

# 2025

## **PROGRAMME AND PROFESSIONAL PRACTICE HANDBOOK**

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### **Master of Teaching and Learning Programme (Primary & Secondary)**

**Te Whānau O AkoPai - School of Education**

For Student Teachers, Mentor Teachers and 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 on the Master of Teaching and Learning (Primary and Secondary) programmes (MTchLrn) to work 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 your days in school as kaiako tauira (student teachers) during the year. 'Days in school' means all the time kaiako tauira are in school. This includes the 'Initial Week', Professional Practice 1 (PP1) – your first one-week full-time placement in schools – followed by Professional Practice 2 (PP2) - the 6-week swap placement in May-June. The Handbook provides guidelines for professional practice. These have been developed in collaboration with kaiako pou (mentor teachers – **note**, throughout this Handbook and on course documentation, the terms 'kaiako tauira' / 'student teacher' and 'kaiako pou' / 'mentor teacher' are used interchangeably), school coordinators and the Teaching Council of Aotearoa New Zealand (TCANZ). The guidelines are adaptable to suit different school contexts. Outside of full-time professional practices, kaiako tauira will be in their host schools for a minimum of 3-4\* days each week, attend university tutorials on Thursday afternoons, and have one weekday allocated for independent study.

**\*For primary** kaiako tauira, this means a minimum of 3 full days in the classroom.

**\*For secondary** kaiako tauira – because of the nature of secondary school timetabling – this may mean that the teaching could be spread over 4-5 days to allow kaiako tauira to teach all the lessons for one junior class and one senior class.

The partnership between the School of Education, the Education Professional Practice and Partnerships Office (EPPPO) and schools who host kaiako tauira throughout the year is central to the MTchLrn Programme and to the success of kaiako tauira. 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

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.

### Key people

|  |  |
|--|--|
| <b>Education Professional Practice and Partnerships Office (EPPPO)</b> | Purvi Chhaya (Manager)<br>t: 04 887 3076<br>e: <a href="mailto:professionalpractice@vuw.ac.nz">professionalpractice@vuw.ac.nz</a><br>PO Box 600, Wellington, 6140<br>Murphy 813, Victoria University, Kelburn Parade, Wellington (courier address) |
| <b>Programme Director (Primary)</b>                                    | Frank Wilson<br>t: 04 887 3124<br>e: <a href="mailto:frank.wilson@vuw.ac.nz">frank.wilson@vuw.ac.nz</a>  |
| <b>Programme Director (Secondary)</b>                                  | Dr Anne Yates<br>t: 04 4639744<br>e: <a href="mailto:anne.yates@vuw.ac.nz">anne.yates@vuw.ac.nz</a>  |

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.

### Contact details and ID

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

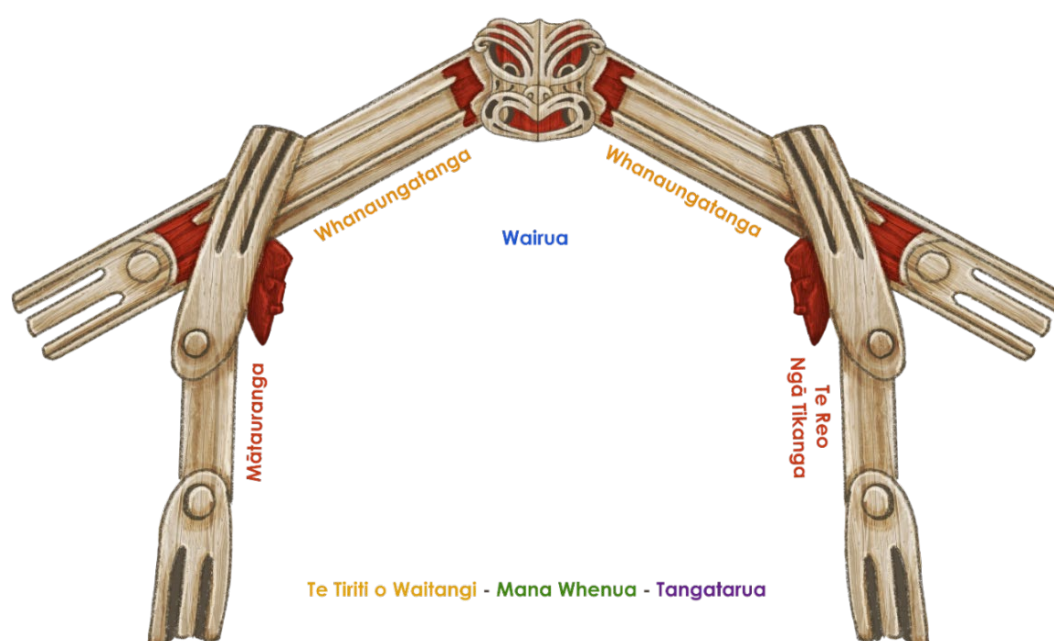
Having up to date contact information for all our kaiako taura is crucial for us. Contact information is used by the EPPPO to ensure that professional practice schools and centres (coordinators and kaiako pou), visiting lecturers, and programme directors can contact kaiako taura to support their teaching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

Kaiako taura should check that their contact details on Pūaha are correct. If contact details change, please update these on Pūaha 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 Ako Pai, 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 Akopai, 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, 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, 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. As the MTchLrn partnership lasts for the whole year, understanding roles and responsibilities is crucial. These roles and responsibilities have been developed with mentors, school coordinators, and education advisory committees, in line with **Ngā Paerewa |the Standards for the Teaching Profession and Ngā Tikanga Matatika | the Code of Professional Responsibility (TCANZ, 2020)**. All kaiako taura are members of the teaching profession because they are bound by – and must therefore meet – all TCANZ Codes and Standards.

### Kaiako taura

- Take responsibility for their own learning and ensure that their time in the school is fully utilised and all aspects of coursework are fully met
- Meet regularly with kaiako pou for formative feedback and to design learning
- Submit planning documentation in sufficient time for feedback to ensure they are ready to teach – 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 their kaiako pou (and/or school coordinator) and contact EPPPO and/or programme director if issues 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 (PP) documentation to EPPPO

### Attendance and participation

Outside of full-time block placements, MTchLrn kaiako taura attend school for professional teaching opportunities for **three to four days** each week (depending on sector and teaching responsibilities). While kaiako taura 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 kaiako pou or school coordinator before 8.00 am if they are unable to attend school as the result of sickness or other exceptional circumstances. Kaiako taura must notify EPPPO of any and all absences by completing the **absence notification form**. As TCANZ stipulates that kaiako taura complete a certain number of satisfactory days in school, EPPPO will triangulate school attendance records with absences recorded via the notification form. During block PP placements, kaiako taura must discuss any extended absence (i.e. three consecutive days or more) with their programme director and EPPPO as it may lead to TCANZ requirements not being met.

