



Faculty of Education | Te Whānau o Ako Pai Master of Teaching and Learning – Secondary – 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 taura (student teachers) will develop their capabilities in relation to nurturing and maintaining such relationships through the 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 taura 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 taura are expected to share course and assessment information with their kaiako pou (mentor teacher/s from their host school).

In addition, Programme Directors and the academic teaching team will support kaiako taura to focus on the Code of Professional Responsibility and Standards for the Teaching Profession | Ngā Tikanga Matatika, Ngā Paerewa. Outside of full-time Professional Practices, kaiako taura will be in their host schools Mondays and Tuesdays, attend University on Wednesdays and Thursdays, and have Fridays for independent study.

A summary of the expectations and processes for the first part of the year is provided in Table 1 below. All forms referred to in this section can be found on the Faculty of Education Professional Practice website:

<https://www.wgtn.ac.nz/education/teacher-education/teaching-experience/resources>

Beginning the year

As part of their induction, kaiako taura/student teachers (ST) and kaiako pou/mentor teachers (MT) are required to clarify the parameters of how the Kaiako Taura will work within the school and ensure that school policies and procedures are understood, including those related to the Health and Safety at Work Act (2015). The Student Teacher and Mentor Teacher Agreement form should be uploaded onto NUKU no later than Friday 8th March 2024. The Kaiako Taura will be attached to two classes, preferably 1 x junior and 1 x senior class in their first and/or second specialist subject.

There will be an initial visit by a Visiting Lecturer (VL) in February or early March. This may take place in person or via zoom. This visit allows all parties to check that they are happy with their Student Teacher and Mentor Teacher Agreement and check that there are no outstanding questions or unresolved issues. This is essential to establish and safeguard the long-term relationship between the Mentor Teacher, Student Teacher and Academic Mentor.

The focus for student teachers in the initial part of the school-based programme is on establishing productive working relationships with their students and their mentor teacher/s. They should also learn about how their department and school operates, including meeting other teachers in the department. Student teachers should be encouraged to attend staff meetings and professional development opportunities.

At this stage of the year, the Student Teacher should observe, discuss, and record understandings about each class and programme. They could get involved in everyday routines (such as taking the roll) and share professional responsibilities where appropriate (e.g., duty, attending meetings, assessing work). Kaiako taura could observe the practices of their mentor teacher/s and consider the teacher decision-making that lies behind the practices, with reference to research evidence. Student teachers should discuss what they observed with their mentor teacher/s in regular timetabled meetings as well as informally after class. The Student Teacher can be expected to teach small groups of students using the Mentor Teacher's planning. It is best practice for student teachers to keep a log of their observations, however this is not a formal requirement.

Settling in and beginning as a teacher: Monday 4th March – end of Term 1

In this period, kaiako taura are expected to use their MT's plans to co-teach at least one lesson with each of their classes, each week. Weekly observations at this point are likely to focus on the Standards: *Professional Relationships and Professional Learning*. Mentor teachers should use the *Teaching Observation: Terms 1 and 2* form for their weekly observations, and it is the Student Teacher's responsibility to upload these onto Nuku with their planning attached (see Table 1).

By now the Student Teacher and Mentor Teacher should 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. These must be shared weekly with their MT, and with the Programme Director as negotiated.

In the second half of Term 1, student teachers are developing the knowledge and capabilities to sequence lessons. The Student Teacher should be demonstrating progress through an increased number of "competent" indicators in relation to the Standards for the teaching profession. Student Teachers will negotiate and agree to professional learning goals for the first half-year (to align with the Standards) with their Mentor Teacher and Programme Director.

Term 2: Taking more responsibility for teaching, learning and planning

During this period of the programme, student teachers are expected to be continuing to show progress in response to feedback. The Mentor Teacher should feel confident that the Student Teacher is ready to plan for a group of learners without direct supervision and can be trusted to know when to ask for assistance. When deemed appropriate by kaiako pou, student teachers are **expected to take responsibility for the whole class and teach whole lessons**. During this period, they will also be preparing assignments for their university course assessments that require them to plan, teach and critique lessons. It is expected that these will be prepared in close consultation with their Mentor Teacher to ensure alignment with teaching programmes and the identified needs of the students.

