

2024

PROGRAMME AND PROFESSIONAL PRACTICE HANDBOOK

Graduate Diploma of Teaching (Primary and Secondary)

For Student Teachers, Associate Teachers and Coordinators

Te Puna Akopai - School of Education



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Key Contacts

During *professional practice*, all queries and concerns should be directed through to the **Education Professional Practice and Partnerships Office (EPPPO)** except for teaching advice and pastoral support. Queries and concerns will be referred to the Programme Director by EPPPO, as necessary.

Education Professional Practice and Partnerships Office (EPPPO)	Purvi Chhaya (Manager) T: 04-887 3076 e: professionalpractice@vuw.ac.nz PO Box 600, Wellington, 6140 Murphy 812, Victoria University, Kelburn Parade, Wellington (courier address)
Programme Director (Primary)	Sandi McCutcheon T: 027 246 7815 e: sandi.mccutcheon@vuw.ac.nz
Programme Director (Secondary)	Catherine Hill T:04-886 4477 e: catherine.hill@vuw.ac.nz

A key role of the **Programme Director** and their academic teaching team is to support student teachers (kaiako taura) with questions related to *teaching advice and pastoral support*. If pastoral matters impact the professional practice, these will be referred to EPPPO, as necessary.

Notes for all kaiako taura:

Kaiako taura should take valid photographic identification (student I.D., driver's license, passport) with them on their first day in school as host schools may request to see this for safety purposes.

Having up to date contact information for all our kaiako taura is crucial for us. Contact information is used by the Education Professional Practice and Partnerships Office (EPPPO) to ensure professional practice schools, visiting lecturers, and programme directors can contact kaiako taura and support their teaching development.

Kaiako taura should check that their contact details on MyTools are correct. If contact details change, please update these on MyTools immediately and inform the Education Professional Practice and Partnerships Office (EPPPO).

Nau mai, haere mai

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

Our team of lecturers has a wealth of experience, expertise, and passion for teaching and initial teacher education. We are excited and privileged to be working with all our kaiako tauira, associate teachers (kaiako pou) and schools this year. We strive towards enhancing the learning, wellbeing, and achievement of all tamariki and rangatahi of Aotearoa–New Zealand. Thank you for joining us in creating excellent kaiako in our inspirational, challenging, and innovative initial teacher education Graduate Diploma programme.

The purpose of this handbook is to welcome you, introduce ourselves and explain what we are seeking to achieve in our Graduate Diploma of Teaching qualification, including providing details of the programme requirements (**Ngā Mea Tuatahi/Section One**).

Most information in the handbook is relevant to all sectors (primary and secondary) and can be found in **Ngā Mea Tuarua: Professional Practice/Section Two**. Sector specific information is also included (**Ngā Mea Tuatoru/Section Three**).

Further official requirements and procedures are included in **Ngā Mea Tuawhā/Section Four**.

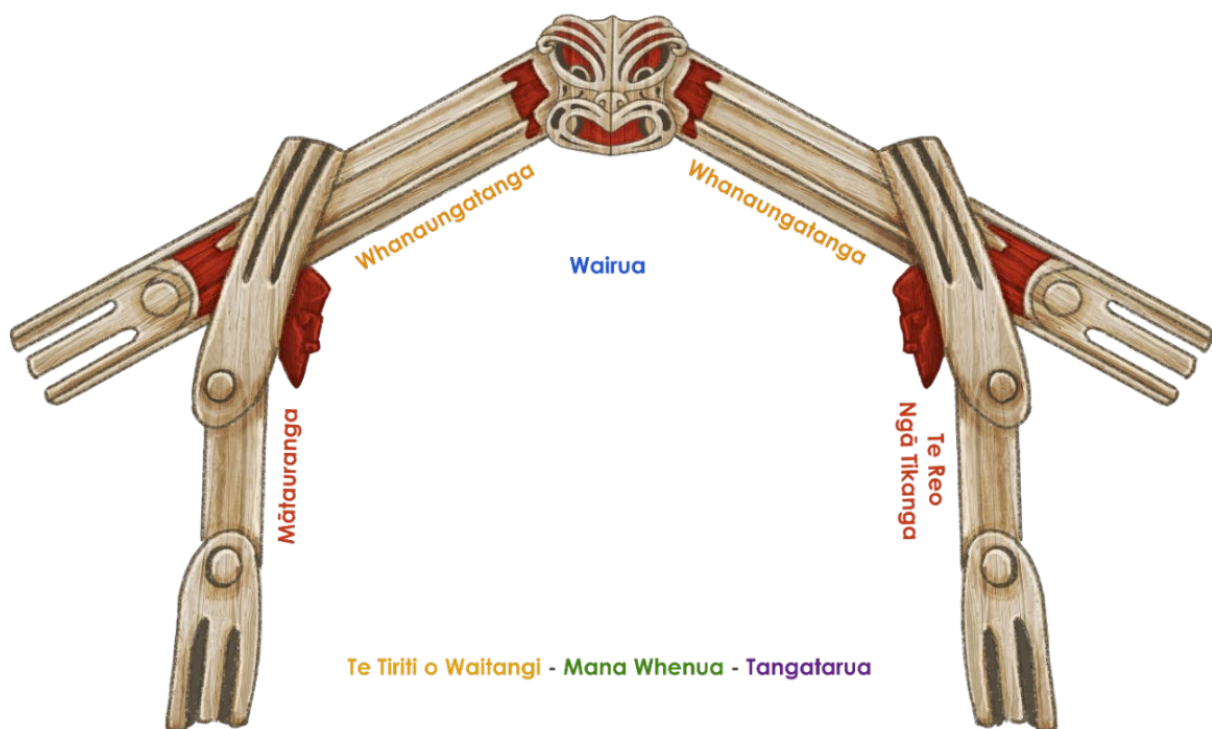


NGĀ MEA TUATAHI: PROGRAMME INFORMATION

Te Waharoa: Our vision and our values

Te Puna Akopai—The School of Education holds a vision of transformative initial teacher education, where our graduates are agents of change for teaching, learning, and wellbeing. Central to our programmes is a commitment to Te Tiriti o Waitangi. This is the foundation for how we engage with kaiako taura and how we build the strong partnerships with schools that are central to enacting our collective vision.

Thank you for joining with us in initial teacher education and in the work of ensuring high quality future kaiako for the profession.



Te Waharoa

Te Waharoa frames our vision of initial teacher education. We aim to ensure our graduates work from a commitment to Te Tiriti o Waitangi, and social, cultural, and ecological justice, so they can be agents of change designing teaching and learning for a complex, diverse, and changing world. Te Waharoa is a taonga to Te Whānau o Ako Pai—Faculty of Education, and a reflection and reminder of the substantial and foundational legacy of Te Whare o Akopai—Wellington College of Education, Karori, for our initial teacher education programmes.

To support this vision, this programme addresses all aspects of Te Waharoa:

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

This programme prepares kaiako taura to teach in transformative and inspiring ways for all ākonga/students across 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 the deep knowledge and critical thinking of our kaiako taura to ensure high quality education for all learners, including those who have been under-served in 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 peoples' 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 the 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 Te Reo me Ngā Tikanga Māori, the place of Te Tiriti o Waitangi in education and the effects of colonisation.

Education for now and the future: including being able as kaiako to critically consider the future of learning and teaching, the curriculum and educational systems and tools and processes of the digital age to prepare ākonga for their present and their future lives, so they can engage with future challenges, wicked problems, and the digital age.

Social, cultural, and ecological justice: including helping kaiako taura to take a critical stance on 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 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 are reflexivity, adaptive expertise, and ethical sensitivity, which relate to the wairua of education and the demands of educational complexity, diversity, and change enabling 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 kaiako pou.

Adaptive expertise: Adaptive expertise (or 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 tamariki and rangatahi as guided by the Teaching Council of Aotearoa New Zealand’s Code of Professional Responsibility | Ngā Tikanga Matatika.