### 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 and unprecedented natural calamities**.
- Observe kaiako taura regularly, and provide formative and summative feedback against specific criteria and facilitate kaiako taura ability to reflect on feedback to improve their practice
- Demonstrate the potential of effective teaching to influence equitable outcomes
- Provide an environment that fosters, and models, the integration of te reo me te ao Māori within teaching and learning practices
- Demonstrate professional leadership

- Facilitate constructive learning conversations
- Assist kaiako taura to plan and teach effective learning programmes
- Assist kaiako taura to gather and analyse assessment data for evaluating and informing teaching decisions
- Model and explain effective classroom management strategies and creation of effective environments for teaching and learning
- Collaborate with the programme director and EPPPO to monitor the progress of kaiako taura
- Provide written reports in relation to the progress of kaiako taura
- Advocate for the wellbeing and support of kaiako taura in managing 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 kaiako taura to ask questions and seek clarification

## **Visiting Lecturers**

- Observe 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 well-being 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 in developing and using a range of classroom management strategies
- Assist kaiako taura to reflect on gathering and analysing assessment data for evaluating and informing teaching decisions
- Collaborate with the programme director and EPPPO to monitor the progress of kaiako taura. Provide written reports in relation to the lesson observation of kaiako taura
- Advocate for the well-being 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

## **Online Learning**

We aim for our graduates to be confident, capable teacher practitioners who build strong relationships with learners, learning communities, and make meaningful connections between theory and practice to inform and improve all aspects of their roles as leaders of learning. 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 Ngā Paerewa | Standards for the Teaching Profession (in a supported environment) and Ngā Tikanga Matatika | the Code of Professional Responsibility. Learning

Design courses support students to engage with four cross-programme priorities: Mātauranga-a-iwi, the Digital Age Educator, Education for Pacific Peoples, and Inclusive Education.

Further details about the learning objectives for each course can be found on the University website.

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

All university mahi is online, asynchronous, self-directed learning. Course coordinators and/or programme directors may make additional arrangements.

For primary kaiako tauira, online hui will be on Thursday afternoons after the end of the school teaching day.

For secondary kaiako tauira, tutorials will be on Thursdays (times TBA). Secondary kaiako tauira are strongly advised to organise themselves to attend the tutorials in person, however, there may be an option for Zooming in (this arrangement will be as directed by the lecturer).

| Master of Teaching and Learning (Primary and Secondary) |   |  |  |
|---|---|--|--|
| First half year courses                                 | <p>Te Koruru 1<br/>TCHG 505</p> <p>This course focuses on Te Tiriti o Waitangi Partnerships, Professional Learning and Professional Relationships</p> | <p>Ngā Amo: Learning Design<br/><b>PRI:</b> TCHG 507</p> <p>Ngā Maihi : Learning Design 1<br/><b>SEC:</b> TCHG526 (with 4x two-hour workshops for subject specialisation/s)</p> <p>This course focuses on developing a learning-focused culture, design for learning and the cross-programme priority of Mātauranga-a-iwi</p>  | <p>Ngā Amo: Learning Design 2<br/><b>PRI:</b> TCHG 508</p> <p>Ngā Raparapa 1: Exploring Teaching Dynamics with a Digital Age<br/><b>SEC:</b> TCHG 528</p> <p>This course focuses on developing a learning-focused culture, design for learning and the cross-programme priority of the digital age educator</p>  |
| Second half year courses                                | <p>Te Koruru 2<br/>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<br/><b>PRI:</b> TCHG 509</p> <p>Ngā Maihi: Learning Design Inclusive education<br/><b>SEC:</b> 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<br/><b>PRI:</b> TCHG517</p> <p>Ngā Raparapa 2: Advanced Teaching Dynamics with a Pacific Learner Focus<br/><b>SEC:</b> TCHG 528</p> <p><b>SEC:</b> 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 tauira.



## Key dates for 2025

It is expected that kaiako tauira and kaiako pou will have made contact with each other prior to the start of the school year. At the very least kaiako tauira and kaiako pou will schedule an initial meeting of all kaiako pou and kaiako tauira for 2025.

The programme directors will be hosting start-of-year hui for all kaiako tauira and kaiako pou. These hui will focus on beginning-of-year set up, how to get started, and initial expectations (including weekly observations, considering KTPs, significant reporting dates and co-planning expectations).

**For primary kaiako tauira and kaiako pou, this hui will be on Wednesday 5 February at 4pm for about 45 minutes.**

**For secondary kaiako tauira and kaiako pou, this hui will be on Tuesday 4 February at 4pm for about 45 minutes.**

| Dates                     | First half-year   |
|---------------------------|---|
| February 3                | Programme commences – Initial week in school (Monday – Wednesday)<br><i>(Note: Thursday 6 February – Public Holiday – Waitangi Day)</i> |
| February 12 – 14          | Ngā Mihi: campus-based, block course (compulsory for all kaiako tauira)   |
| February 17 – 07 March    | 3-4 days in school/observation, relationship building/and self-directed study   |
| March 10 – 14             | Professional Practice 1: 1-week full-time placement in school   |
| March 17 – 11 April       | 3-4 days in school and self-directed study  |
| April 14 – 25             | <b>School holidays and mid-tri programme break</b>  |
| April 28 – 02 April       | 3-4 days in school and self-directed study  |
| May 05 – 13 June          | Professional Practice 2: 6-week full-time placement in swap school  |
| June 16 – 27 June         | 3-4 days in school and self-directed study  |
| June 30 – 11 July         | <b>School holidays and university break (holiday for kaiako tauira)</b>   |
| Dates                     | Second half-year  |
| July 14                   | Programme recommences   |
| July 14 – 18 July         | Self-directed study week with minimum 1 day in school   |
| July 21 – 22 August       | 3-4 days in school and self-directed study  |
| August 25 – 31 October    | Professional Practice 3: 8-week full-time placement in school <b>(school holiday break September 22 – 03 October)</b>                   |
| November 3 – 28 November  | 3-4 days in school and self-directed study  |
| December 01 – 05 December | Wānanga Week: campus-based, block course (compulsory for all kaiako tauira)   |
| December 08 – 19 December | In school 3-4 days per week / programme concludes   |

## Placement Overview and Structure

### Primary

#### **Beginning the year**

As part of the induction process, kaiako tauira and kaiako pou are required to clarify the parameters of how the kaiako tauira will work within the school and ensure that they understand school policies and procedures, including those related to the Health and Safety at Work Act (2015). The Student Teacher and Mentor Teacher (ST/MT) Agreement form should be uploaded onto Nuku (the online learning environment for your courses) by the advised due date.

