Graduate Diploma in Teaching
(Early Childhood Education)

EDPRAC 613 & 614: Professional Practice

Practicum Handbook
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Overview of EDPRAC 613 & 614: Professional Practice

Kia ora koutou. Warm greetings to all in the professional education community of the Faculty of Education and Social work. Practicum is a partnership between students, teachers, ECE services, and the Faculty of Education and Social Work. This practicum handbook provides guidelines to inform all parties.

Working in partnership during practicum is vital. It underpins communication, ensures clarity in relation to the practicum requirements and expectations, and supports student teachers’ professional growth and success. The University, Professional Supervisors, Associate Teachers, and teaching colleagues in practicum centres will together support student teachers to actively engage in teaching and learning within the context of practicum to develop their teaching practice and meet the assessment criteria.

The aim is to support student teachers to become self-aware, reflective, inquiring professionals who understand the complexities of teaching and to develop the requisite knowledge, skills, and dispositions to achieve positive and equitable outcomes for all children in Aotearoa.

Practicum Contact Details

Faculty of Education and Social Work Contact Details

Kiri Jaquiery: Practicum Leader and Course Co-ordinator for EDPRAC 613 & 614
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Aims of Practicum

The main aims of practicum are for student teachers to:
• Gain experience in ECE contexts and deepen their understanding of children, families, and the ECE teacher’s role
• Refine their communication and relationship-building skills with children and adults with children and adults
• Deepen their awareness of the complexities of teaching and learning in early childhood education contexts
• Inquiry into and theorise their practice, integrating their experiences in a range of ECE settings with their academic studies at the University;
• Be open to giving and receiving constructive feedback and to use feedback to further their professional growth
• Reflect on and develop their professional knowledge, inquiry, and practice in line with the requirements of teachers in Aotearoa New Zealand.

EDPRAC 613 & 614: Professional Practice

Points: EPRAC 613 15 points,EPRAC 614 15 points

Calendar Prescription: Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whanau in complex environments.

Learning Outcomes

1. Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.

2. Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.

3. Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.

4. Use digital technologies to foster and enhance collaboration.

Practicum Placements

Student Teachers will complete a total of 17 weeks of practicum in the Graduate Diploma of Teaching (Early Childhood Education) programme.

This includes three practicum placements in a range of early childhood contexts (Placements 613A, 613B, & 614).
<table>
<thead>
<tr>
<th>Placement 613A</th>
<th>Placement 613B</th>
<th>Placement 614</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and Education (Placement with children 2-5yrs)</td>
<td>Kindergarten (Placement with children 2-5yrs)</td>
<td>Infants and Toddlers (Placement with children 0-3yrs)</td>
</tr>
<tr>
<td>5th February - 1st March 2024</td>
<td>27th May - 5th July 2024</td>
<td>14th October - 29th November 2024</td>
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**Practicum Focus:**

**Placement 613A**

Introduction to the ECE environment and the role of the ECE teacher.

Through this practicum placement student teachers will gain initial experience in an all day care and education centre with children aged 2-5 years of age. They will build their confidence interacting with children and adults, learn about the centre philosophy, policies, and programme and work as part of a team.

**Practicum Focus:**

**Placement 613B**

The role of the teacher and learning and teaching in a kindergarten context.

Through this practicum placement student teachers will continue to build their confidence, skills, and knowledge in relation to interacting with children and adults in a kindergarten context. Students will document their engagement in teaching and learning in a range of ways and plan and implement meaningful learning experiences based on noticing, recognising, and responding to children. Student teachers are expected to, use their initiative, take some responsibility while working as part of a team, and demonstrate an increasing ability to reflect on and further develop their practice.

**Practicum Focus:**

**Placement 614**

The role of the teacher and learning and teaching in an infants' and/or toddlers' context.

Through this practicum placement student teachers will inquiry into and develop their understanding and practice in relation to noticing, recognising, and responding to infants and toddlers learning in meaningful ways. Student teachers are expected to confidently communicate and build professional relationships with children and adults, show agency in their teaching and learning, and demonstrate that they are ready to enter the teaching profession.

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**Professional Conduct**

*Note: Student teachers must be supervised at all times in the early childhood setting and cannot be included in the ratios.*

**Attendance**

Student teachers are required to attend the centre for 7.5 hours each day of the practicum: 6 hours teaching (with children) and 1.5 hours for non contact time. Start and finish times are to be negotiated with the Associate Teacher with student teachers being encouraged to experience a range of start and finish times to gain an understanding of what happens at different times of the day. Student teachers are required to be punctual and appropriately dressed for practicum.

**Non contact time**

Student teachers are given 1.5 hours non contact time per day to focus on their practicum documentation and to engage in meetings with their Associate Teacher. Non contact time is to be undertaken on site and includes a 30 minute lunch break.
Absences
If, for illness, or an unexpected reason, the student teacher cannot attend practicum, they are required to phone the centre/kindergarten as early as possible to inform their Associate Teacher and to email their Professional Supervisor. Students are required to make up time missed from practicum by extending the practicum placement. Absences of more than five days may require a medical certificate.

Special leave from practicum
Special leave from practicum must be applied for in advance and will only be allowed under exceptional circumstances. This form is available from the EDPRAC 613 &614 CANVAS page.

Managing a disability
If a student teacher has a disability (ongoing or short term) they are strongly recommended to make an appointment with disability@auckland.ac.nz to:
- register the disability so that they can access special consideration should they need it;
- discuss how to manage the disability while on practicum;
- identify strategies that can be put in place in order to prevent any potential problems; and
- decide how and what to disclose to colleagues in centres.