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 pedagogies (whanaungatanga, wairua) emphasise learning that includes and goes beyond ‘thinking’ and encourages imagination and innovation. Our kaiako taura will experience creative 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 kaiako taura 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. In Primary and Secondary, 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 kaiako taura. Professional practice enables kaiako taura to practise within a collaborative community of expertise alongside experienced teachers, teacher educators, and parents and whānau in Kāinga Akopai (host schools). 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: Kaiako taura in our programmes experience high quality professional practices to be ready to teach upon graduation. Professional practice enables examination and development of beliefs, dispositions, and teaching skills. Professional practice helps the development of nuanced views of diverse learners and enable adaptive expertise. Scaffolded reflection fosters deep understanding of key interrelationships between practice and theory.

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 the capability of kaiako taura to develop warm, reciprocal, and responsive relationships with learners, together with effective professional relationships with teaching colleagues and with parents and whānau. Kaiako taura 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. Kaiako taura are expected to share course and assessment information with their Kaiako Pou.

The Graduate Diploma programme consists of 150 points. All kaiako taura participate in six courses over the year. Each course supports the progress of kaiako taura towards meeting the [Ngā Paerewa | Standards for the Teaching Profession](#) (in a supported environment). Akopai courses support the 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](#).

Graduate Diploma of Teaching (Primary and Secondary)			
<i>First half of the year</i>	<p>Akopai 1 TCHG 315 Professional Practice 1</p> <p>This course focuses on Te Tiriti o Waitangi Partnerships, Professional Learning and Professional Relationships</p>	<p>Te Kahu o te Ao: Learning Design 1 (Primary) TCHG 325 (Maths, PE, Technology, Learning Languages)</p> <p>Te Puna Whakaako: Secondary Learning Design – Mātauranga-a-iwi (Secondary) TCHG 329 with 4x two-hour workshops for subject specialisation/s</p> <p>These courses focus on developing skills and knowledge for Learning-focused Cultures, Design for Learning and cross-programme priorities of Mātauranga-a-iwi and the Digital Age Educator</p>	<p>Te Kahu o te Ao: Primary Learning Design 2 (Primary) TCHG 326 (English, Health, Visual Art)</p> <p>Te Puna Aronui: Exploring Teaching Dynamics with a Digital Age Education Focus (Secondary) TCHG 335</p> <p>These courses focus on developing skills and knowledge for Learning-focused Cultures, Design for Learning and cross-programme priorities of Mātauranga-a-iwi and the Digital Age Educator</p>
<i>Second half of the year</i>	<p>Akopai 2 TCHG 316 Professional Practice 2</p> <p>This course focuses on Te Tiriti o Waitangi Partnerships, Professional Learning and Professional Relationships</p>	<p>Te Kahu o te Ao: Learning Design 3 (Primary) TCHG 327 (Maths and Statistics, Science, Music)</p> <p>Te Puna Whai Wāhi ki te Ao: Secondary Learning Design – Inclusive Education (Secondary) TCHG 333 with 4x two-hour workshops for subject specialisation/s</p> <p>These courses focus on Professional Relationships, Design for Learning (with a focus on learning environments and social, cultural and ecological issues) and cross-programme priorities of Inclusive Education and Education for Pacific Peoples</p>	<p>Te Kahu o te Ao: Learning Design 4 (Primary) TCHG 328 (English, Social Studies, Drama/Dance)</p> <p>Te Puna Horopaki: Exploring Teaching Dynamics with a Pacific Learners Focus (Secondary) TCHG 381</p> <p>These courses focus on Professional Relationships, Design for Learning (with a focus on learning environments and social, cultural and ecological issues) and cross-programme priorities of Inclusive Education and Education for Pacific Peoples</p>

Key Dates

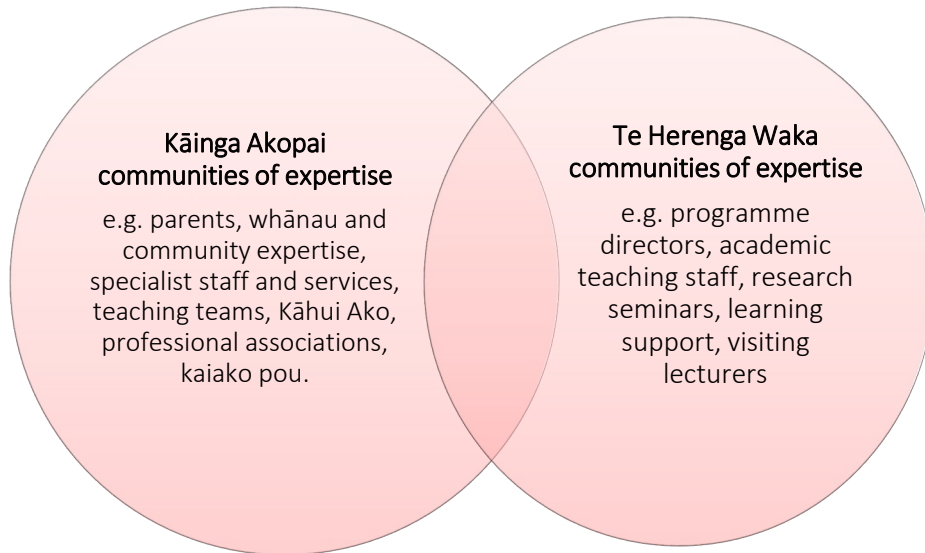
Dates	First half of the year
February 7 th	Programme commences
February 7 th – 9 th	Ngā Mihi: campus-based, block course (compulsory for all kaiako tauira)
March 4 th - 8 th	Professional Practice 1: full-time one-week observational placement in school
April 15 th - 26 ^h	Easter, School holidays and programme break
April 30 th (Sec) May 2 nd (Pri)	Day in School
May 6 th - June 14 th	Professional Practice 2: 6-week full-time placement in school
June 21 st	First half year programme concludes
Second half of the year	
July 8 th	Programme recommences
July 8 th - 19 th	Programme continues through school holidays
August 19 th – October 25 th School Holidays: 30 th Sep – Oct 11 th	Professional Practice 3: 8-week full-time placement in school, preceded by four days in school (Sec: Aug 5 th , 6 th ; 12 th , 13 th) (Pri: Aug 8 th , 9 th ; 15 th , 16 th)
November 25 th – November 29 th	Wānanga week: campus-based, block course (compulsory for all kaiako tauira)
November 29 th	Programme concludes

Days in Schools

Dates	
First half-year, lead-up to Professional Practice 2	<p>Primary: 1 Day in School (Week of 29 April) Thursday 2nd May</p> <p>Secondary: 1 Day in School (Week of 29 April) Tuesday 30th April</p>
Second half-year, lead-up to Professional Practice 3	<p>Primary: There are 4 Days in School, 2 days per week (Week of 05 August and 12 August) Thursday 8th and Friday 9th August / Thursday 15th and Friday 16th August</p> <p>Secondary: There are 4 Days in School, 2 days per week (Week of 05 August and 12 August) Monday 5th and Tuesday 6th August / Monday 12th and Tuesday 13th August</p>

NGĀ MEA TUARUA: PROFESSIONAL PRACTICE

Professional learning communities



A key feature of Te Waharoa, particularly Ngā Maihi, is the involvement of kaiako taura in two overlapping communities of expertise: Kāinga Akopai | Host Schools and Te Herenga Waka—Victoria University of Wellington. The intersection of these two communities of experts involves the triad of kaiako taura, kaiako pou, programme director and visiting lecturers to support the growing professional identity and capability of each kaiako taura.

Growing professional identities and capabilities of reflexivity, adaptive expertise, and ethical sensitivity of kaiako taura are developed 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.

The Programme Director is the lead point of contact for kaiako taura for matters *related to teaching advice*, supported by the Education Professional Practice and Partnerships Office (EPPPO). Any advice related to the *professional practice* should be directed to EPPPO.