There will be an initial check-in visit and informal observation by a visiting lecturer before the end of term 1. This visit allows both kaiako tauira and kaiako pou to check they are happy with their ST/MT Agreement and to answer any other pātai (questions). This is essential to establish and safeguard the long-term relationship between the three parties.

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

Further details about the first Professional Practice (Week: 10 – 14 March) can be found in the ***Guidance and Requirements for Professional Practice 1*** section of this handbook.

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

##### Initial Week (week of 3 February)

In school Monday, Tuesday, Wednesday. Finding your feet in school, what happens at the start of the year, observation, learning ākonga / colleagues' names, routines, etc...

##### Ngā Mihi (week of 10 February)

All kaiako tauira on campus for the official start of the Initial Teacher Education year – orientation, relationship building, tikanga and kaupapa for the year

##### Weeks 1, 2 and 3 of the programme (weeks of 17, 24 February and 3 March)

In school **3-4 days (plus devoting a day to self-directed study and online hui)**. Emphasis in school is on observation, asking questions, understanding role of kaiako, getting involved (break duty / lunch supervision), learning names, start-of-year assessments and recording keeping, particular emphasis on **observation and small group teaching of English and mathematics**, setting up routines and getting into good habits. Kaiako tauira will be leading activities such as roll and karakia at the beginning of the day or 'directing' transitions (e.g. tamariki out for morning tea, or end-of-day routines) for the days they're in the classroom.

Leading small group activities (e.g. sharing a book, small PE games) and some group teaching if appropriate using kaiako planning.

Weekly 'ring-fenced' hui, reflections, and goal setting (kaiako tauira responsible for minuting hui).

##### Week of 10 March until end of Term 1

Main teaching begins. Initially through working with small groups for mathematics, for reading, and writing (schools organise literacy teaching in different ways), and working from kaiako pou planning.

During this period, kaiako tauira are expected to use the plans made by kaiako pou to co-teach at least two lessons (ākonga in small groups) each in English and mathematics per week, and at least one (wherever possible) in another learning area. (Co-teaching includes working with a small group within the context of a lesson led by kaiako pou.) Weekly observations at this point are likely to be based more on Professional Relationships and Professional Learning.

Kaiako tauira 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 tauira 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 tauira are developing the knowledge and capabilities to plan and sequence lessons. Kaiako tauira will be gaining familiarity with the Key Teaching Practices (KTPs) and each of the Standards as they work towards achieving competency. Kaiako tauira should negotiate and agree to professional learning goals for the first half-year (aligning with the Standards, through the KTPs) with their kaiako pou and programme director.

### **Term 2 - Professional Practice 2: (5 May – 13 June) Teaching in a new context (six-week swap)**

At this point in the programme, kaiako tauira experience a different learning environment by swapping schools with another in their cohort for six weeks. The focus is on the ability to transfer skills kaiako tauira are developing in their 'home school' and to plan for a new learning context. 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 tauira continue to be 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 six-week swap, the key element is sustaining teaching. Kaiako tauira must 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). Kaiako tauira will teach on at least 3 days each week (and remain in the classroom on those days). 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 (8 am to 5 pm, or similar, Monday to Friday) for the duration of the six-week swap.

Students will have at least one formal observation each week from their kaiako pou. In addition, a visiting lecturer will conduct one observation – in either week 3, 4, or 5 of the swap. During the six-week placement, kaiako tauira should prioritise and focus on agreed Standards (using KTPs). By the end of Term 2, kaiako tauira should be making satisfactory progress towards reaching competency (as indicated on the Professional Practice Report Form) in relation to most of the Standards.

### **Post-PP2 through to second half of Term 3: Taking more responsibility for teaching, learning, and planning**

Kaiako tauira are expected to be continuing to show progress on previous feedback. Kaiako pou should feel confident that kaiako tauira are 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. Kaiako tauira are expected to take responsibility for the whole class or cohort at appropriate points in the daily programme, such as from beginning of the day to lunch time.

| Programme Stage                                   | Minimum Teaching Expectations  | Written Documentation<br>(All documents uploaded via Nuku)  |
|---|--|---|
| <b>February – early March</b>                     | Involved in small group lessons and whole class activities.  | MT: Return <b><i>Student Progress Report Form</i></b> by Friday 14 March.<br>ST: Return <b><i>ST/MT Agreement Form</i></b> by Friday 08 March   |
| <b>By middle of Term 1</b> (up to Friday 7 March) | At least ONE lesson per week co-taught with kaiako pou for English and for mathematics (two lessons in total) – plus ONE lesson in another curriculum area. (Co-teaching includes working with a small group within a lesson led by kaiako pou, taking roll etc..)   | MT: Complete one written observation of ST per week, <b><i>Weekly In-Class Teaching Observation Form</i></b> .<br><br>ST: Written reflection at the end of each lesson on the attached planning / or in a reflective journal. Upload this and the above, with planning included, to Nuku.   |
| <b>By start of PP2 (six-week swap)</b>            | At least TWO lessons per week co-taught with kaiako pou for English and for mathematics (four lessons in total) – plus ONE lesson in another curriculum area.<br><br>Kaiako taurira to build towards independently teaching at least TWO whole class lessons co-planned with KP of English or mathematics and work with a group within those lessons – and assign KP and/or other adults to work with groups of ākonga   | MT: Complete one written observation of ST per week, using the <b><i>Weekly In-Class Teaching Observation Form</i></b> .<br><br>Visiting Lecturer: Formal observation using the <b><i>Professional Practice Report Form</i></b> as formative feedback.<br><br>ST: Written reflection at the end of each lesson on the attached planning / or in a reflective journal. Upload this and the above, with planning included, to NUKU.   |
| <b>PP2 (Six-week swap)</b>                        | <u>Week 1:</u><br>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).<br><br><u>Weeks 2, 3 and 4:</u><br>Co-plan with MT and independently teach TWO lessons of English and TWO lessons of mathematics. Either the English or mathematics lessons should comprise a two-lesson sequence (for a group or whole class). In addition, independently teach at least TWO whole class lessons co-planned with MT each week (in any curriculum area). This might also be a two-lesson sequence (at least <b>six lessons</b> in total).<br><br><u>Week 5 and 6:</u><br>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 | ST: Return second <b><i>ST/MT Agreement Form</i></b> by 09th May.<br><br>MT: At least six written observations (one per week) using the <b><i>Weekly In-Class Teaching Observation Form</i></b><br>MT: Complete one formal observation using the <b><i>Professional Practice Report Form</i></b> as summative feedback by Friday 13 <sup>th</sup> June.<br><br>Visiting Lecturer: Formal observation using the <b><i>Professional Practice Report Form</i></b> as formative feedback.<br><br>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>mathematics lessons should comprise two-lesson sequences (for a group or whole class).</p> <p>In addition, independently teach at least TWO whole class lessons co-planned with MT each week (in any curriculum area). These should, where possible, be two-lesson sequences (at least <b>six lessons</b> in total, two of which are whole class lessons).</p> |   |
| <b>Remainder of Term 2 and first part of Term 3 in 'home' school</b> | <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 TWO lessons of mathematics each week – plus ONE lesson in another curriculum area.</p>  | <p>MT: Weekly lesson observation using the <b><i>Weekly In-Class Teaching Observation Form</i></b>.</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> |

