

2024

Master of Teaching and Learning (Primary & Secondary) Handbook Year 2024

For Student Teachers, Mentor Teachers and Coordinators
Te Puna Akopai - School of Education



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Nau mai haere mai

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

Thank you for joining us in working to create excellent kaiako in our aspirational, challenging and innovative initial teacher education programme.

The purpose of this handbook is to welcome you and explain what we are seeking to achieve during days in school of student teachers (kaiako tauira) during the first part of the year (February 12th to May 10th), including during Professional Practice 1 (PP1) – the one-week full-time placement in schools, followed by Professional Practice 2 (PP2) - the 4 week swap placement in mid-May. The handbook provides guidelines for professional practice which have been developed in collaboration with mentor teachers (kaiako pou) and school coordinators and can be flexibly adapted to suit the school context. Outside of full-time Professional Practices, kaiako tauira will be in their host schools on Mondays and Tuesdays, attend University on Wednesdays and Thursdays, and have Fridays for independent study.

The partnership between the School of Education, the Education Professional Practice and Partnerships Office (EPPPO) and schools to host kaiako tauira throughout the year is central to the MTchLrn Programme. We are grateful to schools for supporting the professional learning of the next generation of primary and secondary teachers.

This Handbook provides information and expectations about how we all work together to achieve our shared goals.

Contacts

Key people

Education Professional Practice and Partnerships Office	Purvi Chhaya (Manager) t: 04 887 3076 e: professionalpractice@vuw.ac.nz
Programme Director (primary)	Ben Egerton t: 04 463 9619 e: ben.egerton@vuw.ac.nz
Programme Director (secondary)	Catherine Hill t: 04 886 4477 e: catherine.hill@vuw.ac.nz

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.

A key role of the **Programme Director** and their academic teaching team is to support 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.

All kaiako taura:

Kaiako taura must present to their school with photographic identification on the first day.

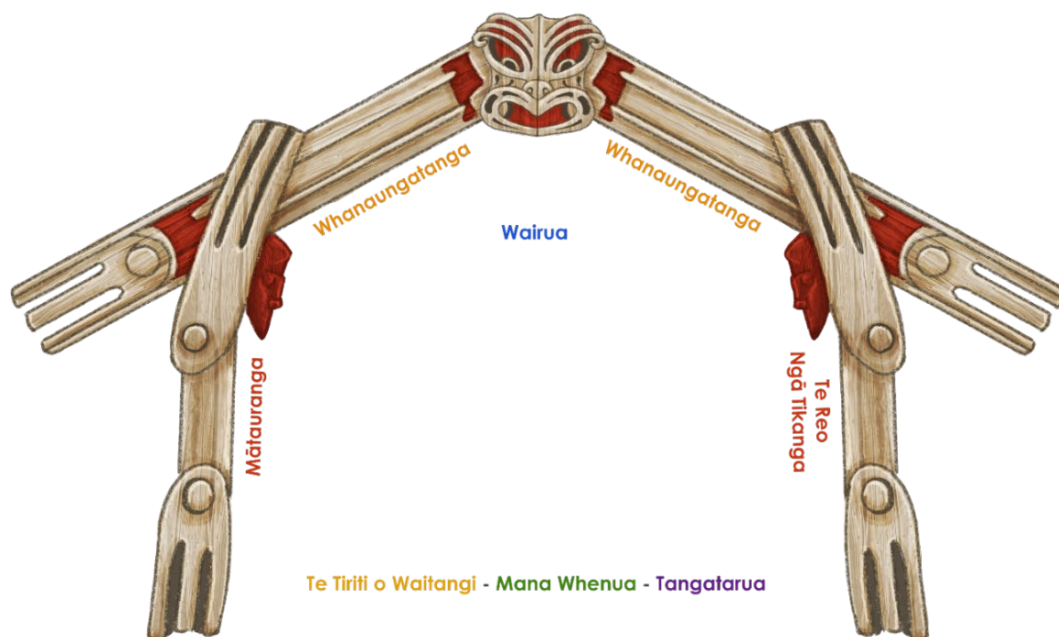
Having up to date contact information for all our kaiako taura is crucial for us. Contact information is used by the Education Professional Practice and Partnerships Office to ensure that professional practice schools and centres (coordinators and kaiako pou), visiting lecturers and programme directors 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 as well as the Programme Director.