This includes conditions such as dyslexia, physical impairments, and mental illness.

Centre Policies
Student teachers are expected to become familiar with and act in accordance with centre policies, particularly those that impact directly on health and safety, child protection, social competence, and cyber safety.

Health and Safety
Student teachers are asked to pay attention to the appropriate Health and Safety policies at each of practicum placements and to take responsibility for their own health and safety.

Care Routines
The intimate practices of sleeping, meal times, and nappy changing are valuable opportunities for a child’s learning as part of a holistic approach. It is advisable for student teachers, wherever appropriate, to participate in these routines. Involvement in routines must be negotiated with the Associate Teacher and student teachers must be supervised at all times.

Procedures for child protection
Bearing in mind the four types of child abuse, i.e. physical, sexual, emotional, and neglect, all student teachers must familiarise themselves with the early childhood centre’s child protection policy. It is essential to adhere to the procedures set down for each early childhood centre. In the instance where a student teacher holds concern about a child, the concern should be raised with the Associate Teacher as soon as possible.

Professional Relationships

With colleagues
Student teachers will be required to initiate, develop, and maintain effective professional relationships with people in the education community. These include the Professional Supervisor, Associate Teacher, the teaching team, other centre staff, and support services.
Engagement in and evidence of professional discussions, team meetings, and centre events are expected. Through discussions with the Associate Teacher, expectations regarding the role of the student teacher within the centre will be established. These expectations may vary from context to context.

The roles of the Professional Supervisor and the Associate Teacher are to support the student teacher in working towards meeting the Practicum Learning Outcomes. Open communication is key to this and may take the form of face-to-face discussions, phone conversations, Zoom meetings, emails, and written feedback on the student teacher’s documentation.

With children
Student teachers are required to develop positive and responsive relationships with children using a range of strategies appropriate to the centre context. Because learning occurs across the many experiences in each child’s day, including routines, such as meal and sleep times, as well as during their play and investigative experiences, these are all opportunities for meaningful engagement with children.

As respect and trust are pre-requisites for the development of meaningful relationships student teachers must be mindful to interact respectfully at all times, working alongside children in mana-enhancing ways that empower them to direct their own learning.

With parents and whānau
Building and maintaining positive and effective relationships with parents and whānau is a key role of the teacher. Practicum provides students with a unique opportunity to engage with families and to acquire these skills with the support of experienced teachers. The Associate Teacher and the student must discuss appropriate ways for the student to engage with families within the context of the centre.

Expectations of Student Teachers on Practicum Placements

Student teachers must demonstrate professionalism while on practicum.

Student teachers are expected to:
- Participate fully in centre/kindergarten life
- Establish professional, respectful relationships with teachers, children, parents and whānau
- Behave professionally in ways that uphold the ethical standards of conduct stipulated in the Code of Professional Responsibility. This includes maintaining confidentiality at all times
- Be punctual and meet the attendance requirements. The Associate Teacher and Professional Supervisor must be informed of any unexpected absences before the practicum day begins
- Communicate proactively - including being interested and inquiring about the centre, showing an openness to feedback, daily monitoring of emails, and prompt responses
- Be dressed appropriately in accordance with the centre’s dress code
- Show courtesy as a visitor in the centre. For example, being considerate in the use of teacher’s workspace and resources, and the staffroom, and car parking
- Students who have been identified as requiring additional English Language support must engage with the DELNA process
- Monitor their progression toward proficiency of the Key Teaching Tasks of the Programme.

(See Appendix One)
Preparing for Practicum

Student teachers are required to:

- Prepare for practicum by attending practicum classes (face-to-face students) or engaging in all online course material (online students)
- Read the handbook and any supplementary documentation to ensure they understand the focus of practicum and its requirements before commencing practicum
- Phone the centre and arrange to meet their Associate Teacher the week before the start of practicum. At the initial visit students must present a form of photo ID and discuss and sign the ST/AT practicum contract
- Prepare a one-page profile (with photo) to be displayed at the practicum centre
- Contact their Professional Supervisor before practicum begins to introduce themselves and send their profile for feedback
- Prepare the parent consent form to request permission to observe and document children’s learning while on practicum (template on EDPRAC 613/614 Canvas Site)
- Set up their online documentation folder and share the link with their Associate Teacher and Professional Supervisor, with editing access, before the practicum starts.
- Share any pre-practicum tasks with their Professional Supervisor

Assessment of Practicum

During practicum, students will synthesise their knowledge from courses on the programme with their experiences of teaching in early childhood settings. This will entail documenting and reflecting on their teaching and learning in a range of ways, and making connections to theory and research, Te Whāriki, and other professional literature.

To successfully complete EDPRAC 613 & 614 student teachers are required to meet (with evidence) all the assessment criteria for each learning outcome and to document their progression toward the Key Teaching Tasks (KTTs) to the satisfaction of the Professional Supervisor and Faculty of Education and Social Work.

The final decision about whether a student has passed or failed a placement will be made by the Faculty of Education and Social Work on the basis of the recommendation made by the Professional Supervisor (informed by evidence gathered about the student teacher’s practice from the Associate Teacher, student teacher, the student’s practicum documentation, the Professional Supervisor’s observation, and the triadic report).

It is expected that all students will have some areas of practice requiring ongoing development. However, if there are significant concerns regarding a student’s ability to meet the practicum learning
outcomes, it is important that these be shared with the Professional Supervisor early on so that they can work with the student and AT to address areas of concern.