Student Teachers should prioritise Standards where competence has not yet been indicated as a focus for teaching in their 4-week placement (PP2) at their swap school.

Professional Practice 2 - Teaching in a new context: 13th May – 7th June

At this point in the programme, kaiako taura experience a different learning environment by swapping schools with another Student Teacher in their specialist subject. In some cases, they may be placed in another school where there are opportunities to teach their second curriculum subject. The focus is on the Student Teachers' ability to transfer the skills they have developed in their 'home school' and to plan for a new learning context under the pressure of time.

They are expected to design and implement sequences of learning for two classes rather than single lessons (preferably one senior and one junior), and adequately demonstrate a range of management strategies appropriate to the context.

The first few days of the four-week period in the swap school should be set aside for observation and small group teaching. Some allowance may have to be made for locally existing conditions. It would be ideal if the Student Teacher could get a sense of the 0.7 workload that will be required in the professional practice to come. However, the key element is that the Student Teacher has a chance to teach at least **one two-lesson sequence for each of the two classes**. By the end of Term 2, Student Teachers should be working towards competency in relation to all Standards.

Table 1:

Programme stage	Minimum teaching expectations	Written documentation	Led by	Submitted by:
February – early March	Involved in small group lessons and whole class activities.	Return Student Teacher/Mentor Teacher Agreement by Friday 8h March.	ST/MT	ST to upload onto NUKU
		Return Student Progress Report and cc in the Programme Director by Friday 8th March.	MT	MT to email this to: professionalpractice@vuw.ac.nz
By middle of Term 1	At least ONE lesson co-taught with Mentor Teacher for BOTH classes, each week.	One written observation per week, using Teaching Observation: Terms 1 and 2 form, with planning attached.	MT	ST to upload <i>Teaching Observation: Terms 1 and 2</i> forms, attached planning and reflections onto NUKU
		Written reflection at the end of each lesson on the attached planning.	ST	
By end of Term 1	At least TWO lessons co-taught with Mentor Teacher for BOTH classes, each week.	One written observation per week, using the Teaching Observation: Terms 1 and 2 form with planning attached.	MT	ST to upload <i>Teaching Observation: Terms 1 and 2</i> forms, attached planning, reflections and Professional Practice Report Form onto NUKU
		Written reflection at the end of each lesson on the attached planning	ST	
		Formal observation using the Professional Practice Report Form as formative feedback	VL	
In the first three weeks of Term 2	Independently teach at least ONE whole class lesson co-planned with MT for each class, each week.	Three written observations (one per week) using the Teaching Observation: Terms 1 and 2 Form with planning attached.	MT	ST to upload <i>Teaching Observation: Terms 1 and 2</i> forms, attached planning and reflections onto NUKU
		Written reflection at the end of each lesson on the attached planning.	ST	
Four-week school swap*	Independently teach at least ONE co-planned lesson for both classes in 2nd,	Return Student Teacher/Mentor Teacher Agreement by Friday 17th May.	ST/MT (swap school)	ST to upload the <i>Student Teacher/Mentor Teacher Agreement</i> , <i>Teaching Observation: Terms 1 and 2</i> forms, attached planning and reflections onto NUKU no later than Friday 7th June .
		Four written observations (one per week) using the Teaching Observation: Terms 1 and 2 form with planning attached.	MT	



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	3rd and 4th weeks	Written reflection at the end of each lesson on the attached planning.	ST	
		Two summative reports (1MT, 1K) provided using the Professional Practice Report form.	MT VL	ST must submit electronic copies of the <u>two</u> summative reports onto NUKU no later than Friday 14th June.

**Further details to follow*