### MTchLrn Primary: Second half year

A summary of the expectations and processes for the second half of the year is provided in Table 2 below.

#### Beginning of Term 3:

##### Minimum teaching expectations:

Term 2 and first part of Term 3 in 'home' school: 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.

##### Documentation requirements:

MT: Five to six written observations (one per week) using the **weekly in-class observation form** (can find this on the **EPPPO website**).

ST: Written reflection at the end of each lesson on the attached planning and/or in a reflective journal. Upload these and the above, with planning included, to Nuku.

### Professional Practice 3: Full-time placement in school August 25<sup>th</sup> – October 31<sup>st</sup> (school holiday break Sept 22 – October 03)

##### Minimum teaching requirements:

A minimum of 12 hours of teaching each week for 4 consecutive weeks. By the end of this professional practice the student teacher should demonstrate that they can sustain a regular class programme and manage a 0.6 teaching load. Student teachers should take every opportunity to teach but there should also be time to reflect and think about teaching and conduct their culminating professional inquiry.

By the end of this professional practice the student teacher should demonstrate that they can sustain a regular class programme and manage a 0.6 teaching load.

##### Documentation requirements:

Weekly in-class observations to continue

Professional practice report form at the end of PP3 from the Mentor Teacher (due Friday 7<sup>th</sup> November)

Professional practice report form by the end of PP3 from the Visiting Lecturer (due Friday 7<sup>th</sup> November).

Documentation templates **can be found on the EPPPO website and** must be submitted by the students onto Nuku.



## Remainder of the year: November 03 – December 19:

Continue 3-4 days a week in school (further details can be found on page 9 of the handbook)

| Programme stage                           | Minimum teaching expectations  | Written documentation   | Led by                          | Submitted by:  |
|---|--|---|---------------------------------|--|
| <b>Term Three before the 8-week block</b> | Term 2 and first part of term 3 in 'home' school<br>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. | Three written observations (one per week) using the <b>Weekly In-Class Teaching Observation Form</b> , with planning attached.<br>Written reflection at the end of each lesson on the attached planning.  | MT<br><br>ST                    | ST to upload 3 weekly in-class teaching observation forms (including lesson plans and reflections on each) onto NUKU                         |
| <b>Eight-week block</b>                   | Major teaching responsibility, teaching a minimum of 12 hours a week over 4 consecutive weeks to a 0.6 - 0.7 teaching load.  | Seven written observations (one per week in the first seven weeks) using the <b>Weekly In-Class Teaching Observation Form</b> , with planning attached.<br>Written reflection at the end of each lesson on the attached planning.<br>Two summative reports (1MT, 1VL) using the <b>Professional Practice Report Form</b> .  | MT<br><br>ST<br>MT/VL<br><br>ST | ST to upload 7 weekly in class teaching observation forms, the professional practice report form (one each from the VL and the MT) onto Nuku |
| <b>Term Four, Week Five onwards</b>       | Collaboratively and independently teaching small group and whole class lessons co-planned with the kaiako pou.   | Four written observations (one per week) using the <b>Weekly In-Class Teaching Observation Form</b> , with planning attached.<br>Written reflection at the end of each lesson on the attached planning.<br>Progress since the conclusion of eight-week placement using the evidence of having completed the Key Teaching Practices by <b>Wednesday 19 November via Nuku</b> | MT<br><br>ST<br><br>ST          | MT to upload 4 weekly in class teaching observation forms and the evidence of having completed the Key Teaching Practices onto Nuku          |

## Placement Overview and Structure

### Secondary

#### **Beginning the year**

As part of their induction, kaiako tauira/student teachers (ST) and kaiako pou/mentor teachers (MT) are required to clarify the parameters of how the kaiako tauira 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 07<sup>th</sup> March 2025**. The kaiako tauira 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 check-in visit by a visiting lecturer (VL) before the end of Term 1. 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 tauira.

The focus for kaiako tauira 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 tauira should be encouraged to attend staff meetings and professional development opportunities.

Further details about the first Professional Practice (Week: 10<sup>th</sup> – 14<sup>th</sup> March) can be found in the ***Guidance and Requirements for Professional Practice 1 (Observation)*** section of this handbook.

During the first professional practice, kaiako tauira 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 tauira should observe the practices of their kaiako pou and consider the teacher decision-making that lies behind the practices, with reference to research evidence. Kaiako tauira should discuss what they observed with their kaiako pou in regular timetabled meetings as well as informally after class. Kaiako tauira can be expected to teach small groups of students using planning from the kaiako pou. Kaiako tauira will keep a log of their observations in their reflective journal. The Programme Director may ask to read the reflective journal; however, it will not be graded.

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

In this period, kaiako tauira 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 tauira to upload these onto Nuku with their planning attached (see table below).

By middle of Term 1, the kaiako tauira 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 tauira 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 tauira are developing the knowledge and capabilities to sequence lessons. During this period of the programme, kaiako tauira are expected to be continuing to show progress in response to feedback. The kaiako pou should feel confident that the kaiako tauira are ready to plan for a group of learners independently without direct supervision and can be trusted to know when to ask for assistance. When deemed appropriate by kaiako pou, kaiako tauira 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 their lesson plans will be prepared in close consultation with their kaiako pou to ensure alignment with teaching programmes and the identified needs of the students.

The kaiako tauira should be demonstrating progress through an increased number of "competent" indicators in relation to the Standards for the teaching profession. Kaiako tauira 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

### Professional Practice 2 - Teaching in a new context: 05<sup>th</sup> May – 13<sup>th</sup> June

At this point in the programme, kaiako tauira experience a different learning environment by swapping schools with another kaiako tauira 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 tauira to transfer the skills they have developed in their 'home school' and to plan for a new learning context. They are expected to ***design and implement sequences of learning, rather than single lessons, for two classes*** (preferably one senior and one junior) and adequately demonstrate a range of management strategies appropriate to the context.