Professional Practice

Professional practice opportunities are a vital part of our initial teacher education programmes. They provide opportunities for kaiako taura, with the support of experienced kaiako, to develop and show their capabilities considering the **Standards for the teaching profession**. Kaiako taura do this through demonstrating their understanding of how to link theory to practice in their academic, pastoral, and collegial interactions with tamariki, ākonga and colleagues, and through their planning, teaching, and assessment. The procedures in this Handbook help ensure all kaiako taura can 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 is an observation week and does not include a formal summative assessment of the competence of kaiako taura, as it is only one week in duration and a means for observation. However, to pass TCHG315 and TCHG316, kaiako taura **must** successfully complete the second and third Professional Practice by reaching 'Competence' or above 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)

NOTE: TCHG315 and TCHG316 are the only courses with assessment work required during professional practice. Other courses may encourage kaiako taura to teach lessons in particular learning areas if it is possible, and we encourage Primary kaiako taura to teach as many areas of the Curriculum as they can. Other course requirements may include kaiako taura gathering assessment (or other) information or applying ideas and strategies to their teaching practice.

It is the responsibility of kaiako taura to share course information from TCHG315, TCHG316, and relevant information from other courses with their kaiako pou.

Professional Practice Roles and Responsibilities

Strong, authentic partnerships between kaiako taura, kaiako pou, programme directors, visiting lecturers and schools enable high-quality professional experience placements.

Members of this partnership adhere to the following roles and responsibilities:

Kaiako Taura:

- Take responsibility for their own learning and ensure that their time in the school is fully utilised and all aspects of coursework are fully met
- Meet regularly with kaiako pou for formative feedback and to design learning
- Submit planning documentation in sufficient time for feedback to ensure they are ready to teach – **this is at least 48 hours before the teaching is to occur**. If planning is not shared in sufficient time, kaiako pou may not allow student teachers to implement their lesson.
- Discuss their professional needs and strengths with their Kaiako Pou, Programme Director 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 school policies, procedures, and protocols
- Demonstrate professionalism, including in their attendance at school
- Set weekly goals and reflect on their achievement and next learning steps
- Participate in team meetings and staff professional development as appropriate
- Discuss any difficulties promptly with the Kaiako Pou (and School Coordinator) and contact the Education Professional Practice and Partnerships Office (EPPPO) or Programme Director if problems persist
- Liaise with their Visiting Lecturer and the Kaiako Pou regarding visits
- Take responsibility for sharing course and assessment information with the Kaiako Pou and submitting Professional Practice documentation to the EPPPO.
- Meet the minimum requirements for attendance (see page 14)

School Coordinators and Kaiako Pou:

- Integrate kaiako taura within the learning environment, staff and teams, and school structures
- Discuss school policies, procedures, and protocols with kaiako taura, **and complete the Health and Safety and Student Teacher – Associate Teacher Agreement**
- Observe the Kaiako Taura regularly, provide formative and summative feedback against specific criteria and facilitate their 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 models the integration of Te Reo me Te Ao Māori within teaching and learning practices
- Demonstrate professional leadership and facilitate constructive learning conversations
- Assist the Kaiako Taura to plan and teach effective learning programmes
- Assist the Kaiako Taura to gather and analyse assessment data for evaluating and informing teaching decisions
- Collaborate with the Programme Director and EPPPO to monitor the progress of Kaiako Taura
- Provide written reports on the progress of the Kaiako Taura in relation to their point of progress
- Advocate for the Kaiako Taura wellbeing/hauora and support them to manage their time and workload

The Wider School:

- Take shared responsibility for supporting the development of each Kaiako Taura, contributing a range of expertise to support their ability to co-plan and co-teach within the teaching and learning programme
- Encourage ongoing participation in all aspects of the wider-school life and inclusion in staff professional learning
- Contributes to the process of collaborative sense-making (for example, understanding a child's interactions) as appropriate with kaiako taura

- Demonstrates commitment to and shares actions to progress Te Tiriti o Waitangi partnership
Provides opportunities for kaiako taura to ask questions and seek clarification

Visiting Lecturers:

- Conduct one observation visit of 3.5 hours for each kaiako taura. This includes a pre-observation conversation to negotiate the focus, 45-60 minutes (or for the lesson duration) teaching observation, and 40-60 minutes follow up discussion with the Kaiako Taura and Kaiako Pou
- Provide kaiako taura with formative and summative feedback against specific criteria and facilitate their 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 kaiako taura to reflect on planning and teaching effective learning programmes
- Assist kaiako taura 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 kaiako taura
- Provide a written report in relation to the lesson observation of the Kaiako Taura
- Advocate for the wellbeing/hauora of kaiako taura
- Where the University believes the Kaiako Taura 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 the Programme Director. Communication in relation to any additional visits will typically involve the Kaiako Taura, Kaiako Pou, Programme Director and Visiting Lecturer.

Programme Director:

- Mediate relationships and facilitate problem-solving in collaboration with the EPPPO, kaiako pou and others as needed
- Mediate barriers to the implementation of Mātauranga Māori and development of competency in Te Reo me Ngā Tikanga Māori
- Safeguard professional practice for kaiako taura and kaiako pou and facilitate open conversations wherever possible
- Use a dialogic approach to guide pedagogical decision-making by kaiako taura using evidence-supported strategies relevant for their teaching context
- Be the point of contact for matters relating to teaching and pastoral support (but not issues related to the Professional Practice itself, which should be directed to the EPPPO)
- Facilitate goal setting with kaiako taura to establish professional learning priorities for each professional practice

Prior to Professional Practice

University-based learning strongly supports readiness for professional practice. We expect Kaiako tauira 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. Kaiako tauira **must** access or attend briefings that are held by the Education Professional Practice and Partnerships Office (EPPPO), prior to the start of each professional practice.

The EPPPO works hard to ensure that kaiako tauira have professional practice opportunities in contrasting school contexts (e.g., contrasting year levels or age range, size, co-education/single sex, rural/city) and that, where possible, individual kaiako tauira needs are accommodated.

Kaiako tauira **must** be willing to travel to meet the requirements of each 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 Kaiako Tauira is unlikely to meet Professional Practice requirements. An example of a reason for this is due to insufficient engagement with coursework.

Employment in schools

Kaiako tauira may not be employed to teach in a placement school 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 in schools.

Attendance requirements

Strong attendance and engagement with all aspects of professional practice are crucial for ensuring success. All kaiako tauira **must** complete total of 16 weeks of professional practice. Attendance is a key professional expectation of our kaiako tauira and ensures that there is sufficient opportunity for them to develop professional and pedagogical competence. Kaiako tauira are expected to:

- Be punctual
- Be prepared to attend every school day between the hours of 8.00am and 5.00pm and be available for meetings and co-curricular activities, as required by the school
- Inform the Kaiako Pou before 8.00am, or as soon as is practicable, if they are unable to attend placement as the result of sickness or other exceptional circumstances. It is essential that kaiako pou are advised in sufficient time to prepare for teaching
- Discuss an extended absence (i.e. of three days or more) with the EPPPO and the Programme Director 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 Kaiako Tauira having to repeat their Professional Practice.

Kaiako tauira are expected to attend ALL of their professional practice days, unless in situations of sickness or unforeseen circumstances. In the case of an absence of more than three days, kaiako tauira must discuss the circumstances with the Programme Director and EPPPO. If this absence falls out of professional practice dates, kaiako tauira must still discuss with the Programme Director.

Support during Professional Practice

We expect that kaiako taura will be treated in an ethical, respectful, and responsible manner and with fairness, integrity, and empathy while they are in schools – and that kaiako taura reciprocate by treating all colleagues and ākongā in their host school in these ways.

Professional practices are organised by the Faculty of Education Professional Practice and Partnerships Office (EPPPO). Issues during school practice can and do arise. When issues arise for kaiako taura, we encourage them to try to resolve these with their kaiako pou in the first instance. There may need to be time set aside to talk these through and for kaiako taura 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 Kaiako Taura and School should contact and discuss the situation with the Manager of the EPPPO and their Programme Director.