(See Appendix Two for details of the process to follow with a student of concern).

Learning Outcomes and Assessment Criteria for each practicum placement

The Learning Outcomes have been designed to reflect the developmental nature of teacher education and are expected to be addressed incrementally. It is expected that student teachers will build on and refine their teaching during each practicum as they develop skills, knowledge, and practice over time. The following criteria will be used to assess achievement of the learning outcomes in each practicum placement.

<table>
<thead>
<tr>
<th>EDPRAC 613A</th>
<th>EDPRAC 613B</th>
<th>EDPRAC 614</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcome One:</strong> Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1: appropriate oral and written communication with tamariki and kaia ko is established competently.</td>
<td>1.1: effective oral and written communication with tamariki, kaia ko, whānau is practised consistently and reflected upon</td>
<td>1.1: effective oral and written communication within the educational community of the centre is maintained consistently and critically reflected upon</td>
</tr>
<tr>
<td>1.2: appropriate professional relationships with tamariki and kaia ko are established positively</td>
<td>1.2: effective professional relationships with tamariki, kaia ko and whānau is practised consistently and reflected upon</td>
<td>1.2: effective professional relationships within the educational community of the centre are maintained consistently and critically reflected upon</td>
</tr>
<tr>
<td>1.3: practises and develops the use of te reo and tikanga Māori</td>
<td>1.3: practises and develops the use of te reo and tikanga Māori</td>
<td>1.3: practises and develops the use of te reo and tikanga Māori</td>
</tr>
</tbody>
</table>

**Learning Outcome Two:** Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum

| 2.1: provision for a safe and purposeful learning environment is made, with support. | 2.1: meaningful teaching responses (including provision for the environment) are informed by thoughtful analysis of observation and assessment information. | 2.1: social, cultural, and political influences impacting on pedagogical practice are identified, critically reflected upon and used to inform responsive pedagogy. |
| 2.2: teaching responses are informed by students’ observations of children’s interests (noticing) and abilities (recognising). | 2.2: theory, research, and evidence of effective practice are drawn upon to inform meaningful responses to curriculum design and the learning of diverse tamariki (responding). | 2.2: intentional responses are informed by thoughtful analysis of observation and assessment information (including using, sequencing, and documenting a range of learning experiences to influence and promote positive outcomes for tamariki) |
| 2.3: key influences on the learning and development of tamariki are identified, discussed, and reflected upon. | 2.3: practice is informed by Te Whāriki, content knowledge, current learning and teaching approaches, culturally responsive practice, and current assessment information. | 2.3: gather, analyse, and use assessment information to inform planning for learning and teaching. |
| 2.4: practice is informed by a beginning understanding of Te Whāriki, current learning and teaching approaches, and culturally responsive practice. | | |
2.5: strategies for positively guiding tamariki are identified and discussed.

2.4: skills in social competence are fostered by selecting and using appropriate strategies with tamariki that are culturally and contextually appropriate.

2.4: teaching practice reflects a repertoire of teaching strategies, approaches, and experiences to promote the learning of tamariki.

2.5: teaching and learning experiences are identified, planned for, implemented, and evaluated with individuals, small groups and large groups of tamariki in culturally responsive ways.

<table>
<thead>
<tr>
<th>Learning Outcome Three: Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1: the complex roles that kaiako carry out within the ECEC context are identified and discussed.</td>
</tr>
<tr>
<td>3.2: the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are demonstrated with growing self awareness and understanding.</td>
</tr>
<tr>
<td>3.3: some opportunities for professional growth are recognised and actioned.</td>
</tr>
<tr>
<td>3.4: relevant legislative requirements and centre policies are identified and explored.</td>
</tr>
<tr>
<td>3.1: the behaviours and understandings within the frameworks of Tapasā and Tātaiako are identified and demonstrated.</td>
</tr>
<tr>
<td>3.2: the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are demonstrated with growing self awareness and understanding.</td>
</tr>
<tr>
<td>3.3: opportunities for professional growth are recognised and actioned.</td>
</tr>
<tr>
<td>3.4: relevant legislative requirements and centre policies are sourced and drawn upon in to inform teaching practice.</td>
</tr>
</tbody>
</table>

3.1: behaviours and understandings within the frameworks of Tapasā and Tātaiako are demonstrated and drawn upon to develop responsive pedagogy.

3.2: the standards of ethical conduct stipulated in the Code of Professional Responsibility (Education Council, 2017) are consistently demonstrated with in-depth self-awareness and understanding.

3.3 Opportunities for professional growth are recognised and actioned. Commitment to ongoing professional growth is demonstrated.

3.4: pedagogical practice is critically reflected upon in relation to a written professional philosophy statement.

3.5: relevant legislative requirements and centre policies are clearly understood and drawn upon in to inform teaching practice.