The first few days of the six-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 tauira could get a sense of the 0.6 workload that will be required in the professional practice to come. However, the key element is that the kaiako tauira has a chance to teach at least ***one two-lesson sequence for each of the two classes***.

Kaiako pou will complete a weekly observation and meet with the kaiako tauira weekly to plan and mentor the swap school teaching. ***Kaiako tauira should prioritise Standards where satisfactory progress towards competence has not yet been indicated as a focus for teaching in their 6-week placement (PP2) at their swap school.***

**By the end of Term 2, kaiako tauira should have reached the level of satisfactory progress towards competency in relation to all Standards.**

| Programme stage                    | Minimum teaching expectations  | Written documentation   | Led by              | Submitted by:  |
|------------------------------------|--|---|---------------------|--|
| <b>February – early March</b>      | Involved in small group lessons and whole class co-teaching with the kaiako pou for one junior and one senior class. | Return <b><i>ST-MT Agreement Form</i></b> by <b>Friday 07<sup>th</sup> March</b> .  | ST/MT               | ST to upload onto Nuku, along with a timetable with the classes the ST will be teaching highlighted.   |
|                                    |  | Return <b><i>Student Progress Report Form</i></b> and cc in the programme director by <b>Friday 14<sup>th</sup> March</b> . | MT                  | MT to email this to: <b>professionalpractice@vuw.ac.nz</b> and cc in the programme director.   |
| <b>By middle of Term 1</b>         | Teach at least ONE lesson co-planned with the kaiako pou for BOTH classes, each week.                                | One written observation per week, using <b><i>Weekly In Class Teaching Observation Form</i></b> ,                           | MT                  | ST to upload <i>weekly in class teaching observation forms</i> , attached planning and reflections onto NUKU   |
|                                    |  | Written reflection at the end of each lesson.   | ST                  |  |
| <b>By end of Term 1</b>            | Teach at least TWO lessons co-planned with the kaiako pou for BOTH classes, each week.                               | One written observation per week, using the <b><i>Weekly In Class Teaching Observation Form</i></b>                         | MT                  | ST to upload <i>weekly in class teaching observation forms</i> , attached planning, reflections, and Professional Practice Report Form onto NUKU   |
|                                    |  | Written reflection at the end of each lesson  | ST                  |  |
|                                    |  | Formal observation using the <b><i>Professional Practice Report Form</i></b> as formative feedback                          | VL                  |  |
| <b>In the first week of Term 2</b> | Independently teach at least ONE whole class lesson co-planned with MT for each class, each week.                    | One written observation using the <b><i>Weekly In Class Teaching Observation Form</i></b>                                   | MT                  | ST to upload <i>weekly in-class teaching observation forms</i> , attached planning, and reflections onto NUKU  |
|                                    |  | Written reflection at the end of each lesson in reflective journal.   | ST                  |  |
| <b>Six-week school swap*</b>       | Independently teach at least ONE co-planned lesson for both classes in 2nd, 3rd and 4th weeks.                       | Return second <b><i>ST-MT Agreement Form</i></b> by Friday of Week 1.   | ST/MT (swap school) | ST to upload the <b><i>ST-MT Agreement</i></b> , <i>weekly in class teaching observation forms</i> , attached planning and reflections onto Nuku no later than <b>Friday 6<sup>th</sup> June</b> . |
|                                    |  | Five to six written observations (one per week) using the <b><i>Weekly In Class Teaching Observation Form</i></b>           | MT                  |  |
|                                    |  | Written reflection at the end of each lesson in reflective journal.   | ST                  |  |
|                                    |  | Two summative reports (1MT, 1VL) provided using the <b><i>Professional Practice Report Form</i></b> .                       | MT<br>VL            | ST must submit electronic copies of the <u>two</u> summative reports onto Nuku no later than <b>Friday 20<sup>th</sup> June</b> .  |

## MTchLrn Secondary: Second half year

A summary of the expectations and processes for the second half of the year is provided in Table below.

## **July-Mid August: Preparing for major responsibility**

In the lead-up to the eight-week teaching block, kaiako taura continue independently teaching short sequences of lessons with both classes, leading into their major responsibility teaching experience. During this period, they will also meet any classes they will be teaching that they have not yet encountered. Kaiako taura will collaboratively plan the overall programme with their kaiako pou, with the expectation that the kaiako taura will lead the daily and weekly planning, monitoring and evaluations during the eight-week teaching block. Early in Term 3 and prior to PP3, there should be an email, phone or Zoom exchange between the programme director, kaiako pou and kaiako taura to confirm an overall programme plan is in place. All kaiako taura email their teaching timetable for PP3 to the programme director.

## **25 August – 31 October: Eight-week professional practice block**

During this period kaiako taura take full responsibility for the planning and teaching of the two classes they have had all year and teach significant sequences of lessons for the other class(es). How this plays out will be highly context dependent but should equate to a 0.6 teaching load. Kaiako taura should take every opportunity to teach but there should also be time to reflect and think about teaching and conduct their culminating professional inquiry. Indicators should be at competent or strong.

The Teaching Council of Aotearoa New Zealand requires evidence of kaiako taura being able to manage a continuous and sustained period of full teaching responsibility. If conditions within the school prevent this (e.g. an examination period) or if there is any reason that the kaiako pou feels that they need to do some of the teaching in this period, this should be communicated to the EPPPO Manager and the programme director. Arrangements may then be made for further teaching by the student to compensate after the full-time professional practice.

A visiting lecturer will visit during this period to provide summative feedback. A second visit by the programme director may be conducted.

The last week of this teaching experience block is a release week in which kaiako taura complete their culminating professional inquiry in school. Kaiako taura can be expected to participate in the wider life of the school and use the week effectively to develop their practice, for example, by observing other teachers, sharing insights from their **Culminating Integrative Assessment** with teaching teams. Kaiako taura must work onsite during this week.

## **Remainder of the year: November 03 – December 19:**

In this period, kaiako taura continue in their host schools. The kaiako taura have a heavy assessment load, so it is expected that they will have fewer teaching responsibilities than they did over the eight-week intensive period.