Close relationships with school leadership teams, coordinators, and kaiako pou allow the EPPPO to monitor the progress of kaiako taura during the professional practices and to alert the Programme Director to any difficulties arising, so that additional support can be provided to the kaiako taura and kaiako pou.

A key role of the Programme Director and their academic teaching team is to support kaiako taura with questions related to their teaching or for pastoral support.

Programme Directors should be the first point of contact for questions related to teaching advice or pastoral support (Contact EPPPO for queries and concerns around the professional practice placement itself).

Kaiako taura 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, kaiako taura **must** satisfactorily meet the Standards for Teaching in each Professional Practice. This involves reaching 'Competence' for each of the Standards at the level identified for each Professional Practice, and as evidenced in formal observations and written Professional Practice reports.

During Professional Practice 1 (Observation Week), there is no formal assessment required, but kaiako pou will complete a Report of Professionalism

On professional practice, kaiako taura 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.

- Kaiako Pou provide practice-based feedback to the Kaiako Taura at a weekly meeting. This meeting includes reflection on **lesson observations** of the Kaiako Taura, completed by the Kaiako Pou, using the Key Teaching Practices as a basis for feedback.
- Kaiako Taura will receive two visits from a Visiting Lecturer during the year: one during Professional Practice 2 and one during Professional Practice 3. Kaiako pou will not usually be involved in the observed lesson but may remain in the teaching space if it is a shared or open-plan space, or if that is school policy. The visits will involve at least 45-60 minutes (or the duration of a lesson) of observation of the Kaiako Taura, followed by a discussion of the observation and the student's progress with the Kaiako Taura and Kaiako Pou. The Visiting Lecturer will write a summative report of this visit, providing feedback to the Kaiako Taura about their progress towards the Standards, and taking account of where the Kaiako Taura are in their programme. Where the Faculty believes the Kaiako Taura 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 the

Programme Director. Communication in relation to any additional visits will typically involve the Kaiako Taura, Kaiako Pou, Programme Director and Visiting Lecturer.

- Kaiako pou 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** of the teaching done by kaiako taura in each professional practice. This assessment should take account of the point in the programme that the Kaiako Taura is in. For example, in Professional Practice 2, kaiako taura should meet Key Teaching Practices with direct or indirect supervision and support. In Professional Practice 3, they should meet the Key Teaching Practices independently.

Kaiako taura are responsible for submitting their summative assessment reports to the Education Professional Practice and Partnerships Office (EPPPO) via NUKU so that the outcome for the Professional Practice can be determined.

Each professional practice is graded as pass, pass with caution, or fail **by the Education Professional Practice and Partnerships Office (EPPPO)** at the end of the second and third professional practices. Great care is taken to ensure grading decisions are made consistently and fairly. Adhering to university and faculty moderation policies maximises consistency across the cohort of kaiako taura.

Professional practice decisions are made and moderated through:

- at least two Professional Practice Report Forms for each kaiako taura including one from a Visiting Lecturer and one from the Kaiako Pou.
- the Education Professional Practice and Partnerships Office (EPPPO) reviewing assessment across the Standards and across reports. Where assessments are Satisfactory Progress or Competent, the Kaiako Taura is deemed to have passed the Professional Practice.
- a Professional Practice Review Panel convened by the Manager of the EPPPO at the end of each full-time professional practice, usually comprised of the Programme Directors. The panel considers the progress of kaiako taura 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 kaiako taura 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. Kaiako taura 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 Kaiako Taura 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.

Kaiako taura 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 Kaiako Taura to be able to meet the Standards.

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

NGĀ MEA TUATORU: SECTOR SPECIFIC PROFESSIONAL PRACTICE EXPECTATIONS AND PROCESSES

All forms referred to in this section can be found on the Faculty of Education Professional Practice (EPPPO) website:

[Graduate Diploma Primary Forms and Templates](#)

[Graduate Diploma Secondary Forms and Templates](#)

Days in Schools

As part of Professional Practice 2 (PP2) and Professional Practice 3 (PP3), Days in Schools provide kaiako taura with opportunities to learn about, and become part of, the school and classroom community. The days enable kaiako taura to:

- Build relationships with the kaiako pou, tamariki/rangatahi, and staff. This includes joining staff in break times, on duty and in activities and meetings before and after school.
- Be part of conversations, get to know tamariki/rangatahi, and take an active role in helping to facilitate their wellbeing and learning e.g., by the conclusion of days in schools, each kaiako taura should have learnt students' names and developed constructive professional relationships with staff and tamariki/rangatahi
- Demonstrate initiative, professionalism, and the desire to be a great teacher
- Share personal strengths and weaknesses, set goals with the Kaiako Pou and an action plan to meet these in the forthcoming Professional Practice
- Understand the school systems and processes, including Health and Safety procedures, and how and where to access school resources
- Observe, take part in, and understand how class routines, systems, processes, and transitions are managed and the ways in which interactions with tamariki/rangatahi and learning experiences are approached
- Observe and discuss how tamariki/rangatahi are supported and guided in appropriate behaviours and how teachers respond to challenging behaviours
- Discuss approaches to designing learning, any teaching plans 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 kaiako pou and in university-based learning
- Identify key teaching strategies used by teachers and notice examples of *newly* learned knowledge and skills by tamariki/rangatahi
- Gather information for use in TCHG315/316 and/or Learning Design courses. Details about this are in course outlines that kaiako taura are expected to share with their Kaiako Pou.

Each kaiako taura could use the provided observation format to record key information about the practices and routines of kaiako pou and reflect on how the observations will inform their own teaching practice.

Primary and Secondary Programmes

Sustainable preparation, planning, teaching, assessment and evaluating are key aspects to both Professional Practice 2 (PP2) and Professional Practice 3 (PP3).

Minimum teaching loads:

	PP2	PP3
Primary	A minimum of 5 days major responsibility for learning and teaching. These days need not be consecutive, depending on class and school programmes but ideally 2 days will be consecutive to give the Kaiako Taura a real appreciation of how organised they need to be. A range of combinations can be undertaken e.g., some full days, every other day, or if necessary, some half days. However, we would be concerned if the Kaiako Taura did not do any full days as it does not give a realistic idea of the workload or preparation required for a full day. Note this is a minimum requirement only; the Kaiako Taura should gain as much experience as possible.	A minimum of 3 – 4 days major responsibility for teaching and learning each week, for 3-4 consecutive weeks. Other teaching days do not have to be consecutive and can be negotiated depending on the class and school programmes. We encourage kaiako taura to get as much experience as possible, but also to have time to reflect and think, and conduct their Culminating Professional Inquiry. The Kaiako Taura should undertake all day-to-day planning during major responsibility and should increasingly plan ahead at unit level, and in particular for the weeks of major responsibility. By the end of this Professional Practice the Kaiako Taura should demonstrate that they can sustain a regular class programme and manage a 0.6-0.7 teaching load.
Secondary	A minimum of 35 – 45 hours of teaching across 6 weeks. One week should include 8 – 12 hours. By the end of this Practice the Kaiako Taura needs to demonstrate that they can sustain a regular classroom programme and cope with a 0.5 of a beginning teacher's teaching load. Kaiako taura should take up every opportunity to teach and should not stop teaching once they have completed their minimum hours.	A minimum of 10 - 14 hours of teaching each week for 4 consecutive weeks. During this Professional Practice kaiako taura should demonstrate that they can consistently sustain a regular class programme of 0.6 full-time teacher equivalent (FTTE) teaching load. By the end of this Professional Practice the Kaiako Taura should have had the opportunity to manage a 0.6-0.7 teaching load. We suggest that kaiako taura have a combination of junior and senior classes if possible. When considering the teaching that will take place, the Kaiako Taura can plan and run revision tasks or take small groups within a class. In week 8 there should be time to reflect and think about teaching and conduct their Culminating Professional Inquiry.