<table>
<thead>
<tr>
<th>LO 4: Use digital technologies to foster and enhance collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1: appropriate digital tools for engaging and/or communicating with colleagues, parents, whānau and the wider community are identified and discussed.</td>
</tr>
<tr>
<td>4.2: digital tools and experiences in the learning and teaching programme are identified and discussed.</td>
</tr>
<tr>
<td>4.3: digital technologies are used to foster and enhance digital collaboration with peer, teaching colleagues/AT and Professional Supervisor.</td>
</tr>
<tr>
<td>4.1: effective/appropriate/contextual digital tools are used to communicate with colleagues, Associate Teacher and Professional Supervisor.</td>
</tr>
<tr>
<td>4.2: appropriate digital tools and experiences in the learning and teaching programme are implemented and reflected upon.</td>
</tr>
<tr>
<td>4.3: digital technologies are used as a means to enhance communication, collaboration and collaborative knowledge creation.</td>
</tr>
<tr>
<td>4.1: effective/appropriate/contextual digital tools are used to foster meaningful engagement with colleagues and wider community.</td>
</tr>
<tr>
<td>4.2: appropriate digital tools and experiences in the learning and teaching programme are critiqued and reflected upon.</td>
</tr>
<tr>
<td>4.3: digital technologies are critiqued and used as a means to enhance communication, collaboration and collaborative knowledge creation.</td>
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</tbody>
</table>
Key Teaching Tasks

Key Teaching Tasks are tasks that early childhood teachers from the University of Auckland can be entrusted to carry out upon graduation from the programme. Student teachers will be supported during their courses and practicum placements to progress toward performing key tasks proficiently by the end of the programme.

Progression will be measured throughout the programme and documented within practicum reports. *(See table in Appendix One showing how expectations of progress will be measured)*

<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
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<tbody>
<tr>
<td>1. Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, colleagues, and whānau</td>
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<tr>
<td>2 Communications effectively and engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
<td></td>
</tr>
<tr>
<td>3. Uses mana-enhancing strategies that foster empowerment and autonomy for tamariki</td>
<td></td>
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<tr>
<td>4. Uses culturally responsive strategies and tools to include and engage tamariki</td>
<td></td>
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<tr>
<td>5. Incorporates knowledge and use of te reo, Tikanga Maori, and Te Tiriti o Waitangi in practice</td>
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<tr>
<td>6. Works as a team to provide a safe learning environment and respond to health and safety issues as they arise</td>
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<tr>
<td>7. Notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</td>
<td></td>
</tr>
<tr>
<td>8. Plans an inclusive, responsive, and effective learning environment for tamariki</td>
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</tr>
<tr>
<td>9. Effectively documents and assesses the learning of tamariki in a range of ways that link to key curriculum documents and current theory and pedagogy</td>
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<tr>
<td>10. Works effectively in a team demonstrating initiative, flexibility, and responsiveness</td>
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<tr>
<td>11. Engages in professional learning conversations about their practice</td>
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</tr>
<tr>
<td>12. Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and applies these in practice</td>
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<tr>
<td>13. Contributes to internal centre review and inquiry processes</td>
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</tbody>
</table>

### Practicum Documentation

Student teachers will establish and create practicum documentation using Google Docs (for each practicum placement) with detailed documentation of their learning and developing teaching practice. Student teachers are required to share their online documentation with their Associate Teacher and Professional Supervisor so that progress can be monitored and feedback given.

Documentation is evidence of meaningful engagement with children and the learning and teaching process. This includes reflecting on their own teaching practice, evidence of progressing toward meeting the learning outcomes and Key Teaching Tasks, observations and assessment of children, and records of intentional teaching. As developing professionals, student teachers are responsible for documenting evidence that clearly demonstrates how they have met the criteria of each learning outcome by the end of each practicum.

Student teachers are reminded to respect children’s and adults’ rights to privacy and maintain confidentiality at all times. Student teachers must seek permission to observe and assess children’s learning from parents/caregivers before any written/visual documentation is created.

The documentation should be clearly organised and added to weekly. Quality rather than quantity should guide documentation.

**Documentation will evidence the student teachers learning and teaching development and could come in the following forms and will be discussed further in the modules:**

- Notes from weekly meetings with/feedback from the Associate Teacher
- Completed weekly tasks with feedback from the Associate Teacher and Professional Supervisor
• Reflective writing, including feedback from the Associate Teacher and Professional Supervisor and evidence of how their feedback has been used/responded to (see Appendix C)
• Photographs and interpretative statements (written permission from parents/caregivers required)
• Records and interpretations of children work as a demonstration of own teaching practice
• Assessment of and for children’s learning (e.g. observations, notes, learning stories)
• Records of meetings that have been attended (and what has been learnt from these meetings)
• Evidence of engagement and communication with parents/caregivers and the wider educational community
• Evidence of contributions to the centre programme.

The documentation will include evidence of how the student has met the assessment criteria of the learning outcomes for each placement.

Permission to undertake observation and assessment
The ethics of undertaking assessments of infants, toddlers, and young children need to be carefully considered, particularly given the current frequent use of photographs in children’s portfolios. You may contribute to centre documentation and provide this as evidence during the triadic assessment process. However, for any material that a student teacher wishes to take away as practicum evidence, permission must be obtained from a parent/caregiver. Please note this is a requirement not covered by centre permission on enrolment forms or any other similar method. The required permission form can be downloaded from the course Canvas site (Appendix Six).

Triadic Assessment Meeting (613b and 614 only)

A triadic meeting (involving the student teacher, Associate Teacher, and Professional Supervisor) will occur toward the end of the practicum placement when the Professional Supervisor comes to visit, observe the student in practice, and complete the triadic report with input from the Associate Teacher and student teacher. The Associate Teacher is asked to raise any concerns that arise prior to the triadic to ensure that the triadic meeting is a ‘no surprises’ conversation for the student teacher.