Second half-year expectations and processes secondary for the student teacher (ST), visiting lecturers (VL) and mentor teachers (MT)



| Programme stage                           | Minimum teaching expectations   | Written documentation  | Led by                          | Submitted by:  |
|---|---|--|---------------------------------|--|
| <b>Term three before the 8-week block</b> | Independently teach sequences of lessons for two classes, with guidance from kaiako pou. Kaiako tauira will also visit and observe two additional classes in preparation for their major teaching responsibility. | Written observations (one per week) using the <b>Weekly In Class Teaching Observation Form</b> , with planning attached. Written reflection at the end of each lesson on the attached planning or in reflective journal.   | MT<br><br>ST                    | ST to upload 6 <i>weekly in class teaching observation forms</i> (including lesson plans and reflections on each) onto Nuku  |
| <b>Eight-week block</b>                   | Major teaching responsibility, teaching the specialist subject (and second subject if appropriate) to a 0.6 teaching load.  | Seven written observations (one per week in the first seven weeks) using the <b>Weekly In Class Teaching Observation Form</b> , with planning attached. Written reflection at the end of each lesson on the attached planning. Two summative reports (1MT, 1VL) using the <b>Professional Practice Report Form</b> .   | MT<br><br>ST<br>MT/VL<br><br>ST | ST to upload 7 <i>weekly in class teaching observation forms</i> , the <i>professional practice report form</i> (one each from the VL and the MT onto Nuku no later than <b>Friday 07 November</b> |
| <b>Term Four, Week five onwards</b>       | Collaboratively and independently teaching small group and whole class lessons co-planned with the mentor teacher.  | Four written observations (one per week) using the <b>Weekly In Class Teaching Observation Form</b> , with planning attached. Written reflection at the end of each lesson on the attached planning or in reflective journal. Progress since the conclusion of eight-week placement using the evidence of having completed the Key Teaching Practices by <b>Wednesday 20 November via Nuku</b> | MT<br><br>ST<br><br>ST          | ST to upload 4 <i>weekly in class teaching observation forms</i> and the evidence of having completed the Key Teaching Practices onto Nuku no later than <b>Wednesday 20 November</b>              |

## **(Observation): March 10th – March 14th 2025**

This one-week full-time school placement in March enables kaiako tauira 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 tauira 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 tauira are encouraged to participate in the life of the school* as appropriate and in negotiation with their kaiako pou. Kaiako tauira 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 tauira 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 tauira for Professional Practice 1. The guidelines should be flexibly adapted to suit the needs of each school.

### **Primary**

Kaiako tauira 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 tauira ***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 tauira in the MTch programme are also encouraged to negotiate with their kaiako pou to co-teach lessons during this week. Kaiako tauira 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 10<sup>th</sup> – March 14<sup>th</sup>, 2025)

| Requirement:  |   |
|---|---|
| <b>1. Student Teacher and Mentor Teacher Agreement Form</b><br><br><i>Kaiako tauira should upload the Student Teacher and Mentor Teacher Agreement onto Nuku no later than Friday of week 1 (if not prior).</i> | <p>Kaiako tauira and kaiako pou (or coordinators) should discuss and complete the agreement form on the first day.</p>  |
| <b>2. Reflective Log</b><br><br><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>       | <p>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:</p> <ol 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 students, with thoughts about the 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 context, community, and protocols/systems</li> <li>the role of Te Tiriti o Waitangi and te reo Māori in 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> </ol> <p>Student teachers are required to make their own running notes for reference and as part of their reflective log/journal.</p> |

|  |  |
|--|--|
| <b>3. Observations</b>   | <p>Kaiako tauira should select one teaching session or part of the day to complete a focused observation. While observing, kaiako tauira 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 tauira 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"> <li>• the aspects of students' wellbeing and learning that the teachers/kaiako promoted</li> <li>• how teachers/kaiako fostered an inclusive classroom culture or learning environment</li> <li>• how mātauranga-a-iwi and te reo Māori formed part of the teaching and learning</li> <li>• what digital teaching and learning tools were being used and for what purpose</li> </ul> |
| <p><b><i>Reflection about this focused observation should be included as part of the Reflective Log above.</i></b></p> | <p>The observations and notes from any discussions in school should form part of the reflective log/journal.</p> <p>Additional requirements for Primary kaiako tauira:<br/>Kaiako tauira in the primary programme have been asked to reflect on additional questions about:</p> <ul style="list-style-type: none"> <li>• what teachers do to help build relationships with students that recognise difference and diversity</li> <li>• the learning environment</li> <li>• how learning in different curriculum areas is designed, implemented, and assessed.</li> </ul> <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 of teaching is key both for further learning and for determining grading within the programmes. To graduate, kaiako tauira must satisfactorily meet the Standards of Teaching Profession 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, as evidenced in formal observations and written reports.

Kaiako tauira 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 tauira at a weekly formal meeting. This meeting includes reflection on lesson assessments of the kaiako tauira, completed by the kaiako pou, using the KTPs as a basis for feedback.
- Kaiako tauira will receive at least two visits from their visiting lecturers during the year. The visits will provide feedback to the kaiako tauira, which may be given in conjunction with the kaiako pou. Where the university believes the kaiako tauira 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 tauira, 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 tauira 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 tauira with the kaiako tauira and with the kaiako pou.
- Kaiako tauira must submit their summative assessment reports to the EPPPO so that the grade for the professional practice can be 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 School moderation policies maximises consistency across the cohort of kaiako tauira.

Professional practice decisions are made and moderated through:

- Using at least two summative reports for each kaiako tauira, including one from a visiting lecturer and one from the kaiako pou from PP3
- Grades across the Standards and across all reports throughout the year are collated by EPPPO team. Where all grades are in the competent range, the kaiako tauira 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 tauira 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 tauira 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 tauira 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 tauira may appeal the decision to the Director, Initial 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 tauira 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 tauira will only have two opportunities to pass each professional practice placement unless there are extenuating circumstances. Kaiako tauira may seek further information about the extenuating circumstances that will be considered by contacting the Director, Initial Teacher Education.