We expect kaiako taura to take every opportunity to practise and fine tune their teaching practice. Kaiako pou should be mindful of not overloading kaiako taura to the detriment of their health or well-being/haora.

Many primary and secondary schools have innovative learning environments. In these circumstances we would expect the Kaiako Taura to be teaching large groups of students for sustained periods that would equate to the loads identified above in a single classroom.

During the Professional Practice, provided it works within the class programme, it can be beneficial for the Kaiako Taura to visit other classes within the school to observe other age groups (Primary) and/or subjects (Secondary).

Learning designs

As circumstances allow, kaiako taura should be involved in planning, preparing, and implementing aspects of the teaching and learning programme with guidance from their Kaiako Pou. Kaiako taura are expected to develop greater independence over time and to learn how to develop their own learning designs prior to teaching. We expect them to take every opportunity to practise and fine tune their teaching practice.

Kaiako pou need to see planning sufficiently in advance to allow time for discussion and changes to be made. We recommend 48 hours as an appropriate length of time that each kaiako taura should submit their learning designs to their kaiako pou ahead of planned teaching.

A lesson planning template is provided to support primary and secondary kaiako taura. However, any form of planning that suits both the Kaiako Taura and Kaiako Pou can be used. Kaiako taura should be mindful of additional learning area foci and should consult course materials to support them to identify how the nature and purposes of each learning area should be evident in planning. At a minimum, we would expect planning to identify:

- the relevant achievement objective(s), drawn from the New Zealand Curriculum (NZC), learning intentions and success criteria
- what the learners know and can do prior to the lesson, including the assessment data that has informed planning
- how they will introduce and develop new learning, including consideration of students' additional learning needs
- consideration of culturally sustaining pedagogy including the use of Te Reo me Ngā Tikanga Māori as appropriate to the lesson
- the intentional use of curriculum-specific pedagogical approaches
- the anticipated pace of the lesson and timing of each activity
- strategies for classroom, behaviour, and resource management
- appropriate resources having been adapted for the specific classroom needs

After teaching, each student teacher should evaluate their learning design so that the next learning steps for learning and teaching are identified and planned for. **The Visiting Lecturer** will want to see evidence of this planning and evaluation during their visit. Kaiako taura must have organised evidence of prior planning and reflections on lessons taught available for their Visiting Lecturer.

Overview of Primary and Secondary Weekly Expectations

For programme requirements and key dates regarding documentation, please see the **Submitting Professional Practice documentation** section below

	PP2	PP3
<i>Week 1</i>	<ul style="list-style-type: none"> Return the Health and Safety, and Student Teacher – Associate Teacher Agreement Form no later than Friday. The Kaiako Taura should observe the Kaiako Pou in different situations: classroom management, classroom organisation, resources, monitoring, and assessment Begin teaching log Primary: begin to prepare, teach, and evaluate for one group of students in English and Mathematics Secondary: begin to prepare, teach, and evaluate for at least one teaching activity within a lesson in at least two classes Kaiako Pou to complete 1st lesson assessment and share with the Kaiako Taura 	<ul style="list-style-type: none"> Return the Health and Safety, and Student Teacher – Associate Teacher Agreement Form no later than Friday. The Kaiako Taura should observe the Kaiako Pou in different situations: classroom management, classroom organisation, resources, monitoring, and assessment If not done during days-in-school, decide on the inquiry focus for Culminating Integrative Assessment (CIA) Begin teaching log Primary: begin to prepare, teach, and evaluate for one to two groups of students in English and Mathematics Secondary: begin to prepare, teach, and evaluate for at least one teaching activity within a lesson in two or three classes Kaiako Pou to complete 1st lesson observation and share with the Kaiako Taura
<i>Week 2</i>	<ul style="list-style-type: none"> Kaiako Pou to complete 2nd lesson assessment and share with the Kaiako Taura Kaiako Pou to complete and return the Interim Report to the EPPPO by Friday Kaiako Taura is to take responsibility for the completion and uploading of the Interim Report onto NUKU by Friday Maintain teaching log Primary: Continue to prepare, teach, and evaluate for an increased number of groups and whole class. Begin to participate in other curriculum areas. Planning from the Kaiako Pou may be used. Plan ahead for the 5 days of major responsibility and determine where these can happen. Secondary: Continue to prepare, teach, and evaluate at least 4 - 6 hours of teaching across all classes, and plan together how to prepare for the requirement to teach 8-12 hours in Week 5. 	<ul style="list-style-type: none"> Kaiako Pou to complete 2nd lesson assessment and share with Kaiako Taura Kaiako Pou to complete and return the Interim Report to the EPPPO by Friday Kaiako Taura is to take responsibility for the completion and uploading of the Interim Report onto NUKU by Friday Maintain teaching log Reflect on teaching decisions in relation to CIA inquiry focus and begin narrative journal Primary: Continue to prepare, teach, and evaluate for an increased number of groups and whole class. Begin to participate in other curriculum areas. Planning from the Kaiako Pou may be used. Plan ahead for the days of major responsibility and determine where these can happen. Secondary: Continue to prepare, teach, and evaluate at least 4-6 hours across all classes, and plan together how to prepare for the requirement for major responsibility.
<i>Week 3</i>	<ul style="list-style-type: none"> Kaiako Pou to complete 3rd lesson observation and share with the Kaiako Taura Maintain teaching log 	<ul style="list-style-type: none"> Kaiako Pou to complete 3rd lesson observation and share with the Kaiako Taura Maintain teaching log

	<ul style="list-style-type: none"> • Primary: Continue to prepare, teach, and evaluate some lessons with the whole class. Daily evaluation/reflection of teaching for each curriculum area taught focusing on student achievement and next teaching and learning steps. • Complete at least 1 day of major responsibility. • Secondary: Continue planning and teaching with evaluations at least 6 - 8 hours of teaching 	<ul style="list-style-type: none"> • Continue to reflect on teaching decisions in relation to CIA inquiry focus and maintain narrative journal • Primary: Continue to prepare, teach, and evaluate lessons with the whole class. Daily evaluation/reflection of teaching for each curriculum area taught focusing on student achievement and next teaching and learning steps. The planning of the Kaiako Pou may be used, but each kaiako taura should take increasing responsibility for preparing teaching. • Complete at least 2 days of major responsibility • Secondary: Continue planning and teaching with evaluations at least 8-10 hours of teaching
<i>Week 4</i>	<ul style="list-style-type: none"> • Kaiako Pou to complete 4th lesson observation and share with the Kaiako Taura • Visiting lecturer visit • Maintain teaching log • Primary: Prepare, teach, and evaluate 2 major responsibility days. Regular ongoing planning and teaching using formative assessment. Planning from the Kaiako Pou may be used for some areas, but each kaiako taura should take responsibility for their implementation. Plan for all lessons taught; weekly subject or lesson sequence grids may be used in conjunction with unit plans rather than individual lesson plans (e.g., weekly reading or maths group grids showing learning intentions and activities). Daily evaluation/reflection of teaching for each curriculum area taught focusing on student achievement and next teaching and learning steps. • Secondary: Regular on-going planning and teaching using formative assessment and a variety of teaching strategies. Prepare, teach, and evaluate 8 - 10 timetabled hours. 	<ul style="list-style-type: none"> • Kaiako Pou to complete 4th lesson observation and share with the Kaiako Taura • Visiting lecturer visit • Maintain teaching log • Continue to reflect on teaching decisions in relation to CIA inquiry focus and maintain narrative journal. Engage in professional discussions with the Kaiako Pou. • Primary: Prepare, teach and evaluate 3 – 4 major responsibility days. Regular ongoing planning and teaching using formative assessment. Plan for all lessons taught; weekly subject or lesson sequence grids may be used in conjunction with unit plans rather than individual lesson plans. Daily evaluation/reflection of teaching for each curriculum area taught focusing on student achievement and next teaching and learning steps. • Secondary: Regular on-going planning and teaching using formative assessment and a variety of teaching strategies. Prepare, teach, and evaluate 10 - 14 timetabled hours.
<i>Week 5</i>	<ul style="list-style-type: none"> • Kaiako Pou to complete 5th lesson observation and share with the Kaiako Taura • Visiting lecturer visit if not completed in the previous week • Maintain teaching log • Primary: As for week 4 above. Ideal week to be taking 2 or 3 consecutive days of major responsibility. • Secondary: Prepare, teach, and evaluate 10 – 12 timetabled hours this week. 	<ul style="list-style-type: none"> • Kaiako Pou to complete 5th lesson observation and share with the Kaiako Taura • Maintain teaching log • Visiting lecturer visit if not completed in the previous week • Continue to reflect on teaching decisions in relation to CIA inquiry focus and maintain narrative journal. Engage in professional discussions with the Kaiako Pou. • Primary: As for week 4 above. • Secondary: Prepare, teach, and evaluate 10 – 14 timetabled hours this week.
<i>Week 6</i>	<ul style="list-style-type: none"> • Associate Teacher Report completed by Wednesday and shared with student • Complete any major responsibility requirements • This may be an ideal time to observe other class levels in the school if all requirements are completed 	<ul style="list-style-type: none"> • Kaiako Pou to complete 6th lesson observation and share with the Kaiako Taura • Maintain teaching log • Continue to reflect on teaching decisions in relation to CIA inquiry focus and maintain narrative journal. Engage in professional discussions with the Kaiako Pou.

