‘teaching-as-inquiry’ approach to identify an issue or question about their practice to explore on their final Professional Practice (PP3). This focus will be guided by the Associate Teacher and the Student Teacher’s kaiārahi. Student Teachers will explore, discuss, and reflect on their chosen focus in relation to their teaching decisions and experiences during PP3, and with reference to the Teaching Standards. They will maintain a narrative journal during PP3 and use Week 8 of the placement to create a presentation to be shared with peers and submitted for assessment after PP3.

We encourage Associate Teachers to maintain professional conversations and offer guidance about the Culminating Professional Inquiry during PP3. Student Teachers may wish to share their presentations with Associate Teachers during Week 8.

Week 8 of PP3 is a teaching week for Early Childhood Student Teachers. Early Childhood Student Teachers will attend their placement centres during Week 8 and will work on their Culminating Professional Inquiry during this time. They will conduct observations, interviews, and discussions with Associate Teachers and students in relation to their Culminating Professional Inquiry during this week.

Ngā Mea Tuawhā: Formal Requirements And Procedures

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

Maximum programme completion period

The maximum completion period for one-year programmes is two 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 Professional Practice

Centres have the right to end a Professional Practice, having first communicated their concerns to the relevant Programme Director. Where the centre 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 Professional Practice without having discussed their issues or concerns with the Associate Teacher and must also contact the Programme Director. Non-negotiated self-withdrawal will result in a fail for the Professional Practice and TCHG315/TCHG316.

The School of Education reserves the right to end a Professional Practice where there are documented concerns for the wellbeing of students, teachers, the Student Teacher or members of the school/centre community, or where there is insufficient progress.

If the placement is ended or a withdrawal is negotiated, the EPPPO 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 schools and centres.

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 in which Student Teachers are placed for Professional Practice placement
- not intervening with, or seeking information from, the centre, 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 Professional Practice placements
- treating Professional Practice placement-based information shared by peers within the context of the programme (such as in tutorials) as confidential
- keeping the identity of children, teachers and the centres in which they teach confidential when presenting information about Professional Practice placements through discussions, classes 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 not impose physical contact, except to ensure children's safety, and should be sensitive to children's cues as to their

level of comfort with physical contact. Some children are also very keen to spend a lot of time with visitors to the centre, including Student Teachers. While it is important to be friendly with these children, you may need to encourage them not to be over-friendly or set limits for the amount of touch – your Associate Teacher can help you with setting these boundaries with children. Student Teachers must not share their contact details or connect with parents and whānau via personal social media accounts. They should take care not to be alone in a private place with a child, embrace or touch others inappropriately, interact in a manner which could be interpreted as sexually threatening or as sexual innuendo, or lose their temper or self-control. Further, Student Teachers must follow the centre’s policy on changing children. Where the policy allows Student Teachers to change children’s nappies and clothes this must be done under supervision.

Student Teachers are expected to abide by the ethical protocols in their centre.

- Before observing, videoing, or photographing the children, staff or centre environment, Student Teachers must have gained written permission using the centre’s procedures. [Permission forms are available on the School of Education’s Professional Practice placement website.](#)
- Student Teachers must use a centre 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 and Student Teachers must not post photos or comments about the centre, 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, centres or children and their families in any forum, including written assignment work, outside of the centre.
- Students should use pseudonyms (or an equivalent such as the first letter of a child’s name) in their assignment, indicating this within the assignment.

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.

Health and Safety Act

It is the centre’s responsibility to ensure that Student Teachers are sufficiently briefed 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 EPPPO as assurance that obligations under the Act have been met.

Centres are reminded that Student Teachers are not permitted to take children out of the centre 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 improved ratio of adults to children required by the centre for trips.

Student Teachers must not be asked to carry out relief teacher duties and their presence cannot be counted towards maintaining staff-child ratios. They should not be left with the sole responsibility for children in the centre at any time. This includes opening, closing or waiting for parents who are late at the end of the day. Further, they must not be solely responsible for supervising the whole outdoor or indoor area, for sleeping children or for taking children on an excursion. The sole exception to these requirements is where the Student Teacher has negotiated with the EPPPO to complete the Professional Practice placement in the centre where they are employed, in accordance with the programme approval granted by the Teaching Council of Aotearoa New Zealand.

Children’s Act

Te Herenga Waka Victoria University of Wellington undertakes police vetting of Student Teachers on behalf of the early childhood centre, 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.

APPENDIX A

TCHG324 Assignment: Aromatawai 2: Analysing practice Part (ii)

Due: Friday 4 November

This assessment supports students to meet the first and third learning objective of TCHG 324:

- Gather, critically analyse and use assessment information from a range of sources to recognise and support infants, toddlers and young children's diverse ways of being, doing and knowing
- Recommend principles of inclusive practice, research evidence and resources to enhance learning for children with additional learning needs

Task: Analysing practice: A multi-lens analysis of practicum-based scenarios

Length: 3,000 words

CLOs: 1, 3

Weighting: 50

This task requires you to develop and analyse four assessment-related pieces of pedagogical documentation while on practicum. The analysis and discussion you provide across your four chosen pieces of documentation must collectively address the following foci:

- the fostering of a child/children's agency, interests and wellbeing
- approaches to 'making visible' developments and learning seen as valued
- a parent/family/whānau perspective
- a kaupapa Māori perspective
- a planning perspective
- ways of facilitating inclusion

Your discussion is to incorporate links to course readings, wider relevant literature and the curriculum and assessment policy documents *Te Whāriki* (Ministry of Education, 2017), *Kei Tua o te Pae* (Ministry of Education, 2004-2009) and *Te Whatu Pōkeka* (Ministry of Education, 2009).

Append the four pieces of assessment-related documentation you have developed to the assignment; these appendices will not be included in word count.

Include as a further appendix the Associate Teacher Permission Verification Form, showing that you have gained the necessary consents from parents, whānau and the centre, for the pedagogical documentation you have gathered.