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 tauira and how we build the strong partnerships with centres and schools that are central to enacting our collective vision.

Te Waharoa is a taonga to Te Whānau o Ako Pai, 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.



Te Waharoa frames our vision of initial teacher education. We see our graduates as agents of change through their teaching, learning, and promotion of wellbeing. We work to ensure our graduates work from a commitment to Te Tiriti o Waitangi, and social, cultural, and ecological justice, so they can design teaching and learning for a complex, diverse, and changing world.

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

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

This programme prepares kaiako tauira to teach in transformative and inspiring ways for all ākonga across early childhood education, 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 kaiako tauira to ensure high quality education for all learners, including those who have been under-served in education.

Partnership Roles and Responsibilities

High quality professional practice placements are built on strong, authentic partnerships between university staff, kaiako pou, schools, and kaiako taura. In the MTchLrn, the partnership lasts for the whole year, so understanding roles and responsibilities is very important. These roles and responsibilities have been developed with school coordinators and education advisory committees:

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 the Kaiako Pou for formative feedback and to design learning
- Submit planning documentation in sufficient time for feedback to ensure they are ready to teach - usually this is at least 48 hours before the teaching is to occur
- Discuss their professional needs and strengths with their Kaiako Pou, Programme Director and Visiting Lecturer
- Take every opportunity to develop their competency in te reo me ngā tikanga Māori and connections with whānau, hapū and iwi (as appropriate)
- Respect and adhere to school policies, procedures, and protocols
- Demonstrate professionalism including in their attendance at school
- Set 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 Mentor Teacher (and school coordinator) and contact the EPPP Office or Programme Director if problems persist
- Liaise with visiting lecturers and Kaiako Pou regarding visits
- Take responsibility for sharing course and assessment information with their Kaiako Pou and submitting Professional Practice documentation to the EPPP Office

Attendance and participation

MTchLrn kaiako taura attend school for professional teaching opportunities for two days each week. While the student teachers are in their school, it is expected that they will:

- Be punctual, prepared to attend between the hours of 8.00am and 5.00pm (or as required by the school), and be available for meetings and co-curricular activities.
- Inform the Kaiako Pou or Coordinator before 8.00am if they are unable to attend school as the result of sickness or other exceptional circumstances. When on a block professional practice placement, kaiako taura should also notify the Programme Director and EPPPO of any absences.
- During block PP placements, kaiako taura must discuss an extended absence (i.e. three days or more) with the University as it may mean they have not met the Teaching Standards or undertaken enough Professional Practice to meet Teaching Council of Aotearoa New Zealand requirements.

School Coordinators and Kaiako pou:

- Integrate kaiako taura within the learning environment, staff and teams, and school/centre structures
- Discuss school and centre policies, procedures and protocols with the Kaiako Taura, **including those related to Covid-19**
- 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 model, 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 EPPP Office to monitor the progress of the Kaiako Taura
- Provide written reports in relation to the progress of kaiako taura
- Advocate for the wellbeing and support of kaiako taura to manage their time and workload

The Wider School:

- Takes shared responsibility for supporting the development of kaiako taura by contributing a range of expertise and encouraging ongoing participation in all aspects of the teaching programme, co-planning and co-teaching, and inclusion in staff professional learning
- Contributes to the process of collaborative sense-making about teaching and learning
- Demonstrates commitment to and shares actions to progress Te Tiriti of Waitangi partnership
- Provides opportunities for the Kaiako Taura to ask questions and seek clarification

Visiting Lecturers:

- Observe the Kaiako Taura, provide 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 EPPP Office to monitor the progress of the Kaiako Taura
- Provide written reports in relation to the lesson observation of the Kaiako Taura
- Advocate for the wellbeing of kaiako taura

Programme Directors:

- Mediate relationships and facilitate problem-solving in collaboration with the Education Professional Practice and Partnerships Office, the 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 the Professional Practice for kaiako taura and kaiako pou and facilitate open conversations
- Be the point of contact for each kaiako taura for matters relating to teaching advice and pastoral issues
- Facilitate goal-setting with each kaiako taura to establish professional learning priorities

Campus learning

We aim for our graduates to be confident, capable teacher practitioners who ensure strong relationships with learners, learning communities, and between theory and practice. Kaiako taura 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. All kaiako taura participate in six courses. Each course progresses 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.