	<ul style="list-style-type: none"> • Complete gathering any material and artefacts for coursework or assessments • Maintain teaching log • Return the Student Reflection and Goal Sheet and other Professional Practice documentation to EPPPO 	<ul style="list-style-type: none"> • Primary: As for week 5 above. Complete 3 – 4 days of major responsibility • Secondary: Prepare, teach, and evaluate 10 – 14 timetabled hours this week
<i>Week 7</i>		<ul style="list-style-type: none"> • Associate Teacher Report could be completed this week and discussed with student • Complete any major responsibility teaching requirements • This may be an ideal time to observe other class levels or teaching activities in the school if all requirements are completed • Complete gathering any material and artefacts for coursework or assessments • Continue to reflect on CIA inquiry focus and maintain narrative journal. Engage in professional discussions with the Kaiako Pou.
<i>Week 8</i>		<ul style="list-style-type: none"> • This is a non-teaching week for Primary and Secondary students, it is time for kaiako tauira to work on their Culminating Integrative Assessment (CIA) within the school (see page 24 for details). Associate Teacher Report should be completed by Wednesday and discussed with student, if not completed in Week 7. • Submit all Professional Practice documentation to EPPPO via NUKU

Submitting Professional Practice documentation

All Professional Practice documentation should be submitted by students via Nuku, and copies of the resources can be found at <https://www.wgtn.ac.nz/education/teacher-education/teaching-experience/resources/forms-and-handbooks> Graduate Diploma Primary Forms and Templates and Graduate Diploma Secondary Forms and Templates

Documentation	Submitted by	Due date PP2	Due Date PP3
Student Teacher – Associate Teacher Agreement	Kaiako Tauira	Week 1: Friday May 10 th via Nuku	Week 1: Friday August 23 rd via Nuku
Interim Report (Co-constructed with the Kaiako Pou)	Kaiako Tauira	Week 2: Friday May 17 th via Nuku	Week 2: Friday August 30 th via Nuku
Professional Practice 2 Student Reflection and Goal Sheet	Kaiako Tauira	Friday June 21 st (Friday after the completion of the Professional Practice) via Nuku	<i>Not Required for PP3</i>
Professional Practice Reports (completed by AT and VL)	Kaiako Tauira	Friday June 21 st (Friday after the completion of the Professional Practice) via Nuku	Friday November 1 st (Friday after the completion of the Professional Practice) via Nuku
Professional Practice Observation Reports			
Professional Practice coversheets and teaching log			

Key Teaching Practices:

Key Teaching Practices (KTPs) are a component of Initial Teacher Education (ITE) programmes, arising from the revised requirements of the Teaching Council of Aotearoa New Zealand. The KTPs for our programmes were determined in collaboration with our teaching community and are designed to provide assurance that kaiako taura are ready to begin teaching by the end of their ITE programme. They are discrete practices, aligned to the Standards, observable and measurable and capture essential aspects of practical and professional work. They are high priority in the sense that they represent key aspects of in the work with children and young people that beginning teachers should be able to undertake independently from their first day of teaching as a registered and provisionally certificated teacher.

Kaiako taura will be expected, when asked, to provide evidence of having met the KTPs below by the end of their programme. They are scaffolded towards this through the indicators below that provide for progression towards the KTPs. The indicators are also used to summatively assess competence on teaching experiences. To pass their teaching experiences in the first half-year, kaiako taura must undertake the KTPs with direct supervision or indirect supervision (as indicated below) by the programme's midpoint. To pass their teaching experiences in the second half-year Kaiako taura must undertake the KTPs independently (as indicated below) by the end of the eight-week final teaching experience.

Te Waharoa

Our ITE programmes are framed by Te Waharoa and **Te Tiriti o Waitangi**, and these are reflected in our KTPs. They emphasise:

- **Mātauranga** – our programmes are underpinning by te ao Māori, emphasising criticality and insisting on depth of knowledge
- **Te mana o te whenua** – our programmes are culturally located and place-based
- **Te reo me ngā tikanga** – our programmes build and sustain te reo and tikanga
- **Tangatarua** – our programmes foster tangata whenua and tangata Tiriti identities and aspirations, including those of Pacific and migrant communities
- **Whanaungatanga** – our programmes promote inclusion, relationality, and collective success
- **Wairua** – our programmes enhance the spirit of education, including creative and embodied learning.

The Culminating Integrative Assessment is an inquiry-based assignment where kaiako taura 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 Kaiako Pou and the Programme Director with the support of the academic teaching team. Kaiako taura 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 kaiako pou to maintain professional conversations and offer guidance about the CIA during PP3. Kaiako taura may wish to share their presentations with kaiako pou during Week 8.

Week 8 of PP3 is NOT a teaching week for Primary and Secondary kaiako taura. Kaiako taura are required to attend their placement schools during Week 8 and will work on their CIA during this time. They will also conduct observations, interviews, discussions with kaiako pou and students in relation to their CIA during this week.

Te Waharoa	1. Te Tiriti o Waitangi Partnership Te Hononga Pātui i Raro o Te Tiriti o Waitangi	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how... providing evidence to show... providing examples of...
Mātauranga	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	1. Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand	○ Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm Māori learners as Māori within a learning design	<ul style="list-style-type: none"> ● Have a critical understanding of Te Tiriti and describe how they are going to enable it into their teaching ● Demonstrate an understanding of the impact of Te Tiriti partnership on teaching practice for learners ● Build learner and learning focussed relationships with whānau ● Link the cultural contexts of ākonga with learning
Tangatarua		2. Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi	○ Embed mātauranga-a-iwi within the conceptual focus of a learning domain	<ul style="list-style-type: none"> ● Demonstrate understanding of tikanga and a genuine desire to learn about Māori values ● Authentically incorporate local knowledge and place-based learning into teaching and learning
Te reo me ngā tikanga		3. Practise and develop the use of te reo and tikanga Māori	○ Model the use of te reo and tikanga Māori in all aspects of the learning and teaching programme	<ul style="list-style-type: none"> ● Demonstrate commitment to growth in te reo, tikanga, knowledge of Te Ao Māori and apply this across the curriculum ● Share pepeha confidently ● Continually and actively develop proficiency in te reo, tikanga and kaupapa Māori