Using the assessment criteria, the student teacher, Associate Teacher, and Professional Supervisor will draw upon evidence to share and discuss examples of practice that demonstrate the learning outcomes and progression toward the Key Teaching Tasks. Evidence may include:

From the Student Teacher:
Examples of teaching practice, reference to documentation, and the Student Teacher’s contributions to the triadic assessment report.

From the Associate Teacher:
The Associate Teacher’s contributions to the triadic assessment report based on their interactions with the student teacher, observation of the student teacher’s practice, and evidence in student teacher’s practicum documentation.

From the Professional Supervisor:
The Professional Supervisor’s contributions to the triadic assessment report based on interactions with the student teacher, observation of practice, and analysis of practicum documentation.

*Each learning outcome will be assessed in relation to the assessment criteria for the particular placement and reference made to the student teacher’s progression toward proficiency in relation to the Key Teaching Tasks.*

The assessment terms for each learning outcome will be: **Achieved** means that the learning outcome has been met and indicates competent demonstration of the assessment criteria. Competence is evident through the student teacher’s practice and written documentation.

**Not achieved** means that the learning outcome has not been met and indicates an unsatisfactory demonstration of the assessment criteria, either through inconsistent practice and/or inadequate documentation.

Assessment of the student teacher on practicum will be based on the professional judgment of the Associate Teacher and Practicum Supervisor and guided by the assessment criteria of the learning outcomes and progression toward mastery of the Key Teaching Tasks. It is important that all participants in the triadic process are fully conversant with the learning outcomes and Key Teaching Tasks and their related assessment criteria.

At the conclusion of the practicum placement, the Professional Supervisor will make a recommendation for the result of the practicum. Recommendations must relate directly to the learning outcomes and performance criteria and be supported by evidence. All learning outcomes must be achieved for a student to pass the practicum placement.

Any result prior to the conclusion of the practicum is provisional. Successful completion of the practicum placement is contingent on completing the remainder of the practicum to the same level of performance. Some students may need to undertake additional work after the triadic before a decision is made about whether they have done enough to pass. Other students, who have narrowly failed, may apply to the Practicum Leader for an extension of up to two weeks of additional practicum to give them more time to show that they have met all of the requirements to pass.

Ultimate responsibility for moderation of standards remains with the Faculty of Education and Social Work.

**Guidance and Support**

Crucial to the student teacher’s teaching and learning experiences are the relationships with their Associate Teacher and Professional Supervisor. The role of Associate Teacher and Professional Supervisor is to guide, support, and challenge the student teacher during practicum. The triadic relationship is the basis of the practicum supervision and assessment process with the student teacher, Associate Teacher, and Professional Supervisor each having opportunity to engage in an interactive process. Therefore time needs to be given to build professional relationships where the student feels supported.

To promote success during the practicum, a number of processes for on-going guidance, assistance, and reflection apply. These processes provide opportunities for the student teacher to build on existing knowledge and make sense of new knowledge.
The student teacher will:

- Attend practicum classes (face-to-face students) or engage with online course material (online students);
- Initiate contact with their Professional Supervisor, send through their student profile for feedback, and clarify expectations when needed;
- Familiarise themselves with this handbook as part of preparing for practicum and refer to it for guidance when questions arise;
- Visit the centre to meet their Associate Teacher prior to commencing practicum (and discuss and negotiate the student teacher/associate teacher contract);
- Be professionally prepared for practicum (e.g. create profile for centre noticeboard, know about documentation requirements, be clear on hours and expectations);
- Take ownership over their learning while on practicum and lead communications between themselves and their Associate Teacher and Professional Supervisor;
- Ensure that a communication network is set up with their Professional Supervisor and Associate Teacher;
- Establish and maintain professional relationships with children, teaching colleagues, and parents/whanau;
- Engage in teaching and learning practices;
- Work collaboratively with their Associate Teacher and other teaching colleagues;
- Ask questions, initiate discussions, and request feedback from Associate Teacher and teaching colleagues;
- Establish and maintain practicum documentation as evidence of learning and teaching;
- Reflect orally and in writing on their practice and documentation during practicum;
- Be prepared for and contribute to the triadic meeting.

Follow the centre's privacy policy, cybersafety policy, and policies regarding the use of digital technologies in the centre (including the use, storage, disclosure and destruction of photos and videos taken by them);
- Obtain the written consent of a child’s parent/guardian before writing observations and/or taking photos or videos of the child as part of their practicum documentation.

The Associate Teacher will:

- Access practicum handbook and relevant documentation via email prior to the practicum commencing and prepare for practicum by reading these;
- Create a supportive learning environment for the student teacher and focus on the student teacher’s professional growth;
- Introduce the student teacher to children, teachers, and families;
- Induct the student teacher into the centre/kindergarten (e.g., policies, daily routine, programme), and share and discuss centre philosophy and pedagogical practices;
- Discuss and negotiate the student teacher/Associate Teacher contract;
- Provide support and encouragement;
- Observe the student teacher’s participation in a range of relevant experiences;
- Facilitate weekly meetings that engage and meet the needs of the student teacher;
- Provide regular verbal and written feedback, including written feedback on reflective writing;
- Model and discuss own and centre/kindergarten practice (including assessment and planning for learning and teaching);
- Clarify issues with the Professional Supervisor (via phone or email, or face-to-face meetings if necessary);
- Discuss any concerns with the student teacher and Professional Supervisor promptly, ensuring that students
are aware of any concerns being brought the the Professional Supervisors attention

- Regard the student teacher as a potential professional colleague
- Provide opportunities for student teachers to construct new learning, knowledge, and understanding from practical experience
- Encourage the student teacher to try out ideas, theories, and learning experiences then test and modify these.