## Learning design

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

Kaiako tauira are provided with planning templates; however, any form of planning that suits both the kaiako tauira 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 New Zealand Curriculum (NZC) or the refreshed curriculum, 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 tauira 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 tauira 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 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 tauira 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 tauira 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 tauira must undertake the KTPs with direct supervision or indirect supervision (as indicated below) by the programme midpoint. To pass their teaching experiences in the second half-year Kaiako tauira 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...   |
|------------------------------|---|---|--|---|
| <b>Mātauranga</b>            | 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"> <li>• Have a critical understanding of Te Tiriti and describe how they are going to enable it into their teaching</li> <li>• Demonstrate an understanding of the impact of Te Tiriti partnership on teaching practice for learners</li> <li>• Build learner and learning focussed relationships with whānau</li> <li>• Link the cultural contexts of ākonga with learning</li> </ul> |
| <b>Tangatarua</b>            |   | 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"> <li>• Demonstrate understanding of tikanga and a genuine desire to learn about Māori values</li> <li>• Authentically incorporate local knowledge and place-based learning into teaching and learning</li> </ul>  |
| <b>Te reo me ngā tikanga</b> |   | 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"> <li>• Demonstrate commitment to growth in te reo, tikanga, knowledge of Te Ao Māori and apply this across the curriculum</li> <li>• Share pepeha confidently</li> <li>• Continually and actively develop proficiency in te reo, tikanga and kaupapa Māori</li> </ul>   |

| <b>Te Waharoa</b>     | <b>1. Te Tiriti o Waitangi Partnership   Te Hononga Pātui i Raro o Te Tiriti o Waitangi</b>  | <b>Elaborations of the Standard</b>  | <b>Our Key Teaching Practices</b>  | <b>Students evidence competency by: discussing how... providing evidence to show... providing examples of...</b>   |
|-----------------------|--|--|--|--|
| <b>Te Waharoa</b>     | 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...  |
| <b>Mātauranga</b>     | 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"> <li>• Use critical reflection to improve practices and pedagogies</li> <li>• Show a growth mindset and learn from mistakes when things are difficult (e.g. when a lesson has not gone to plan)</li> <li>• Learn from mistakes rather than blaming or internalising</li> </ul> |
| <b>Whanaungatanga</b> |  | 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"> <li>• Use a critical lens and theoretical knowledge bases to adapt to diverse centres/schools</li> </ul>  |
| <b>Wairua</b>         |  | 6. Engage in professional learning and adaptively apply this learning in practice  | ○ Collaborate with colleagues in open, critical, and respectful professional discussions to implement          | <ul style="list-style-type: none"> <li>• Engage in self-directed professional development</li> <li>• Participate in school-organised staff training and professional learning</li> </ul>   |

| 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...  |
|---------------------|--|---|--|--|
| Tangatarua          |  | 7. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters | and evaluate new ideas for ākonga learning | <ul style="list-style-type: none"> <li>• Draw on theoretical knowledge bases to continually grow professional competence</li> </ul>  |
| 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"> <li>• Show initiative, self-starting, independence and a strong desire to improve performance by acting on regular reflections</li> <li>• Identify where and how to ask for help when solving complex problems</li> </ul> |



| 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:<br>– learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups, and individuals in the community | ○ 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"> <li>• Build and demonstrate authentic and professional relationships with tamariki and their whānau and colleagues that are learner and learning focused</li> <li>• Explain multiple ways of working collaboratively with whānau</li> <li>• Participate in activities that involves the school's tikanga</li> </ul>   |
| Te reo me ngā tikanga |   | 10. Communicate effectively with others  | ○ Follow processes and systems within a setting to address a professional or ethical dilemma.  | <ul style="list-style-type: none"> <li>• Work well as part of a team - raise issues, seek support and discuss professional matters with others</li> </ul>  |
| Tangatarua            |   |  | ○ Contribute to processes that enable respectful relationships to be maintained and learners to be heard and understood                | <ul style="list-style-type: none"> <li>• Demonstrate an ability to facilitate respectful and accessible challenging conversations</li> <li>• Demonstrate a high level of communication skills that contribute to effective relationships</li> <li>• Demonstrate negotiation skills and be able to compromise</li> <li>• Explain and demonstrate strategies and approaches for building respectful relationships</li> </ul> |

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

| 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"> <li>Articulate an appreciative understanding of individual learners' identities, contexts, and prior knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>Explain and demonstrate how to prioritise actively getting to know all ākonga</li> <li>Justify and explain the use of a range of teaching strategies that account for learners' identities, contexts and prior knowledge</li> <li>Explain and demonstrate strategies and approaches that ensure learners are heard and understood</li> </ul> |
| 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"> <li>Describe how a safe learning environment is created and maintained by both student teacher and associate/mentor teacher</li> <li>Establish a safe learning environment that fosters and celebrates inclusion and diversity</li> </ul>  |
| 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"> <li>Use all available resources, expertise, and professional learning opportunities to respond appropriately to a child/young person's additional learning needs</li> </ul> | <ul style="list-style-type: none"> <li>Establish and maintain effective routines aimed at building a learning focused culture</li> </ul>  |
| Wairua         |   | 16. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social,  | <ul style="list-style-type: none"> <li>Develop a learning and teaching strategy to address the limitations and maximise the affordances of</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate adaptability in shaping teaching strategies to maximise resources and</li> </ul>   |

|                                     |  |   |  |   |
|-------------------------------------|--|---|--|---|
|                                     |  | cultural, and emotional safety  | a physical and digital learning environment  | opportunities of specific physical environments   |
| <b>Tangatarua me Whanaungatanga</b> |  | 17. Create an environment where learners can be confident in their identities, languages, cultures, and abilities | <ul style="list-style-type: none"> <li>Explore diverse ways of working with all ākonga, including Pacific learners in order to sustain languages, cultures and identities</li> </ul> | <ul style="list-style-type: none"> <li>Proactively foster and privilege voices of all ākonga, including Pacific learners</li> <li>Proactively develop and foster relationships with all ākonga, including Pacific ākonga, to sustain their languages, cultures, and identities</li> </ul>             |
| <b>Tangatarua</b>                   |  | 18. Develop an environment where the diversity and uniqueness of all learners are accepted and valued             |  | <ul style="list-style-type: none"> <li>Evaluate and select resources with the aim of supporting Pacific learners' cultures, languages and identities</li> <li>Show evidence of teaching strategies that aim to support and sustain Pacific ākonga languages, cultures, and identities</li> </ul>      |
| <b>Mātauranga</b>                   |  | 19. Meet relevant regulatory, statutory, and professional requirements  |  | <ul style="list-style-type: none"> <li>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</li> </ul> |

| 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...  |
|-----------------------|--|--|---|--|
| <b>Mātauranga</b>     | 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"> <li>○ Design a series of differentiated learning experiences for children/young people with wide ranging competences</li> <li>○ Participate within a teaching team to critically assess the contribution of theory, research evidence and the curriculum to a learning design</li> </ul> | <ul style="list-style-type: none"> <li>• Create differentiated learning including the use of digital technologies for differentiation.</li> <li>• Select appropriate content and resources in response to diverse ākonga learning needs</li> <li>• Use curriculum progressions to plan cohesive sequences of lessons.</li> <li>• Identify the PURPOSE, WHAT and HOW of learning and teaching</li> <li>• Design learning that provides opportunities for all ākonga to achieve at high levels</li> <li>• Prioritise ākonga needs when planning</li> <li>• Use planning templates effectively</li> </ul> |
| <b>Whanaungatanga</b> |  | 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     | <ul style="list-style-type: none"> <li>○ Interpret data to identify patterns in achievement for the purposes of differentiating learning</li> </ul>   | <ul style="list-style-type: none"> <li>• Use a range of assessment tools to gather evidence on ākonga learning</li> <li>• Analyse assessment information from a range of sources to plan learning for all learners</li> </ul>  |

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



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

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

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

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

## 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 Director, Initial 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 tauira and kaiako pou may meet to resolve the concern and negotiate the return of the kaiako tauira.

