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“We are not all the same but that’s okay.” Creating understanding of pedagogical changes in early childhood practicum through collaboration.

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Abstract

This paper outlines research examining the impact of a reconceptualised approach to practicum for the newly reaccredited Bachelor of Education (Early Childhood Teaching) at Manukau Institute of Technology | Te Pūkenga. In alignment with the Teaching Council of Aotearoa New Zealand’s (2019) requirements for initial teacher education providers, which emphasise the need for new graduates to be able to clearly articulate their practice, the ECE team at MIT developed a new approach that situates the student teacher more strongly at the centre of the practicum. This research aimed to examine first how the Visiting Lecturers on the BEd (ECT) teaching team interpreted this new approach in their practice, and second to examine the process of negotiating shared understandings for the whole team. Finally, it aimed to understand the impact of these changes on student teachers’ learning and their ability to articulate their professional knowledge.

Keywords: Student teaching practicum, initial teacher education

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