Te Waharoa	2. Professional Learning Akoranga Ngaiotanga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how... providing evidence to show... providing examples of...
Mātauranga	Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	4. Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources	o Provide evidence of ongoing critical reflection that enhances learning and wellbeing for a group of learners	<ul style="list-style-type: none"> • Use critical reflection to improve practices and pedagogies • Show a growth mindset and learn from mistakes when things are difficult (e.g. when a lesson has not gone to plan) • Learn from mistakes rather than blaming or internalising
Whanaungatanga		5. 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		<ul style="list-style-type: none"> • Use a critical lens and theoretical knowledge bases to adapt to diverse centres/schools
Wairua		6. Engage in professional learning and adaptively apply this learning in practice	o Collaborate with colleagues in open, critical, and respectful professional discussions to implement and evaluate new ideas for ākonga learning	<ul style="list-style-type: none"> • Engage in self-directed professional development • Participate in school-organised staff training and professional learning
Tangatarua		7. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and		<ul style="list-style-type: none"> • Draw on theoretical knowledge bases to continually grow professional competence

		learning support needs; and wider education matters		
Te mana o te whenua		8. Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions		<ul style="list-style-type: none"> • Show initiative, self-starting, independence and a strong desire to improve performance by acting on regular reflections • Identify where and how to ask for help when solving complex problems

Te Waharoa	3. Professional Relationships Ngā Hononga Ngaio	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how... providing evidence to show... providing examples of...
Whānaungatanga	Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	9. 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	<ul style="list-style-type: none"> ○ Participate with a learner, their whānau and colleagues in robust and respectful dialogue for the benefit of a learner’s achievement 	<ul style="list-style-type: none"> ● Build and demonstrate authentic and professional relationships with tamariki and their whānau and colleagues that are learner and learning focused ● Explain multiple ways of working collaboratively with whānau ● Participate in activities that involves the school’s tikanga
Te reo me ngā tikanga		10. Communicate effectively with others	<ul style="list-style-type: none"> ○ Follow processes and systems within a setting to address a professional or ethical dilemma. 	<ul style="list-style-type: none"> ● Work well as part of a team - raise issues, seek support and discuss professional matters with others
Tangatarua			<ul style="list-style-type: none"> ○ Contribute to processes that enable respectful relationships to be maintained and learners to be heard and understood 	<ul style="list-style-type: none"> ● Demonstrate an ability to facilitate respectful and accessible challenging conversations ● Demonstrate a high level of communication skills that contribute to effective relationships ● Demonstrate negotiation skills and be able to compromise ● Explain and demonstrate strategies and approaches for building respectful relationships

				<ul style="list-style-type: none"> • Know processes and systems to access support for learners, their whānau, colleagues and self • Use te reo Māori in conversations and to build relationships • Demonstrate a strong understanding of tikanga Māori in conversations and relationship building
Whanaungatanga		11. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility	<ul style="list-style-type: none"> ○ Apply proactive strategies to meet professional responsibilities and enhance personal wellbeing 	<ul style="list-style-type: none"> • Support and contribute to leadership within the team and school. • Positively contribute to effective team culture • Take responsibility for proactively managing personal wellbeing
Mātauranga		12. Communicate clear and accurate assessment for learning and achievement information	<ul style="list-style-type: none"> ○ Contribute to assessment gathering process within a class and/or teaching team 	<ul style="list-style-type: none"> • Share assessment data with colleagues and, where appropriate, with whānau and ākonga • Use appropriate assessment gathering tools • Evaluate, select, and use a range of appropriate assessment tools

Te Waharoa	4. Learning-Focused Culture He Ahurea Akoranga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how... providing evidence to show... providing examples of...
Tangatarua	Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety	13. Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning	<ul style="list-style-type: none"> ○ Articulate an appreciative understanding of individual learners' identities, contexts, and prior knowledge 	<ul style="list-style-type: none"> ● Explain and demonstrate how to prioritise actively getting to know all ākonga ● Justify and explain the use of a range of teaching strategies that account for learners' identities, contexts and prior knowledge ● Explain and demonstrate strategies and approaches that ensure learners are heard and understood
Whanaungatanga		14. Foster trust, respect, and cooperation with and among learners so that they experience an environment in which it is safe to take risks		<ul style="list-style-type: none"> ● Describe how a safe learning environment is created and maintained by both student teacher and associate/mentor teacher ● Establish a safe learning environment that fosters and celebrates inclusion and diversity
Mātauranga		15. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs	<ul style="list-style-type: none"> ○ Use all available resources, expertise, and professional learning opportunities to respond appropriately to a child/young person's additional learning needs 	<ul style="list-style-type: none"> ● Establish and maintain effective routines aimed at building a learning focused culture

Wairua		16. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural, and emotional safety	<ul style="list-style-type: none"> ○ Develop a learning and teaching strategy to address the limitations and maximise the affordances of a physical and digital learning environment 	<ul style="list-style-type: none"> ● Demonstrate adaptability in shaping teaching strategies to maximise resources and opportunities of specific physical environments
Tangatarua me Whanaungatanga		17. Create an environment where learners can be confident in their identities, languages, cultures, and abilities	<ul style="list-style-type: none"> ○ Explore diverse ways of working with all ākonga, including Pacific learners in order to sustain languages, cultures and identities 	<ul style="list-style-type: none"> ● Proactively foster and privilege voices of all ākonga, including Pacific learners ● Proactively develop and foster relationships with all ākonga, including Pacific ākonga, to sustain their languages, cultures and identities
Tangatarua		18. Develop an environment where the diversity and uniqueness of all learners are accepted and valued		<ul style="list-style-type: none"> ● Evaluate and select resources with the aim of supporting Pacific learners' cultures, languages and identities ● Show evidence of teaching strategies that aim to support and sustain Pacific ākonga languages, cultures and identities
Mātauranga		19. Meet relevant regulatory, statutory, and professional requirements		<ul style="list-style-type: none"> ● Through a portfolio or another medium, maintain up-to-date records of own professional development, document meetings (including minutes and action points) with mentor/associate teacher, and build evidence for each elaboration of the Standards

Te Waharoa	5. Design for Learning Te Hoahoa Akoranga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how... providing evidence to show... providing examples of...
Mātauranga	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.	20. Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners	<ul style="list-style-type: none"> ○ Design a series of differentiated learning experiences for children/young people with wide ranging competences ○ Participate within a teaching team to critically assess the contribution of theory, research evidence and the curriculum to a learning design 	<ul style="list-style-type: none"> ● Create differentiated learning including the use of digital technologies for differentiation. ● Select appropriate content and resources in response to diverse ākonga learning needs ● Use curriculum progressions to plan cohesive sequences of lessons. ● Identify the PURPOSE, WHAT and HOW of learning and teaching ● Design learning that provides opportunities for all ākonga to achieve at high levels ● Prioritise ākonga needs when planning ● Use planning templates effectively
Whanaungatanga		21. 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	<ul style="list-style-type: none"> ○ Interpret data to identify patterns in achievement for the purposes of differentiating learning 	<ul style="list-style-type: none"> ● Use a range of assessment tools to gather evidence on ākonga learning ● Analyse assessment information from a range of sources to plan learning for all learners

Tangatarua		22. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand		<ul style="list-style-type: none"> • Show how learning design is embedded in local community contexts • Learning design contains, promotes, and values mātauranga Māori and supports Māori to achieve as Māori
Te mana o te whenua me Wairua		23. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners	<ul style="list-style-type: none"> ○ Know your ākonga as people and learners 	<ul style="list-style-type: none"> • Provide evidence of knowing your learners' interests, backgrounds and communities, and show how this informs your learning design • Use a range of culturally responsive and inclusive teaching content, resources, and practices
Wairua me Mātauranga		24. Design learning that is informed by national policies and priorities		<ul style="list-style-type: none"> • Articulate how teaching and learning theories and national policies and priorities inform teaching decisions and how these operate in practice