Kaiako tauira may not self-withdraw from a professional practice without having discussed their issues or concerns with the kaiako pou or an 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 School of Education reserves the right to end a professional practice where there are documented concerns for the wellbeing of students, teachers, the kaiako tauira or members of the school community, or where there is insufficient progress.

If the placement is ended or a withdrawal is negotiated, the Education Professional Practice and Partnerships Office may arrange a change of teaching placement. The Director, Initial Teacher Education will review written information about the progress of the kaiako tauira 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 tauira 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 tauira 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 tauira 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 tauira
- 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 tauira** should understand that it is okay to be friendly, but that students are not their friends. Kaiako tauira must not share their contact details with students or connect with parents and whānau via personal social media accounts. Further, kaiako tauira 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 tauira are expected to abide by the ethical protocols in their school.

- Before observing, videoing, or photographing the children, staff or school environment, kaiako tauira must have gained written permission using the school procedures and permission forms.
- Kaiako tauira 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 tauira to use their own device.
- Images of children must not be shared outside the school and kaiako tauira must not post photos or comments about the school, staff, or children/students and their families on social media.
- Kaiako tauira 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 School 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). Kaiako tauira should be aware that the School 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 tauira to uphold the Code of Professional Responsibility or to meet the Council's 'good character' and 'fit to teach' criteria.

## Health and Safety Act

It is the school's and centre's responsibility to ensure that kaiako tauira 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 tauira 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 tauira 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 tauira must not be asked to carry out relief teacher duties.

For primary and secondary kaiako tauira, 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 tauira must meet the government public health requirements for Covid-19. Information can be found at [covid19.govt.nz](https://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](https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-novel-coronavirus-health-advice-general-public).

Kaiako tauira must ensure that they have been briefed about the Health and Safety guidelines in their school before they begin the placement.

Kaiako tauira 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 tauira on behalf of schools in accordance with the Children's Act 2014 and Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015. If there is a matter to report, the information provided by the New Zealand Police will be shared with the principal, head teacher or centre manager. Kaiako tauira are required to immediately disclose any pending charges or criminal convictions that arise during their enrolment in an ITE programme to the university.

## Translation Glossary

| Te Reo Māori / Māori Language             | Te Reo Pākehā / English Language  |
|---|---|
| Akomanga / akomanga                       | Classroom / classrooms  |
| Ākonga / ākonga                           | Student / students  |
| Aotearoa                                  | New Zealand   |
| Hapū                                      | Subtribe - larger family unit   |
| Hauora                                    | Wellbeing   |
| Iwi                                       | Tribe   |
| Kaiako Pou / kaiako pou                   | Associate Teacher / associate teachers  |
| Kaiako Tauira / kaiako tauira             | Student Teacher / student teachers  |
| Kaiako Kura Tuarua / kaiako kura tuarua   | Secondary School Teacher / secondary school teachers  |
| Kaiako Kura Tuatahi / kaiako kura tuatahi | Primary School Teacher / primary school teachers  |
| Kāinga Akopai / kāinga akopai             | Host School / host schools  |
| Kupu / kupu                               | Word / words  |
| Kura / kura                               | School / schools  |
| Mana Whenua                               | Host tribe  |
| Matatū Aotearoa                           | The Teaching Council of Aotearoa New Zealand  |
| Mātauranga                                | Knowledge   |
| Nuku                                      | VUW online learning environment (to extend)   |
| Ngā Mihi                                  | Acknowledgement, thanks / Introductory week of the Programme  |
| Ngā Paerewa                               | Standards for the Teaching Profession   |
| Ngā Tikanga Matatika                      | The Code of Professional Responsibility   |
| Pūaha                                     | Online VUW student information portal (to be open)  |
| Rangatahi                                 | Youngpeople   |
| Tamariki                                  | Children  |
| Tangata Tiriti                            | People of the Treaty / non-Māori people   |
| Tangata Whenua                            | People born of the land / Māori people  |
| Tangatarua                                | The coming together and respect of the different groups of NZ peoples (i.e., especially Māori and Pākehā, but also Pasifika and Migrants) |
| Tapasā (Samoan Language)                  | Cultural Competencies Framework for Teachers of Pacific Learners  |
| Tātaiako                                  | Cultural Competencies for Teachers of Māori Learners  |
| Te Ao Māori                               | Māori Worldview   |
| Te Ara Hāpai                              | Culminating Integrative Assessment  |
| Te reo me ngā tikanga Māori               | Māori language and customs  |
| Te Tiriti o Waitangi                      | The Treaty of Waitangi  |

|   |   |
|---|---|
| Te Waharoa                              | The School of Education Initial Teacher Education Vision and Values Framework |
| Te Whānau o Ako Pai / Te Puna o Ako Pai | School of Education   |
| Te Whare o Akopai                       | Wellington College of Education (disestablished)                              |
| Wairua                                  | Spirit / Soul   |
| Whānau                                  | Family / Extended family  |
| Whanaungatanga                          | Connection and relationships  |

| Te Waharoa Features |  |
|---------------------|--|
| Te Koruru           | (gable carved face) commitment to transformative education                         |
| Ngā Maihi           | (bargeboards) collaborative community of expertise                                 |
| Ngā Raparapa        | (end of the bargeboards) pedagogies of skill                                       |
| Te Ara Hāpai        | (pathway beneath) reflexive, adaptive, and ethically sensitive teaching identities |

Please note:

- In Te Reo Māori, there is no use of 's' for plurals. For instance, for teachers, we use the kupu (word) kaiako, not kaiakos.
- Te Reo Māori and Te Reo Pākehā versions of a kupu may be used interchangeably during the programme and in programme documentation.

For help with correct Te Reo Māori pronunciation, please follow this link: <https://www.wgtn.ac.nz/maori-at-victoria/rauemi/te-reo-at-university/te-reo-maori-pronunciation-guide>