The Professional Supervisor will:

- Have access to the ECE Professional Supervisor CANVAS page
- Familiarise themselves with the practicum handbook, overview of practicum, and any supplementary information
- Discuss practicum expectations with the student teacher prior to placement (if needed)
- Model effective communication with the Associate Teacher and student teacher
- Support the student teacher’s professional growth and success in relation to meeting the learning outcomes and progressing toward the Key Teaching Tasks
- Read and give constructive feedback on the student teacher’s documentation in a timely manner answer questions and address any issues that arise during practicum.
- Contact the Practicum Course Co-ordinator if needed for clarification regarding their role and practicum requirements.
## Appendix One: Key Teaching Tasks - Scale of progression toward achievement of Key Tasks

<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision (Beginning)</th>
<th>Indirect supervision (Developing)</th>
<th>Independent (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, colleagues, and whānau</td>
<td>Demonstrates developing ability to initiate and sustain respectful and responsive relationships with tamariki and kaiako</td>
<td>Demonstrates increasing ability to initiate and sustain respectful, responsive, and reciprocal relationships with tamariki, kaiako, and whānau</td>
<td>Confidently initiates and sustains respectful, responsive, and reciprocal relationships with tamariki, kaiako, and whānau</td>
</tr>
<tr>
<td>2. Communicates effectively and engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
<td>Demonstrates developing ability to engage in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
<td>Demonstrates increasing ability to initiate and responsive interactions with tamariki, colleagues, and whānau</td>
<td>Confidently engages in responsive and reciprocal interactions with tamariki, colleagues, and whānau</td>
</tr>
<tr>
<td>3. Uses mana-enhancing strategies that foster empowerment and autonomy for tamariki</td>
<td>Identifies and begins to use a range of strategies that foster the autonomy, independence and agency of tamariki</td>
<td>Communicates with tamariki using a range of strategies that foster their autonomy, independence and agency</td>
<td>Consistently communicates with tamariki using a range of mana-enhancing strategies that foster their autonomy, independence and agency</td>
</tr>
<tr>
<td>4. Uses culturally responsive strategies and tools to include and engage tamariki</td>
<td>Identifies culturally responsive strategies and tools that kaiako use to ensure each tamariki feels included and engaged</td>
<td>Uses culturally responsive strategies and tools to ensure each tamariki feels included and engaged</td>
<td>Uses an increasing range of culturally responsive strategies and tools to ensure each tamariki feels included and engaged</td>
</tr>
<tr>
<td>5. Incorporates knowledge and use of te reo, Tikanga Māori, and Te Tiriti o Waitangi in practice</td>
<td>Uses a simple repertoire of Māori greetings, phrases, and waiata and is able to identify tikanga and Te Tiriti o Waitangi in practice</td>
<td>Incorporates knowledge of Tikanga Māori and Te Tiriti o Waitangi in practice and demonstrates increasing confidence in relation to using te reo in practice</td>
<td>Incorporates knowledge of Tikanga Māori and Te Tiriti o Waitangi in practice and confidently integrates te reo in everyday practice</td>
</tr>
<tr>
<td>6. Works as a team to provide a safe learning environment and respond to health and safety issues as they arise</td>
<td>Works alongside kaiako to carry out centre health and safety checks and respond to health and safety issues as they arise</td>
<td>Independently carries out centre health and safety checks and, with support, can identify and respond to health and safety issues as they arise</td>
<td>Independently carries out health and safety checks and works as a team to provide a safe learning environment, responding to health and safety issues as they arise</td>
</tr>
<tr>
<td>7. Notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</td>
<td>Works alongside kaiako to notice, recognise, and respond to the learning and interests of tamariki as they arise in the moment</td>
<td>Notices, recognises, and responds to the learning and interests of tamariki as they arise in the moment and over time with guidance from kaiako when needed</td>
<td>Independently notices, recognises, and responds effectively to the learning and interests of tamariki as they arise in the moment and over time</td>
</tr>
<tr>
<td>8. Plans an inclusive, responsive, and effective learning environment for tamariki</td>
<td>Works alongside kaiako to plan an inclusive learning environment for tamariki</td>
<td>Plans an inclusive, responsive, and effective learning environment for tamariki with guidance from kaiako</td>
<td>Independently plans an inclusive, responsive and effective learning environment for tamariki</td>
</tr>
<tr>
<td>9. Effectively documents and assesses the learning of tamariki in a range of ways that link to key curriculum documents and current theory and pedagogy</td>
<td>Describes the learning of tamariki in relation to key curriculum documents, theory, and pedagogy</td>
<td>Effectively documents and assesses the learning of tamariki in ways that are linked to key curriculum documents and current theory and pedagogy</td>
<td>Demonstrates an increasingly sophisticated ability to document and assess the learning of tamariki in a range of ways that are linked to key curriculum documents and frameworks, and current theory and pedagogy</td>
</tr>
<tr>
<td>10. Works effectively in a team demonstrating initiative, flexibility, and responsiveness</td>
<td>Beginning to demonstrate initiative, flexibility, and responsiveness</td>
<td>Contributes to the teaching team and demonstrates initiative, flexibility, and responsiveness</td>
<td>Works effectively in a team demonstrating initiative, flexibility, and responsiveness</td>
</tr>
<tr>
<td>11. Engages in professional learning conversations about their practice</td>
<td>Practises active listening and seeks clarification when receiving feedback</td>
<td>Practises active listening, reflects on own practice, and seeks clarification during professional learning conversations</td>
<td>Engages in professional learning conversations about their practice and teaching and learning philosophy</td>
</tr>
<tr>
<td>12. Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and applies these in practice</td>
<td>Identifies centre policies and applies these in practice</td>
<td>Demonstrates understanding of licensing criteria, EC regulations, and centre policies and applies these in practice</td>
<td>Demonstrates sound understanding of licensing criteria, EC regulations, and centre policy and consistently applies these in practice</td>
</tr>
<tr>
<td>13. Contributes to internal centre review and inquiry processes</td>
<td>Identifies review and inquiry processes undertaken in a centre</td>
<td>Identifies review and inquiry processes undertaken in a centre and discusses these in relation to own practice</td>
<td>Has knowledge of internal centre review and inquiry processes, discusses these in relation to own practice, and contributes, where appropriate, in role as student kaiako</td>
</tr>
</tbody>
</table>
Appendix Two: Procedures for Resolving Concerns during Practicum

