



WELLINGTON FACULTY OF EDUCATION  
TE WHĀNAU O AKO PAI  
TE HERENGA WAKA—VICTORIA UNIVERSITY OF WELLINGTON,  
PO Box 600, Wellington 6140, New Zealand  
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## Faculty of Education | Te Whānau o Ako Pai Master of Teaching and Learning – Primary – Summary of Key Information

We aim for our graduates to be confident, capable teacher practitioners who ensure strong relationships with learners and learning communities, as well as between theory and practice. Kaiako tauira (student teachers) will develop their capabilities in relation to nurturing and maintaining such relationships through critical examination of literature and putting what is learnt from theory into practice.

The Master of Teaching and Learning programme consists of 180 points. Kaiako tauira participate in six courses. Each course supports their progress towards meeting the Ngā Paerewa|Standards for the Teaching Profession (in a supported environment). Learning Design courses support students to engage with 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.

**Kaiako tauira are expected to share course and assessment information with their kaiako pou.**

### **Course Structure**

Outside of full-time Professional Practices, kaiako tauira will be in their host schools Mondays and Tuesdays, attend University Wednesdays and Thursdays, and have Fridays for independent study.

### **Beginning the year**

As part of the induction process, the Kaiako Tauira and Kaiako Pou (Mentor Teacher) are required to clarify the parameters of how the Kaiako Tauira will work within the school and ensure that they understand school policies and procedures, including those related to the Health and Safety at Work Act (2015). The Student Teacher and Mentor Teacher (ST/MT) Agreement form should be uploaded onto NUKU by **Friday 8<sup>th</sup> March**.

There will be an initial visit by a Visiting Lecturer in late February or early March. This may take place in person or online. This visit allows both kaiako tauira and kaiako pou to check they are happy with their ST/MT Agreement, to establish the role of the Visiting Lecturer and to answer any other pātai. This is essential to establish and safeguard the long-term relationship between the three parties.

The focus for kaiako tauira in the initial part of the school-based programme is on establishing productive working relationships with their students and kaiako pou. They should also become familiar with their teaching team and learn about how their school operates. Kaiako tauira are encouraged to attend staff meetings and professional development sessions.



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## Early February – End of Term 1: settling in and beginning as a teacher

During this period, Kaiako taura are expected to use the plans made by kaiako pou to co-teach at least two lessons each week in English and Mathematics, and at least one (wherever possible) in another learning area. Weekly observations at this point are likely to be based more on Professional Relationships and Professional Learning.

Kaiako taura and kaiako pou should by now have established a regular, weekly pattern of reflection and goal-setting meetings of up to an hour. The weekly observations should feed into this discussion. It is the Student Teacher's responsibility to keep a record of these hui, goals and next steps and share them with the Programme Director as required.

In the second half of Term 1, Kaiako taura are developing the knowledge and capabilities to plan and sequence lessons.

Kaiako taura will be gaining familiarity with the Key Teaching Practices (KTPs) and each of the Standards for the teaching profession as they work towards achieving competency. Kaiako taura should negotiate and agree to professional learning goals for the first half-year (to align with the Standards) with their Kaiako Pou and the Programme Director.

## Term 2 - Professional Practice 2: (13<sup>th</sup> May – 7<sup>th</sup> June) Teaching in a new context (four-week swap)

At this point in the programme, Kaiako taura experience a different learning environment by swapping schools with another in their cohort for four weeks. The focus is on the ability to transfer the skills kaiako taura are developing in their 'home school' and to plan for a new learning context under the pressure of time. They are expected to continue to design and implement learning across a range of curriculum areas, demonstrate a range of management strategies appropriate to the context, and manage teaching and learning, building towards half days.

Kaiako taura continue to be expected to take responsibility for teaching groups and whole class / cohort at appropriate points in the daily programme, as well as leading activities such as roll and karakia at the beginning of the day or in transitions.

During the four-week swap, the key element is that the Student Teacher has a chance to teach two-lesson sequences in as many curriculum areas as possible (i.e. teaching a first lesson and then a follow-up lesson later in the week). We encourage kaiako taura to teach up to 3 days a week. The other two days may be used for observations, planning, resource gathering, marking, record keeping, and so forth. Students are expected to remain in school (8am to 5pm, or similar, Monday to Friday) for the duration of the four-week swap.