Te Waharoa	6. Teaching Te Whakaakoranga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how... providing evidence to show... providing examples of...
<p>Te mana o te whenua me Wairua</p>	<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>25. 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</p>	<ul style="list-style-type: none"> ○ Demonstrate an awareness of all learners whilst working with a group/individual learners 	<ul style="list-style-type: none"> ● Select and shape teaching strategies that are responsive to the needs of individual learners ● Establish an effective presence through mutually respectful relationships with ākonga ● Circulate within classroom while being aware of the whole classroom ● Respond to individual and group learning needs use appropriate behaviour management strategies ● Explicitly teach domain-specific knowledge and skills ● Apply and reflect on deliberate acts of teaching to focus ākonga on their learning potential and plan next steps ● Communicate the PURPOSE, WHAT and HOW of learning and teaching ● Co-construct learning intentions and success criteria with taurira ● Establish a safe learning environment in line with

				<p>school policies, approaches and values</p> <ul style="list-style-type: none"> • Demonstrate an awareness of all learners while working with individuals/groups
<p>Te mana o te whenua me Wairua me Whanaungatanga me rāuā kō te reo me ngā tikanga</p>		<p>26. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori</p>		<ul style="list-style-type: none"> • Identify how, where, and when to collaborate with Māori to plan for Māori ākonga success • Demonstrate whanaungatanga, tangatarua and Te Waharoa in practice • Implement a culturally located and place-based learning environment • Establish a learning environment that specifically supports the educational aspirations for Māori learners and whānau
<p>Mātauranga me Whanaungatanga</p>		<p>27. 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</p>	<ul style="list-style-type: none"> ○ Apply structures, strategies and routines to maximise learning opportunities and make the purposes of and connections in learning visible 	<ul style="list-style-type: none"> • Use questioning and active listening to ask learning-focused questions • Implement personalised learning • Develop a 'Plan B' to adapt teaching in response to emerging learning needs within a lesson • Select and shape teaching strategies that are responsive to the needs of individual learners • Use knowledge of how ākonga learn

				<ul style="list-style-type: none"> • Manage lesson pace and structure to account for both diverse learning needs and the needs of the class as a whole • Use differentiation to design instructional strategies to meet the needs of ākongā • Develop more than one way to explain a concept • Consider scenarios for different situations and identify possible strategies to address these • Use wait time, physical presence and modulate pitch and tone of voice to maximise learning • Evaluate and use a range of behaviour management strategies to promote a positive and focused learning environment • Implement appropriate behaviour management strategies that are positive and restorative
Te mana o te whenua me Mātauranga		28. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning		<ul style="list-style-type: none"> • Use prior learning to link to current learning • Build on existing knowledge to connect with current learning
Whanaungatanga		29. Teach in ways that enable learners to learn from one another, to collaborate, to		<ul style="list-style-type: none"> • Demonstrate good organisational and time management skills

		self-regulate and to develop agency over their learning		<ul style="list-style-type: none"> • Establish own teaching style within expected routines and norms • Group ākonga effectively for learning • Provide opportunity for a range of individual, group, and whole class work • Establish teaching practice that enables learner agency
Mātauranga		30. Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning	<ul style="list-style-type: none"> ○ Flexibly adapt lessons or learning sequences to respond to assessment information that emerges within learning and teaching 	<ul style="list-style-type: none"> • Use a range of assessment strategies to inform planning and next steps and to track progress • Recognise the next steps in ākonga assessment • Flexibly adapt associate/mentor teachers' plan in response to class needs or changing priorities over time
Wairua			<ul style="list-style-type: none"> ○ Provide feedback to children/young people that identifies their next steps or new directions for learning 	<ul style="list-style-type: none"> • Provide feedback to ākonga based on the individual or group learning focus (and criteria if appropriate) • Provide valuable, meaningful feedback and feedforward during or at the end of the lesson

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 practices, 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

Schools have the right to end a Professional Practice, having first communicated their concerns to the relevant Programme Director. Where the school feels it is appropriate, the Programme Director, Kaiako Taura, and Kaiako Pou may meet to resolve the concern and negotiate the return of the Kaiako Taura.

Kaiako taura may not self-withdraw from a professional practice without having discussed their issues or concerns with kaiako pou or appropriate staff member such as the School Coordinator and must also contact the Programme Director. Non-negotiated self-withdrawal will result in a fail for the Professional Practice and TCHG315/TCHG316.

The Faculty of Education reserves the right to end a professional practice where there are documented concerns for the wellbeing of students, teachers, the Kaiako Taura or members of the school community, or where there is insufficient progress.

If the placement is ended or a withdrawal is negotiated, the Education Professional Practice and Partnerships Office (EPPPO) may arrange a change of teaching placement. The Associate Dean Teacher Education will review written information about the progress of the Kaiako Taura 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. Kaiako taura should be aware that an alternative placement may not be possible to organise, given the demands on schools.

Meeting professional obligations

Professional and ethical practice

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

- meeting relevant legislative frameworks, governance and rules that apply within the schools in which kaiako taura are placed for professional practice
- not intervening with, or seeking information from, the school, tamariki/rangatahi or whānau that is beyond the scope of the 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 practices
- treating professional practice-based information shared by peers within the context of the programme as confidential
- keeping the identity of tamariki/rangatahi, teachers, and the schools in which they teach confidential when presenting information about professional practices through discussions, lectures, or assignments
- not using social media to share any information related to the Professional Practice

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**.

Kaiako taura should understand that it is okay to be friendly, but that students are not their friends.

All kaiako taura must not share their contact details with students or connect with parents and whānau via personal social media accounts. Further, kaiako taura should take care not to be alone in a private place with a tamariki/rangatahi, 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.

All kaiako taura are expected to abide by the ethical protocols in their school.

- Before observing, videoing, or photographing the children, staff or school environment, kaiako taura must have gained written permission using the school's procedures and permission forms.
- Kaiako taura must use a school camera or device for taking images of the students, except where express permission is given by kaiako pou for a kaiako taura to use their own device.
- Images of children must not be shared outside the school and kaiako taura must not post photos or comments about the school, staff, or tamariki/rangatahi and their whānau on social media.
- Kaiako taura are expected to maintain confidentiality in their professional, public and private domains. This means that they must not name teachers, schools or tamariki/rangatahi and their whānau in any forum, including written assignment work, outside of the school.

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

Health and Safety Act

It is the responsibility of schools to ensure that kaiako taura are sufficiently briefed about the policies and procedures under the Health and Safety at Work Act 2015. The Student Teacher – Associate Teacher Agreement must be returned to the Education Professional Practice and Partnerships Office (EPPPO) as assurance that obligations under the Act have been met.

Schools are reminded that kaiako taura are not permitted to take classes or groups out of the school without kaiako pou or other suitably qualified person accompanying them. However, they can accompany excursions and fieldtrips. Kaiako taura may not be included in the ratio of teachers for primary and secondary school trips.

Kaiako taura must not be asked to carry out relief teacher duties.

For primary and secondary kaiako taura, if the Kaiako Pou is absent, it is appropriate for them to take any lessons that they have planned, however a relief teacher should be provided to take responsibility for the class.

In the event of an emergency (such as an earthquake or fire) that closes or significantly affects the operations of the university or schools, the university will contact schools.

Public health requirements for Covid-19

Kaiako taura meet the government public health requirements for Covid-19. Information can be found at covid19.govt.nz and www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-health-advice-general-public.

Kaiako taura must ensure that they have been briefed about the Health and Safety guidelines in their school before they begin the placement. If kaiako taura have any symptoms of Covid-19, including a snuffle, cough, or sore throat, they **MUST** stay home and advise EPPPO, the school coordinator and all kaiako pou ***immediately via email***. Anyone with symptoms of COVID-19 should get tested - contact a doctor or Healthline on 0800 358 5453. **Kaiako taura should stay home until they are symptom free.** Kaiako taura should be guided by public health advice and the school's procedures.

Children's Act

Te Herenga Waka–Victoria University of Wellington undertakes police vetting **of** kaiako taura on behalf of schools, 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 Principal. Kaiako taura are required to immediately disclose any pending charges or criminal convictions that arise during their enrolment in an ITE programme to the university.