1. Students failing to meet professional expectations and/or make appropriate progress

At times a student teacher may not fully understand the role of the teacher and their behaviour may fail to meet professional expectations. This can be difficult to articulate, particularly in written form. However, this should not impede notification of any concern. A concern needs to be articulated as soon as it becomes evident and shared with the student teacher with a focus on strategies for successful resolution. The Professional Supervisor should then be notified. Transparency is important. A student needs to be informed clearly of any concerns held and the processes that will be undertaken to address these. This will give the student teacher the opportunity to work towards meeting requirements during their remaining time on practicum. All communication should be documented in written form.

The following steps are guidelines that an Associate Teacher should use if a student does not meet the professional standards expected:

1.1 Identifying the concern(s)
The Associate Teacher needs to clearly identify the area of concern and provide specific examples to support the student teacher’s understanding. Concerns should be linked to following as relevant: the Practicum Learning Outcomes, Key Teaching Tasks, the Teaching Council of Aotearoa New Zealand Code and Standards for the Teaching Profession.

1.2 Articulating concern(s) to the Student Teacher and other centre professionals
First inform the student teacher about the concern and advise that steps need to be taken to address this. Following the discussion, document the concern(s) and formulate an agreed written plan of action that the student teacher can use to guide their progress in the area of concern. This will provide the student with an opportunity to evaluate their practice and consider how to work towards success. The documentation should be dated and signed by both the Associate Teacher and student teacher.

1.3 Liaising with the Professional Supervisor
Contact the Professional Supervisor and explain your concerns. Forward a copy of the plan to be implemented. The Professional Supervisor will contact the student teacher to discuss the plan and where needed may organise a visit to the centre to meet with the student teacher and Associate Teacher. During the discussion the student teacher needs to be informed of which Learning Outcome(s) is at risk and what needs to be done, and by when, in order to pass the practicum.

The Professional Supervisor will observe the student teacher in the centre if necessary.

1.4 Documenting Student Progress
The Associate Teacher needs to give regular oral and written feedback to the student teacher. Where appropriate other senior teachers in the centre/kindergarten may also wish to observe and give feedback and feed-forward to support the student teacher’s progress.

2. When the student teacher has a concern regarding their Associate Teacher or the early childhood setting

2.1 The student teacher expresses the concern to the Associate Teacher. Resolution may be achieved through professional discussion.

2.2 If the concern is unresolved, the student teacher seeks help from the Professional Supervisor who will facilitate conflict resolution with Associate Teacher and Student Teacher. Hopefully a way forward will be found.
2.3 If the concern is still unresolved the Practicum Course Co-ordinator must be informed and may be consulted to help facilitate resolution. A senior person from the early childhood centre or Kindergarten Association may also be consulted.

2.4 Possible relocation of the student teacher is a last resort.

3. **When the Associate Teacher has a concern regarding the Professional Supervisor**

3.1 The Associate Teacher expresses the concern to the Professional Supervisor. Resolution may be achieved through professional discussion.

3.2 If the concern is unresolved the Associate Teacher should address the concern to the Practicum Course Co-ordinator. A senior person from the early childhood centre or Kindergarten Association may also be consulted. The Practicum Course Co-ordinator will facilitate conflict resolution between the Associate Teacher and Professional Supervisor.

4. **When the Professional Supervisor has a concern regarding the Associate Teacher or the early childhood centre**

4.1 The Professional Supervisor expresses the concern to the Associate Teacher. Resolution may be achieved through professional discussion.

4.2 If the concern is unresolved the Professional Supervisor should address concern to the Practicum Course Co-ordinator who will facilitate conflict resolution between the Professional Supervisor and Associate Teacher.

5. **When the student teacher has a concern regarding the Professional Supervisor**

5.1 The student teacher expresses the concern to the Professional Supervisor. Resolution may be achieved through professional discussion.

5.2 If the concern is unresolved the student teacher may raise the concern with the Practicum Course Co-ordinator who will facilitate conflict resolution between the student teacher and Professional Supervisor.
Appendix Three: Reflective Practice

The Faculty of Education and Social Work teacher education programmes promote critical reflection as a fundamental aspect of professional learning. Critical reflection fosters student teachers’ analysis, appraisal, and evaluation of theory and practice. It develops their awareness and thinking and ability to theorise their practice by synthesising theoretical knowledge with practical experiences and is key to student teachers’ learning throughout each of their practicum placements.