Students will have at least one formal observation each week from the host Teacher Mentor. In addition, a Visiting Lecturer will conduct one formative observation – in either week 2, 3, or 4 of the swap. During the four-week placement, Kaiako taura should prioritise and focus on Standards where satisfactory progress has not yet been indicated. By the end of Term 2, kaiako taura should be reaching the level of 'satisfactory progress' (as indicated on the Professional Practice Report Form 2024) in relation to most of the Standards.

## Second half of Term 2 through to second half of Term 3: Taking more responsibility for teaching, learning and planning

During this period of the programme, kaiako taura are expected to be continuing to show progress on previous feedback. Kaiako pou should feel confident that their Kaiako Taura is ready to plan for a group of learners and whole class teaching without direct supervision and can be trusted to know when to ask for assistance. They are expected to take responsibility for the whole class or cohort at appropriate points in the daily programme, such as the beginning of the day or in transitions.

Programme Stage	Minimum Teaching Expectations	Written Documentation
<b>February – early March</b>	Involved in small group lessons and whole class activities.	ST: Return ST/MT agreement <b>by Friday 8<sup>th</sup> March</b> via Nuku.  MT: Return Student Progress Report to <a href="mailto:professionalpractice@vuw.ac.nz">professionalpractice@vuw.ac.nz</a> <b>by Friday 8<sup>th</sup> March</b> .
<b>By middle of Term 1</b>	At least ONE lesson co-taught with Mentor Teacher for English and for mathematics each week (two lessons) – plus ONE lesson in another curriculum area.	MT: Complete one written observation of ST per week, using <i>Teaching Observation: Terms 1 and 2 Form</i> .  ST: Written reflection at the end of each lesson on the attached planning / or in a reflective journal. Upload this and the above, with planning included, to NUKU.
<b>By end of Term 1</b>	At least TWO lessons co-taught with Mentor Teacher for English and for mathematics each week (four lessons) – plus ONE lesson in another curriculum area.	MT: Complete one written observation of ST per week, using the <i>Teaching Observation: Terms 1 and 2 Form</i> .  Visiting Lecturer: Formal observation using the <i>Professional Practice Report Form</i> as formative feedback.  ST: Written reflection at the end of each lesson on the attached planning / or in a reflective journal. Upload this and the above, with planning included, to NUKU.
<b>Four-week swap first four weeks of Term 2</b>	<u>Week 1</u> : Independently teach at least ONE whole class lesson co-planned with MT (in any curriculum area) – in addition to teaching at least ONE lesson of English and ONE or mathematics (to a group or whole class).	ST: Return second Student Teacher/Mentor Teacher agreement by <b>17<sup>th</sup> May</b> .  MT: Four written observations (one per week) using the <i>Teaching Observation: Terms 1 and 2 Form</i> . One

	<p><u>Weeks 2 and 3:</u> Co-plan with MT and independently teach TWO lessons of English and TWO lessons of mathematics. Either the English or mathematics lessons should comprise a two-lesson sequence (for a group or whole class). In addition, independently teach at least TWO whole class lessons co-planned with MT each week (in any curriculum area). This might also be a two-lesson sequence (at least <b>six lessons</b> in total).</p> <p><u>Week 4:</u> Co-plan with MT and teach <u>at least</u> TWO lessons of English and TWO lessons of mathematics. ONE English and ONE mathematics lesson in the week should be – where possible – part of a whole class lesson the student leads (i.e. teaches whole class, then works with the group, then back to whole class). At least two of the English and mathematics lessons should comprise two-lesson sequences (for a group or whole class).</p> <p>In addition, independently teach at least TWO whole class lessons co-planned with MT each week (in any curriculum area). These should, where possible, be two-lesson sequences (at least <b>six lessons</b> in total, two of which are whole class lessons).</p>	<p>formal observation using the <i>Professional Practice Report Form</i> as formative feedback.</p> <p>Visiting Lecturer: Formal observation using the <i>Professional Practice Report Form</i> as formative feedback.</p> <p>ST: Written reflection at the end of each lesson on the attached planning / or in a reflective journal. Upload these and the above, with planning included, onto NUKU.</p>
<p><b>Remainder of Term 2 and first part of Term 3 in 'home' school</b></p>	<p>Independently teach at least ONE whole class lesson co-planned with MT each week – in addition to teaching at least TWO lessons of English and mathematics each week – plus ONE lesson in another curriculum area.</p>	<p>MT: Three written observations (one per week) using the <i>Teaching Observation: Terms 1 and 2 / Teaching Observation: Terms 3 and 4 Forms</i> as appropriate.</p> <p>ST: Written reflection at the end of each lesson on the attached planning / or in a reflective journal. Upload these and the above, with planning included, to NUKU.</p>