Master of Teaching and Learning (Primary and Secondary)			
First half year courses	<p>Te Koruru 1 TCHG 505</p> <p>This course focuses on Te Tiriti o Waitangi Partnerships, Professional Learning and Professional Relationships</p>	<p>Ngā Amo: Learning Design 1 PRI: TCHG 507 SEC: TCHG526</p> <p>with 4x two-hour workshops for subject specialisation/s</p> <p>This course focuses on developing a Learning-focused Culture, Design for Learning and cross-programme priority of of Mātauranga-a-iwi</p>	<p>Ngā Amo: Learning Design 2 PRI: TCHG 508 SEC: TCHG 528</p> <p>This course focuses on developing a Learning-focused Culture, Design for Learning and cross-programme priority of the Digital Age Educator</p>
Second half year courses	<p>Te Koruru 2 TCHG 506</p> <p>This course focuses on Te Tiriti o Waitangi Partnerships, Professional Learning and Professional Relationships</p>	<p>Ngā Amo: Learning Design 3 PRI: TCHG 509 SEC: TCHG 529 with 4x two-hour workshops for subject specialisation/s</p> <p>This course focuses 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>Ngā Amo: Learning Design 4 PRI: TCHG517 SEC: TCHG 532</p> <p>This course focuses 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>

In addition, programme directors and the academic teaching team will encourage a dialogue for pastoral support. This will help connect all six courses to support the cross-contextualisation of course themes, and to support students to deprivatise their practice in a collaborative and safe environment.

This dialogue will have a particular focus on Te Ara Hāpai, that is, growing professional identities, and capabilities of reflexivity, adaptive expertise, and ethical sensitivity of kaiako taura.

Key dates for 2024

*Initial meeting of all kaiako pou and kaiako taura for 2024: Propose a time between 30 January – 3 February (or prior to 30 January if mutually agreed). The hui will focus on the beginning of the year set up, weekly observations, considering KTPs, significant reporting dates and co-planning expectations.

Dates	First half year
February 7	Programme commences
February 7 – 9	Ngā Mihi: campus-based, block course (compulsory for all kaiako taura)
March 4 – 8	Professional Practice 1: Full-time placement in school (Observation)
February 12 – 12 April	2 days in school, 2 days on campus, 1-day independent study each week
April 15 - 26	School Holidays and Mid-tri programme break
April 29 – 10 May	2 days in school, 2 days on campus, 1-day independent study each week
May 13 – 7 June	4-week swap school placement
June 10- 21	2 days in school, 3 days online (no days on campus)
June 24 – 5 July	University break and holiday for kaiako taura
Dates	Second half year
July 8	Programme recommences
July 8 - 19	2 days a week on campus + Independent study (during the school holidays)
July 22 – 16 August	2 days in school, 2 days on campus, 1-day independent study each week
August 19 – October 25	Professional Practice 3: Full time placement in school (school holiday break September 30 – 11 October)
October 28 – 8 November	2 days in school, 3 days online (no days on campus)
November 11 – 22	2 days in school, 2 days on campus, 1-day independent study each week
November 25 – 29	Wānanga Week: campus-based, block course (compulsory for all kaiako taura)
November 29	Programme concludes

Course Overview and Structure:

Primary

Beginning the year

As part of the induction process, the Kaiako Taura and Kaiako Pou are required to clarify the parameters of how the Kaiako Taura 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 8th March**.

There will be an initial visit by a Visiting Lecturer late February or early March. This may take place in person or online. This visit allows both kaiako taura and kaiako pou to check they are happy with their ST/MT Agreement 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 taura 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 taura are encouraged to attend staff meetings and professional development sessions.

Further details about the first Professional Practice (Observation Week: 4th – 8th March) can be found in the ***Guidance and Requirements for Professional Practice 1 (Observation)*** section of this handbook.

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 responsibility of kaiako taura to keep a record of these hui, goals and next steps and share them with the Programme Director and the relevant teaching team 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 Programme Director.

Term 2 - Professional Practice 2: (13th May – 7th 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 Kaiako Taura 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 their Kaiako Pou. In addition, an 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 agreed Standards. By the end of Term 2, kaiako taura should be making satisfactory progress towards reaching competency ~~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
February – early March	Involved in small group lessons and whole class activities.	ST: Return ST/MT agreement by Friday 8th March via Nuku. MT: Return Student Progress Report to professionalpractice@vuw.ac.nz and cc in the Programme Director by Friday 8th March .
By middle of Term 1	At least ONE lesson co-taught with the Kaiako Pou 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.
By end of Term 1	At least TWO lessons co-taught with the Kaiako Pou 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> .

		<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 this and the above, with planning included, to NUKU.</p>
<p>Four-week swap first four weeks of Term 2</p>	<p><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).</p> <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 six lessons 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). 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 six lessons in total, two of which are whole class lessons).</p>	<p>ST: Return second Student Teacher/Mentor Teacher agreement by 17th May.</p> <p>MT: Four written observations (one per week) using the <i>Teaching Observation: Terms 1 and 2 Form</i>. One 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>Remainder of Term 2 and first part of Term 3 in 'home' school</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>

Course Overview and Structure:

Secondary

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 one junior and one 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 kaiako pou and kaiako taura.

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

Further details about the first Professional Practice (Observation Week: 4th – 8th March) can be found in the ***Guidance and Requirements for Professional Practice 1 (Observation)*** section of this handbook.

At this stage of the year, kaiako taura 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 kaiako pou and consider the teacher decision-making that lies behind the practices, with reference to research evidence. Kaiako taura should discuss what they observed with their kaiako pou in regular timetabled meetings as well as informally after class. Kaiako taura can be expected to teach small groups of students using the Kaiako Pou's planning. It is best practice for kaiako taura to keep a log of their observations, however this is not a formal requirement.

Settling in and beginning as a teacher: Early February – end of Term 1

In this period, kaiako taura are expected to use the plans that the kaiako pou has in order to co-teach at least one lesson with each of their classes, each week. Weekly observations at this point are likely to focus on *Professional Relationships and Professional Learning*. Kaiako pou should use the *Teaching Observation: Terms 1 and 2* form for their weekly observations, and it is the responsibility of kaiako taura to upload these onto NUKU with their planning attached (see table below).

By now the Kaiako Taura and Kaiako Pou 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 responsibility of kaiako taura to keep a record of these hui, goals and next steps. These must be shared weekly with their kaiako pou, and with their Programme Director as negotiated.

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

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

During this period of the programme, kaiako taura are expected to be continuing to show progress in response to feedback. The Kaiako Pou should feel confident that the Kaiako Taura are 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, kaiako taura 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 Kaiako Pou to ensure alignment with teaching programmes and the identified needs of the students.

Kaiako taura 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 Kaiako Taura in their specialist subject. In some cases, they may be placed in a different school where there are opportunities to teach their second curriculum subject. The focus is on the ability of the Kaiako Taura 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 kaiako taura 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 Kaiako Taura has a chance to teach at least **one two-lesson sequence for each of the two classes**.

By the end of Term 2, kaiako taura should have reached the level of competency in relation to all Standards.

Programme stage	Minimum teaching expectations	Written documentation	Led by	Submitted by:
February – early March	Involved in small group lessons and whole class activities.	Return <i>Student Teacher/Mentor Teacher Agreement</i> by Friday 8 th March.	ST/MT	ST to upload onto NUKU
		Return Student Progress Report and cc in your Programme Director by Friday 8 th March.	MT	MT to email this to: professionalpractice@vuw.ac.nz and CC in your Programme Director.
By middle of Term 1	At least ONE lesson co-taught with the Kaiako Pou for BOTH classes, each week.	One written observation per week, using <i>Teaching Observation: Terms 1 and 2</i> 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 the Kaiako Pou for BOTH classes, each week.	One written observation per week, using the <i>Teaching Observation: Terms 1 and 2</i> 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 <i>Professional Practice Report Form</i> 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 <i>Teaching Observation: Terms 1 and 2</i> 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, 3rd and 4th weeks	Return <i>Student Teacher/Mentor Teacher Agreement</i> by Friday 17 th May.	ST/MT (swap school)	ST to upload the <i>Student Teacher/Mentor Teacher Agreement, Teaching Observation: Terms 1 and 2</i> forms, attached planning and reflections onto NUKU no later than Friday 7 th June.
		Four written observations (one per week) using the <i>Teaching Observation: Terms 1 and 2</i> form with planning attached.	MT	
		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	

*Further details to follow

Guidelines and Requirements for Professional Practice 1 (Observation):

March 4th – March 8th 2024

This one-week full-time school placement in March enables kaiako taura to notice how teachers establish relationships with learners, how schools are organised, teachers' core practices, and the connections between practice and theory. In the lead up to the first professional practice, kaiako taura have participated in Ngā Mihi, a one-week full-time campus-based programme including teaching and learning in their courses. They have been introduced to [The Code of Professional Responsibility and Standards for the Teaching Profession](#). They are very much feeling their way into what it means to be a teacher – and are excited and often a little nervous about the demands of the role.

This professional practice is *mostly observational; however, kaiako taura are encouraged to participate in the life of the school* as appropriate and in negotiation with their kaiako pou. Kaiako taura are learning how to notice:

- relationship building and wellbeing
- teacher practices and decision-making
- the wider school context, including Te Tiriti o Waitangi partnership
- teaching and learning routines and resources
- planning and preparation for teaching and learning
- interaction patterns and organisation

These observations provide a foundation for their university-based learning in the first part of the year and enable kaiako taura to gain insight and examples that support them in connecting practice to theory.

The following guidelines have been developed in collaboration with schools who have hosted kaiako taura for Professional Practice 1. The guidelines should be flexibly adapted to suit the needs of each school.

Primary

Kaiako taura are encouraged to discuss their observations, reflections and questions with their Kaiako Pou and, where possible, other staff in school, and with their peers back on campus. Kaiako taura *are encouraged to negotiate with their Kaiako Pou to co-teach lessons in English and/or mathematics* during this week.

If there are Graduate Diploma students in the school at this time, the school may choose to create a programme for all students to participate in together.

Secondary

The aim is to get a *sense of the school as a whole as well as the activities of their Kaiako Pou* so this week could include a range of activities, such as following a junior class, accompanying a different teacher over several days, as well as observing the kaiako pou. If there are Graduate Diploma students in the school at this time, the school may choose to create a programme for all students to participate in together.

Kaiako taura in the MTch programme are also encouraged to negotiate with their Kaiako Pou to co-teach lessons during this week. Kaiako taura should discuss their observations, reflections and questions with their Kaiako Pou and, where possible, other staff in school, and with their peers back on campus.

Key Requirements for Professional Practice 1 (PP1 March 4th – March 8th 2024)

Requirement:	
1. Student Teacher and Mentor Teacher agreement	Kaiako tauira and Kaiako pou (or coordinators) should discuss and complete the agreement form on the first day.
<i>Kaiako tauira should upload the Student Teacher and Mentor Teacher Agreement onto NUKU no later than Friday 8th March 2024 (if not prior).</i>	
2. Reflective log	Kaiako tauira should keep a daily reflective log of their experiences and observations, using pseudonyms for the school and members of the school community. The reflective log should record:
<i>No submission required. Kaiako tauira are expected to maintain a reflective log to record reflections and self-assessment from observations and of their teaching.</i>	<ul style="list-style-type: none"> a. the activities and experiences that the Student Teacher has participated in each day b. observations about the interactions between teachers/kaiako and students, with thoughts about the teachers’ reasoning and decision-making behind the interactions c. ideas/’takeaways’ and questions about effective teaching practice d. observations and questions about the school context, community, and protocols/systems e. the role of Te Tiriti o Waitangi and te reo Māori in school practices f. changes in their assumptions, for example, about establishing routines, relationship building, teacher/kaiako practices and decision-making, and the wider school context <p>Student teachers are required to make their own running notes for reference and as part of their Reflective Log.</p>

<p>3. Observations</p>	<p>Kaiako taura should select one teaching session or part of the day to complete a focused observation. While observing, kaiako taura write down what they notice in as much detail as possible using the provided observation prompts (in course material). They can then compare what they noticed, and why, with other kaiako taura on campus during the period of their coursework.</p> <p>Prompts for further discussion and reflection in pairs might include:</p> <ul style="list-style-type: none"> • the aspects of students’ wellbeing and learning that the teachers/kaiako promoted, • how teachers/kaiako fostered an inclusive classroom culture or learning environment, • how mātauranga-a-iwi and te reo Māori formed part of the teaching and learning, • what digital teaching and learning tools were being used and for what purpose
<p><i>Reflection about this focused observation should be included as part of the Reflective Log above.</i></p>	<p>The observations and notes from any discussions in school should form part of the reflective log.</p> <p>Additional requirements for Primary kaiako taura: Kaiako taura in the primary programme have been asked to reflect on additional questions about:</p> <ul style="list-style-type: none"> • what teachers do to help build relationships with students that recognise difference and diversity • the learning environment • how learning in different curriculum areas is designed, implemented, and assessed. <p>There is no expectation that students will see each curriculum learning area being taught in the professional practice week. Primary students have further details in the assessment information for TCHG507 and TCHG508.</p>

Assessment of Teaching

Assessment is key both for further learning and for determining grading within qualifications. To graduate, kaiako taura must satisfactorily meet the Teaching Standards across their professional practice experiences. This involves reaching at least a 'competence' level in each of the Standards as specified by the Matatū Aotearoa|Teaching Council of Aotearoa New Zealand, and as evidenced in formal observations and written reports.

Kaiako taura are provided with formative assessment feedback about their progress towards the Standards and summative assessment against the Standards. The Key Teaching Practices (KTPs), which are linked to the Standards, form the basis for assessment:

- The Kaiako Pou provides feedback to the Kaiako Taura at a weekly formal meeting. This meeting includes reflection on lesson assessments of the Kaiako Taura, completed by the Kaiako Pou, using the KTPs as a basis for feedback.
- Kaiako taura will receive at least three visits from their visiting lecturers during the year. The visits will provide feedback to the Kaiako Taura, which may be given in conjunction with the Kaiako Pou. 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 Programme Directors. Communication in relation to any additional visits will typically involve the Kaiako Taura, Kaiako Pou, EPPPO and Programme Director.
- Using the KTPs provided in this handbook, and drawing on feedback provided throughout the professional practice, the Kaiako Pou provides one summative assessment of the teaching of the Kaiako Taura in each half year.
- Constructive formative assessment feedback to promote professional learning along with summative assessment of progress against the Standards is also given by visiting lecturers. Usually, the Kaiako Pou will not be involved in the observed lesson. After the observation, the visiting lecturer will always discuss the progress of the Kaiako Taura with the Kaiako Taura and with the Kaiako Pou.
- Kaiako taura must submit their summative assessment reports to the EPPPO so that the grade for the

The professional practice is graded as pass, pass with caution, or fail. 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:

- Using at least two summative reports for each kaiako taura, including one from a visiting lecturer and one from the Kaiako Pou.
- Grades across the Standards and across reports are collated by members of the EPPPO. Where all grades are in the competent range, the Kaiako Taura is deemed to have passed the professional practice.
- The Manager of the EPPPO convenes a Professional Practice Review Panel 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 grades across their summative reports that are below the competent range for two or more Standards, and/or by more than one assessor.

Where kaiako taura are 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 Review Panel for consideration, within one week of receiving the interim decision. If the 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, TCHG505/506.