Within the context of practicum:

- Critical reflection promotes awareness and understanding which lead to improvements in teaching practice and positive learning outcomes for children
- Critical reflection is founded on the belief that knowledge about teaching is a tentative and incomplete state, and as such, is continually being modified as a consequence of practice
- Critical reflection occurs when student teachers are supported to examine aspects of their thinking, identity, theorising, and practice, and where appropriate, to make shifts in relation to these.

In order to engage in critical reflection, it is important that students consider how their background influences their values, attitudes, and assumptions in relation to teaching and learning. At times this may involve challenging dominant myths, assumptions, power relations, and hidden message systems that influence the way they react to particular teaching situations. Using models of reflection assist this process.

On Practicum, student teachers will engage in critically reflective discussions with their Associate Teacher and Professional Supervisor and share their reflective writing. Student teachers are required to maintain regular contact with their Professional Supervisor and regularly update their practicum documentation, including reflective writing, to demonstrate that they are meeting the assessment criteria consistently.

Smyth’s 1989 framework (Stages in Personal and Professional Empowerment) is the model that students are most familiar with. The following questions, used as subheadings, will support students to write reflectively.


<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
</tr>
<tr>
<td>What: What did I do?</td>
</tr>
<tr>
<td>· detailed observational descriptions without judgement</td>
</tr>
<tr>
<td>Informing</td>
</tr>
<tr>
<td>What: What does this mean?</td>
</tr>
<tr>
<td>· the description is ‘unpacked’ in a search for underpinning patterns or principles</td>
</tr>
<tr>
<td>How: How did I come to be this way?</td>
</tr>
<tr>
<td>· this involves a ‘stepping back’ from the event/activity that has been described</td>
</tr>
<tr>
<td>· includes examining historical, social and cultural contexts e.g. where did the come</td>
</tr>
<tr>
<td>· from? What does this tell me about my beliefs and values?</td>
</tr>
<tr>
<td>Confronting</td>
</tr>
<tr>
<td>How: How might I view/do things differently?</td>
</tr>
<tr>
<td>· consideration of alternative views and generation of goals for future action.</td>
</tr>
</tbody>
</table>
Appendix Four: Our Code Our Standards Code of Professional Responsibility and Standards for the Teaching Profession

Teaching Council of Aotearoa New Zealand (2017)  
[https://teachingcouncil.nz/content/our-code-our-standards](https://teachingcouncil.nz/content/our-code-our-standards)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Elaboration of the standard</th>
</tr>
</thead>
</table>
| Te Tiriti o Waitangi partnership | • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.  
• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.  
• Practise and develop the use of te reo and tikanga Māori. |
| Professional learning | • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  
• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.  
• Engage in professional learning and adaptively apply this learning in practice.  
• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.  
• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. |
| Professional relationships | • Engage in reciprocal, collaborative learning-focused relationships with:  
  - Learners, families and whānau  
  - Teaching colleagues, support staff and other professionals  
  - Agencies, groups and individuals in the community.  
• Communicate effectively with others.  
• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.  
• Communicate clear and accurate assessment for learning and achievement information. |
| Learning-focused culture | • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.  
• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.  
• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.  
• Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.  
• Create an environment where learners can be confident in their identities, languages, cultures and abilities.  
• Develop an environment where the diversity and uniqueness of all learners are accepted and valued.  
• Meet relevant regulatory, statutory and professional requirements. |
| Design for learning | • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.  
• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.  
• Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.  
• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.  
• Design learning that is informed by national policies and priorities. |
| Teaching | • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.  
• Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.  
• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.  
• Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.  
• Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning. |

Note: the ‘Elaboration of the standard’ is not a checklist but aims to give the profession a shared understanding of possible evidence that might attest to each of The Standards
Appendix Five: Children’s Act 2014

Every student applying for admission or admitted to an Initial Teacher Education programme or Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Children’s Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children’s worker. If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Children’s Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme. Please refer to the legislation for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children’s workers under the Children’s Act 2014, even if it would normally permit that person to conceal their criminal convictions.
Appendix Six: Permission Letter

Date

Kia ora,

I am a student teacher in the Faculty of Education and Social Work Graduate Diploma in Teaching (ECE) programme. As part of my practicum tasks and to further my professional learning and development, I am taking an active part in planning the programme for children in the centre, under the supervision of my Associate Teacher. I will be making written observations and/or taking photographs and videos of children engaged in play and learning with teachers and other children. These materials will be stored in my practicum documentation. My practicum documentation will be viewed by my Associate Teacher and Professional Supervisor for the purposes of demonstrating my practice as a beginning teacher and my professional learning. This may also be viewed by lecturers at the University as a part of my assessment tasks. Documentation about children will be kept confidentially with children’s identity protected (names removed). I am requesting permission from you to observe your child and document their learning. I am happy to answer any questions you may have about my practicum work and to show you any material that I gather about your child

Yours sincerely
(Insert student teacher name here)

Associate teacher signature

Consent to observe:
I,______________________________________________________________ (name of parent/guardian)
give
(Insert student teacher name here) permission to write observations and/or take photographs and or videos of my child___________________________(child’s name) while they are on practicum at (Insert name of centre here).

I understand that:
• The materials will be used for the student teacher’s learning and assessment purposes
• The materials may be disclosed to the Teaching Council of Aotearoa New Zealand for their consideration of the student teacher’s application for registration as a teacher.
• The materials will be deleted after they are no longer required.
• My child will not be identified by name in the materials.
• I have a right of access to materials relating to my child.

Signature

Date: