

# **PROFESSIONAL PRACTICE HANDBOOK: PP1**

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## **Graduate Diploma of Teaching (Primary and Secondary) Te Whānau o Akopai - School of Education**

For Student Teachers, Associate Teachers, and School Coordinators



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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.

This one-week professional practice placement was introduced at the request of our advisory groups, schools, centres and students. The aim of Professional Practice Placement 1 is for student teachers to experience an education context and begin to make sense of the range of teaching and learning that occurs in schools and the role of educators.

Students in our Graduate Diploma of Teaching (Primary and Secondary) begin this one-week placement on Monday in a small number of schools in Wellington and in major centres in each region. Each Kainga Akopai (host schools) hosts a group of student teachers (in primary and secondary schools).

The purpose of this **Professional Practice 1 Handbook** is to welcome you and explain what we are seeking to achieve in the first full-time placement in schools. The Handbook provides guidelines for a professional practice that have been developed in collaboration with Associate Teachers and Coordinators and can be flexibly adapted to suit the school or centre context.

To each Kainga Akopai, thank you for partnering with VUW's School of Education and the Education Professional Practice and Partnerships Office (EPPPO) to host student teachers on their first and formative professional practice placement for the year.

## Contacts

During this professional practice, all queries and concerns should be directed through the Education Professional Practice and Partnerships Office. These will be referred to the student teachers' Whanau Ako Kaiārahi (academic mentor) or Programme Director, as necessary.

### Key People

<b>Education Professional Practice and Partnerships Office</b>	Purvi Chhaya (Manager) T: 04-887 3076 e: <a href="mailto:professionalpractice@vuw.ac.nz">professionalpractice@vuw.ac.nz</a> PO Box 600, Wellington, 6140 Murphy 813, Victoria University, Kelburn Parade, Wellington (courier address)
<b>Programme Director (Primary)</b>	Dr Sandi McCutcheon T: 027 467 815 e: <a href="mailto:sandi.mccutcheon@vuw.ac.nz">sandi.mccutcheon@vuw.ac.nz</a>
<b>Programme Director (Secondary)</b>	Dr Catherine Hill T: 04-886 4477 e: <a href="mailto:catherine.hill@vuw.ac.nz">catherine.hill@vuw.ac.nz</a>

### Notes for all kaiako tauira:

Kaiako tauira should take valid photographic identification (e.g., Student I.D., Driver's License, Passport) with them on their first day in kura as host kura may request to see this for safety purposes.

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

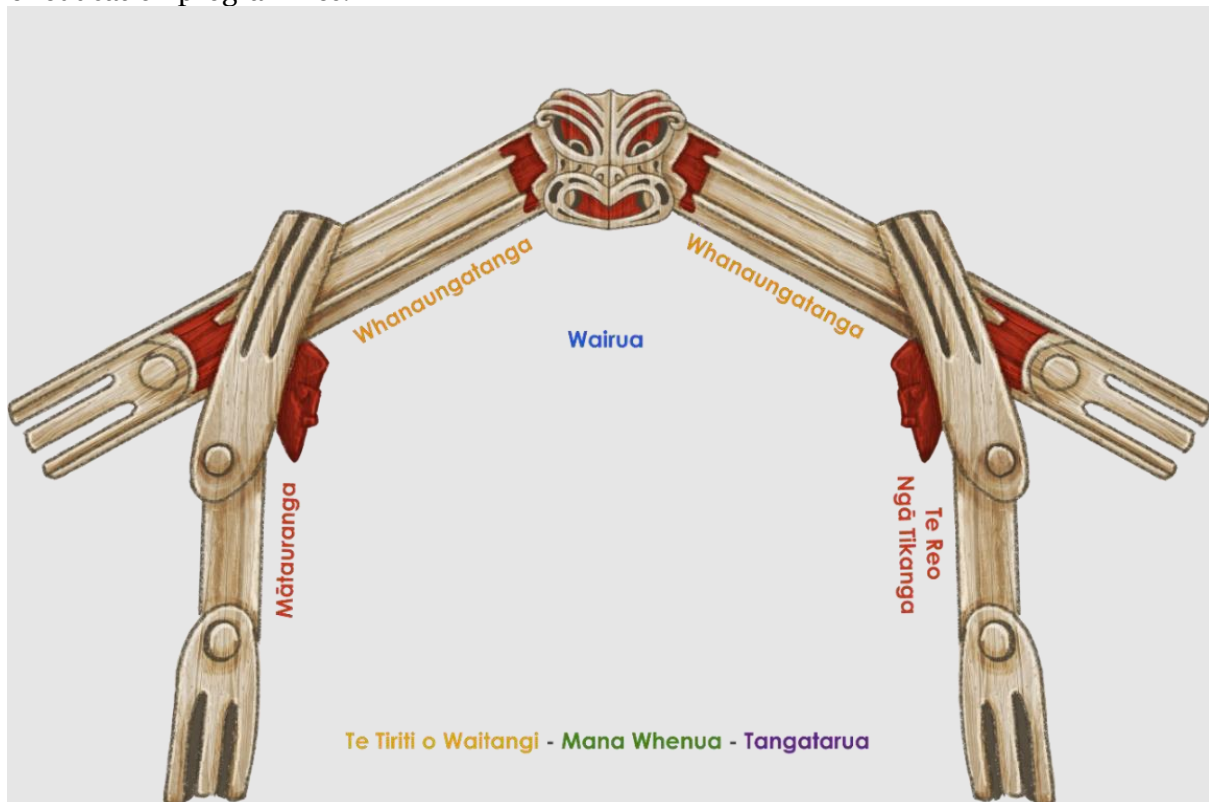
Kaiako tauira should check that their contact details on Pūaha are correct. If contact details change, please update these on Pūaha immediately and inform EPPPO. The main email address that the EPPPO team will use to communicate with kaiako tauira is through their VUW email addresses so please ensure that this is accessed regularly.

## Te Waharoa: Our vision and our values

Te Puna Akopai—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 Student Teachers/Kaiako Tauira and how we build the strong partnerships with centres and schools that are central to enacting our collective vision.

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

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 aim to ensure our graduates work from a commitment to Te Tiriti o Waitangi, and social, cultural, and ecological justice, so they can be agents of change designing teaching and learning for a complex, diverse, and changing world.

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

- incorporates Māori worldviews, emphasises criticality, and insists 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, as well as 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 Student Teachers to teach in transformative and inspiring ways for all ākonga across the Primary and Secondary Education Sectors in Aotearoa New Zealand. Relational, reflective and adaptive practices, and ethical sensitivity, are at the heart of our programmes. We focus on developing Student Teachers' deep knowledge and critical thinking to ensure high quality education for all learners, including those who have been under-served in education.

## Key Dates: 2025

Dates	First Half of the Year
February 12 <sup>th</sup>	Programme commences
February 12 <sup>th</sup> – 14 <sup>th</sup>	Ngā Mihi: campus-based, block course (compulsory for all kaiako tauira)
March 10 <sup>th</sup> – 14 <sup>th</sup>	<b>Professional Practice 1 (Observation Week):</b> Full-time one-week observational placement offering an overall introduction to a kura environment (not necessarily subject or year-level specific)
April 14 <sup>th</sup> – 27 <sup>th</sup>	Easter, school holidays and programme break
May 5 <sup>th</sup> – June 13 <sup>th</sup>	<b>Professional Practice 2:</b> 6-week full-time placement in kura
June 27 <sup>th</sup>	First half year programme concludes
Dates	Second Half of the Year
July 14 <sup>th</sup> – August 22 <sup>nd</sup>	Programme re-commences
August 25 <sup>th</sup> – October 31 <sup>st</sup> School Holidays: Sep 22 <sup>nd</sup> – Oct 5 <sup>th</sup>	<b>Professional Practice 3:</b> 8-week full-time placement in kura
November 3 <sup>rd</sup> – 28 <sup>th</sup>	Programme continues
December 1 <sup>st</sup> – 5 <sup>th</sup>	Wānanga week: campus-based, block course (compulsory for all kaiako tauira)
December 5 <sup>th</sup>	Programme concludes

## Introductory Days in Schools

Dates	
First half-year, lead-up to Professional Practice 2	<p><b>Primary:</b> 1 day in school (DISC) (<i>Week of 28 April/First week back of Term 2 for schools</i>): <u>Thursday 1<sup>st</sup> May</u></p> <p><b>Secondary:</b> 1 day in school (DISC) (<i>Week of 28 April/First week back of Term 2 for schools</i>): <u>Tuesday 29<sup>th</sup> April</u></p>
Second half-year, lead-up to Professional Practice 3	<p><b>Primary:</b> There are 4 days in school, 2 days per week: <u>Thursday 14<sup>th</sup></u> and <u>Friday 15<sup>th</sup> August</u> / <u>Thursday 21<sup>st</sup></u> and <u>Friday 22<sup>nd</sup> August</u></p> <p><b>Secondary:</b> There are 4 days in school, 2 days per week: <u>Monday 11<sup>th</sup></u> and <u>Tuesday 12<sup>th</sup> August</u> / <u>Monday 18<sup>th</sup></u> and <u>Tuesday 19<sup>th</sup> August</u></p>



## **The Purpose of Professional Practice 1 (Observation)**

This one-week full-time school placement enables Student Teachers 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, Student Teachers 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, Student Teachers are encouraged to participate in the life of the school as appropriate and in negotiation with their Mentor Teachers. Student Teachers 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 Student Teachers to gain insight and examples that support them to connect practice to theory.

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

## **Guidelines for Professional Practice 1 (Observation)**

*The following guidelines have been developed in collaboration with schools and should be flexibly adapted to suit the needs of each school.*

### **Primary**

Where possible, Student Teachers are placed in groups of 4-10 in each school and may be attached in pairs to a class. They are encouraged to discuss their observations, reflections and questions with each other and available staff. Student Teachers are encouraged to fully immerse themselves in the school so that they can attend to the interactions between children and Kaiako, and between peers, as well as to the dynamics of environmental messages and the teacher's role.

Students are encouraged to participate in school events and excursions, with direct supervision.

### **Secondary**

Where possible, Student Teachers are placed in groups of 4-10 in each school and work in pairs or small groups throughout the week. They are encouraged to discuss their observations, reflections, and questions with each other.

The Professional Practice could include following a junior class for a day, accompanying a different teacher over several days, shadowing a teacher or department – or a combination. This placement is not curriculum or discipline based and Student Teachers should not expect to be assigned to classes based on their curriculum expertise or subject area. School coordinators are encouraged to design a programme that fits their context and needs.

Students are encouraged to participate in school events and excursions, with direct supervision.



## Requirements for Professional Practice 1

<b>Requirement 1: Reflective log (Student Teachers)</b>	<p>Student Teachers should keep a daily reflective log of their experiences and observations, using pseudonyms for the school/centre and members of the school/centre community. The reflective log should record:</p> <ul style="list-style-type: none"> <li>• the activities and experiences that the Student Teacher has participated in each day.</li> <li>• observations about the interactions between teachers/kaiako and children/students, with thoughts about teachers' reasoning and decision-making behind the interactions</li> <li>• ideas/'takeaways' and questions about effective teaching practice</li> <li>• observations and questions about the school/centre context, community, and protocols/systems</li> <li>• the role of Te Tiriti o Waitangi and te reo Māori in centre and school practices</li> <li>• changes in their assumptions, for example, about establishing routines, relationship building, teacher/kaiako practices and decision-making, and the wider school context</li> </ul> <p>Student Teachers will be provided with a format for their reflective log.</p>
<b>Requirement 2: Observations (Student Teachers)</b>	<p>Student teachers should select one teaching session or part of the day to complete a focused observation. While observing, student teachers write down what they notice in as much detail as possible using the observation prompts provided. They should then compare and contrast what they noticed, and why, with another student teacher in the same context. If this is not possible, Student Teachers should pair up with someone in their whānau ako rōpū to compare and contrast their observations.</p> <p>Prompts for further discussion and reflection in pairs include: the aspects of tamariki or ākinga wellbeing and learning that the teachers/kaiako promoted, how teachers/kaiako fostered an inclusive centre or 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> <p>The observation and notes from the discussion in pairs should form part of the reflective log above.</p> <p>Additional requirements for Primary Student Teachers Student Teachers in the primary programme have been asked to reflect on these additional questions: What do teachers do to help build relationships with students that recognise difference and diversity?</p> <p>How is learning in different curriculum areas assessed, designed, and implemented? There is no expectation that students will see each curriculum learning area being taught in the Professional Practice week. Students have further details in the assessment information for TCHG325 and TCHG326.</p>

<b>Requirement 3: Formative Feedback (Associate Teachers/School Coordinators)</b>	<p>Associate Teachers (or coordinators in consultation with Associate Teachers) are asked to briefly report on the Student Teacher's professionalism during the professional practice, in line with the Professional Learning and Professional Relationships standards, and Code of Professional Responsibility. A brief form is provided for this purpose and should be returned to <a href="mailto:professionalpractice@vuw.ac.nz">professionalpractice@vuw.ac.nz</a>.</p> <p><b>Alternatively, students should submit this via NUKU.</b></p>
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## Roles and responsibilities

High quality professional practice placements are built on strong, authentic partnerships between university staff, associate teachers, schools/centres and student teachers. Members of this 'triadic' partnership agree to the following roles and responsibilities:

### Student Teachers:

- Are mindful of the demands on teachers and considerate in their interactions with busy staff
- Understand their novice status and do not provide advice or feedback to Associate Teachers
- Take responsibility for their own learning and ensure that their time in the school or centre is fully utilised and all aspects of coursework are fully met
- Take every opportunity to develop their competency in te reo me ngā tikanga Māori and connections with whānau, hapū and iwi (where appropriate)
- Respect and adhere to school and centre policies, procedures, and protocols
- Demonstrate professionalism in their attendance at their school / centre
- Participate in team meetings and staff professional development as appropriate
- Discuss any difficulties promptly with the Associate Teacher and contact VUW's Programme Director and school/centre coordinator if problems persist

### Attendance and participation (Student Teachers)

- All Student Teachers must complete five full days of placement in the first Professional Practice.
- While the Student Teachers are in their school it is expected that they will:
- Be punctual, prepared to attend between the hours of 8.00 am and 5.00 pm (or as required by the school), and be available for meetings and co-curricular activities.
- Inform the Associate Teacher or Coordinator before 8.00am if they are unable to attend placement as the result of sickness or other exceptional circumstances.
- Discuss an extended absence (i.e., three days or more) with the Education Professional Practice and Partnerships Office 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 and Centre Coordinators and Associate Teachers:

- Include the Student Teacher within the learning environment, staff and teams, and school/centre structures
- Discuss school and centre policies, procedures and protocols with the student teacher, including those related to Covid-19.
- Demonstrate and discuss effective teaching for equitable outcomes for learners
- Complete formative feedback about the Student Teacher's professionalism

#### The Wider School:

- Includes and contributes to the Student Teacher's process of collaborative sense-making (for example, understanding a child's behaviour)
- Demonstrates commitment to and shares actions that progress Te Tiriti o Waitangi partnership
- Provides opportunities for the Student Teacher to ask questions and seek clarification

#### Education Professional Practice and Partnerships Office:

- Facilitates problem-solving in collaboration with the Associate Teacher, coordinators and others as required
- Safeguards the Professional Practice for the Student Teacher and Associate Teacher and facilitates open conversations wherever possible

### Protocols

#### Support during professional practice

We expect that Student Teachers will be treated in an ethical, respectful, and responsible manner and with fairness, integrity and empathy while they are on placement – and that Student Teachers reciprocate. Issues during Professional Practice can and do arise. When issues arise for the Student Teacher, we encourage them to try to resolve these with their Associate Teacher or Coordinator in the first instance.

Student Teachers, schools and centres should contact the Education Professional Practice and Partnerships Office if problems persist.

#### Professional and ethical practice

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

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**.

Primary and Secondary Student Teachers should understand that it is okay to be friendly, but that students are not their friends. They should maintain professional and respectful relationships with children/students.

All Student Teachers are reminded they must not share their contact details with students or connect with parents and whānau via personal social media accounts. Further, Student Teachers 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.

All Student Teachers are expected to abide by the ethical protocols in their centre or school. Before observing, videoing, or photographing the children, staff or school/centre environment, Student Teachers must have gained written permission using the school/centre's procedures and permission forms.

Student Teachers must use a school/centre camera or device for taking images of the children or students, except where express permission is given by the Associate Teacher for a Student Teacher to use their own device.

Images of children must not be shared outside the centre or school and Student Teachers must not post photos or comments about the school/centre, staff, or children/students and their families on social media.

Student Teachers are expected to maintain confidentiality in their professional, public and private domains. This means that they must not name teachers, centres/schools or children/students and their families in any forum, including written assignment work, outside of the school/centre.

The VUW Faculty of Education may investigate any serious formal complaint of unprofessional conduct under the Student Conduct Statute: see [www.victoria.ac.nz/policy](http://www.victoria.ac.nz/policy). Student Teachers should be aware that the Faculty may report to the Matatū Aotearoa | The Teaching Council of Aotearoa New Zealand any matter that calls into question the Student Teacher's likely ability to uphold the Code of Professional Responsibility.

### **Health and Safety Act**

It is the school's responsibility to ensure that Student Teachers are sufficiently briefed about the policies and procedures under the Health and Safety at Work Act 2015.

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

Student Teachers must not be asked to carry out relief teacher duties. This includes opening, closing, or waiting for parents who are late at the end of the day. Further, they must not be solely responsible for supervising the whole outdoor or indoor area, or for taking children on an excursion.

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

Student Teachers must ensure that they have been briefed about the Health and Safety guidelines in their school at the start of the placement.

Student Teachers should be guided by public health advice and the school's policies and procedures in case of any health events, emergencies or other natural disasters. Associate Teachers are also asked to inform the Education Professional Practice and Partnerships Office about any consequential changes to their Professional Practice.

### **Children's Act**

Te Herenga Waka | Victoria University of Wellington undertakes police vetting of Student Teachers 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. Student Teachers are required to immediately disclose any pending charges or criminal convictions that arise during their enrolment in any ITE programme to the university.