Students who have failed 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 in a further professional practice. Any additional opportunity to pass a professional practice will be determined on a case-by-case basis.

Matatū Aotearoa|The Teaching Council of Aotearoa New Zealand stipulates that kaiako taura will only have two opportunities to pass each professional practice 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.

Learning design

Kaiako taura should be involved in planning, preparing and implementing aspects of the teaching and learning programme with guidance from 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 change to be made. The Kaiako Pou should advise the Kaiako Taura how much time they require for this process to occur. For primary and secondary kaiako pou, two days in advance of when the student is teaching is a good rule of thumb.

Kaiako taura are provided with planning templates; however, any form of planning that suits both the Kaiako Taura and the Kaiako Pou can be used as long as it contains information required by the VUW template. At a minimum, we would expect planning to identify:

- the relevant Achievement Objective(s), drawn from the 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 ona 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, kaiako taura should evaluate their planning so that the next learning steps for learning and teaching are identified and planned for. Visiting lecturers will want to see evidence of this planning and evaluation during their visits. Kaiako taura must have organised evidence of prior planning and reflections on lessons taught available for visiting lecturers.

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 tairā 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 tairā 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 tairā 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 tairā 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.

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	○ 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	○ 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 • Manage lesson pace and structure to account for both

				<p>diverse learning needs and the needs of the class as a whole</p> <ul style="list-style-type: none"> • 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
<p>Te mana o te whenua me Mātauranga</p>		<p>28. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning</p>		<ul style="list-style-type: none"> • Use prior learning to link to current learning • Build on existing knowledge to connect with current learning
<p>Whanaungatanga</p>		<p>29. Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning</p>		<ul style="list-style-type: none"> • Demonstrate good organisational and time management skills • Establish own teaching style within expected routines and norms

				<ul style="list-style-type: none"> • 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

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

Kaiako taura may not self-withdraw from a Professional Practice without having discussed their issues or concerns with the Kaiako Pou or appropriate staff member such as the coordinator (in primary or secondary schools) 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/centre community, or where there is insufficient progress.

If the placement is ended or a withdrawal is negotiated, the Education Professional Practice and Partnerships Office 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 and centres.

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/centres in which kaiako taura are placed for Professional Practice
- not intervening with, or seeking information from, the school/centre, children/students or family/whānau that is beyond the scope of the teaching practice of kaiako taura
- maintaining a high degree of ethical behaviour with particular consideration of confidentiality issues when deciding what to record, develop, and share from professional practice
- treating professional practice-based information shared by peers within the context of the programme (such as in tutorials) as confidential
- keeping the identity of children/students, teachers and the schools/centres in which they teach confidential when presenting information about professional practice through discussions, tutorials, 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. 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 child/student, 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.

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 procedures and permission forms.
- Kaiako taura must use a school camera or device for taking images of the children or students, except where express permission is given by the 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 children/students and their families 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 children/students and their families 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 of Education 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 school's and centre's responsibility 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 and Mentor Teacher Agreement** must be returned to the Education Professional Practice and Partnerships Office as assurance that obligations under the Act have been met.

Schools and centres are reminded that Kaiako taura are not permitted to take classes or groups out of the school/centre without the Kaiako Pou or other suitably qualified person accompanying them. However, they can accompany excursions and fieldtrips. Kaiako taura can be included in the ratio of adults to children required for by centres for a trip but 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 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 to discuss protocols of completing the professional practice putting wellbeing and safety at the forefront of decision making.

Public health requirements for Covid-19

Kaiako taura must 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 symptom of Covid-19 - including a snuffle, cough or sore throat - they **MUST** stay home. 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 hear that their test results are negative.

It is the responsibility of the Kaiako Pou to contact the Kaiako Taura in the event of a shift in alert levels. Kaiako taura should be guided by public health advice and the school's procedures. Kaiako pou are also asked to inform the Education Professional Practice and Partnerships Office about any consequential changes to the Professional Practice.

Children's Act

Te Herenga Waka Victoria University of Wellington undertakes police vetting of kaiako taura on behalf of schools and centres, 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, Head Teacher or Centre Manager. 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.