Bachelor of Teaching
Te Pōkai Mātauranga o te Ao Rua
(Primary Bicultural Education)

Professional Experience Handbook

2024

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Introduction to Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education) Professional Experience

E ngā mana,
E ngā waka
E ngā reo
Tū kaha, tū rangatira, tū pakari i tōu mahi katoa.
Tēna koutou katoa.
Ko tēnei te mihi ki a koutou ngā pukenga hei arahia i o mātou nei tauira i tou akomanga, I toū kura. Ka nui te mihi ki a koutou katoa.

Many thanks to our esteemed associate teachers who have offered the time and opportunity to guide our tauira over their professional experience in their pursuit of developing skills, knowledge and understandings of effective classroom practices during their years of initial teacher education at the University of Otago, College of Education. Many thanks to you all.

Ma te tuakana ka totika te teina, ma te teina ka totika te tuakana.

From the older sibling, the younger one learns the right way to do things,
and from the younger sibling the older one learns to be tolerant.

The whakataukī above refers to the specific nature of your role as an associate teacher (kaiako tautoko) and provides an effective metaphor for the relationship that will develop between you and the student teacher during the time together in your learning environment.

The following whakatukī highlights the process that can help bring moments of enlightenment and understanding to the fore for our tauira in the varied aspects and dynamics of classroom practice.

Mā te rongo, ka mōhio.
Mā te mōhio, ka mārama.
Mā te mārama, ka mātau.
Mā te mātau, ka ora

From listening comes knowledge.
From knowledge comes understanding.
From understanding comes wisdom.
From wisdom comes well-being.

'Tauira' has been utilized as a kupu for our College student teachers to differentiate it from the word 'akonga' that refers to children within the schools that they will work alongside.

Professional experience provides tauira with the context in which they have the opportunity to develop as competent and reflexive kaiako[1] who are able to integrate theory and practice in a critical and analytical way.

During Professional Experience tauira will integrate the theoretical and practical components of the course. This integration is a vital component in the development of a reflexive practitioner. To facilitate this process tauira will be guided by their University Visiting Lecturer and Associate Teacher/ Kaiako who will encourage

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[1] We use the terms 'kaiako' and 'ākonga' for 'teacher' and 'children' were appropriate to demonstrate commitment to Te Tiriti o Waitangi partnership (Education Council, 2017)

them to analyse their strengths and areas for development, set personal goals, and gradually become capable of reflexive praxis – critical scrutiny of their practice in light of theory, attitudes, values, and beliefs. The process should lead to a transformation of practice and further refinement of one's theories about their work.

An important outcome of the programme is for tauira to competently and confidently articulate their practice; to explain the reasons for their decisions and choices as kaiako; to explain how theories about teaching and learning are shaping what they do; and to formulate their own teaching philosophy.

The requirements of professional experience follow a progression from Year 1 to Year 3 in concert with our degree's *Conceptual Framework*. For this journey, we have held to the principle of āta (Forsyth & Kung, 2007; Pohatu, 2004) to help guide decision making in our work. Invited by takata whenua to bring this principle to the centre of our ITE conceptual framework, we have deliberately recognised indigenous knowledge and thought (Pohatu, 2004) as central to educational success and advancement in Aotearoa. Āta, is described by Pohatu (2004) as a cultural tool guiding understandings of wellbeing and relationships. Forsyth and Kung (2007) add that the concept is about respectful relationships. Taken together we engage with āta as a touchstone for examining all that we do such that our efforts may strengthen and promote individual and collective mana and wellbeing. Forsyth and Kung (2007) argue that āta offers a means of developing a "truly bi-cultural approach to teaching in Aotearoa/New Zealand" (p. 5) which would support our capability to collectively address the professional standards (Education Council, 2017) and contemporary cultural expectations (Education Council and Ministry of Education, 2011; Ministry of Education, 2018; Rishel & Zuercher, 2016) of our profession.

Āta provides us with a central touchstone for planning and conducting our work as teacher educators and within the broader ITE community in our regions. The principles are kaitiakitaka, equity, ako, and transformative practice are woven together with āta to provide a network of concepts we wish to uphold within our approaches to ITE. They provide guidance for how we will work with each other, mana whenua: Kāi Tahu, Kāti Māmoe and Waitaha, tauira teachers, and our colleagues in our shared endeavour.

We take these ideas into each of the three years of the programme, as tauira expertise grows in the community of kaiako they are coming to be part of. In the first year we privilege tauira explorations of their own beliefs, values, and expectations of learning and teaching. As Manning-Morton (2006) states, knowledge is power, but self-knowledge is empowering. This exploration supports tauira journeys of critical inquiry as they work towards becoming members of the profession. Developing self-knowledge and knowledge of children has to take place in an atmosphere of trust and mutual respect with people you come to know well over time (Drewery & Claiborne, 2014).

The second year's focus is on the relationships between *The New Zealand Curriculum* and the tauira curriculum content knowledge are explored and applied in teaching practice. During this year tauira learn how, in the context of high-quality relationships, children's learning can be extended to promote connectedness and continuity (Ka'ai et al., 2003).

We aim to have developed a strong community of learners by the programme's third year. In this year tauira are encouraged to not only think about children as learners in the school setting, but to also explore broader social, cultural, and political issues impacting on the curriculum; parents/families/whānau; children; and children's life-long learning. Tauira explore how they might live curriculum with children and others. Tauira will come to understand the key role they will have as change agents of the future (Pantić & Florian, 2015).

In this respect tauira are encouraged to become advocates for children and their parents/families/whanau (Loreman, 2017).

Our Code Our Standards has a strong focus on bicultural practice. Tauira will develop their understanding of te ao Māori and te reo Māori as a basis for regular and effective incorporation of bicultural perspectives into their teaching practice. Engagement with *Our Code Our Standards* and with issues of curriculum are intimately bound up in the notion of developing relationships on a personal/professional level, which will enhance the tauira commitment to children's learning.

The Primary Bicultural programme (Te Pōkai Mātauranga o te Ao Rua) bases tauira development of te reo Māori and te ao Māori on the framework of ***whakapapa, tikanga a ngā iwi, pūrakau, pakiwaitara and whakataukī/whakatauākī.*** The tauira are encouraged to regularly identify opportunities to effectively integrate these within the contexts of study across all curriculum areas. This, in essence, provides the opportunity to consistently be aware of the 'inherent connection between language and culture' (Ministry of Education, 2009, p. 22) and apply theory from the classroom to practice in the classroom.

Tauira are encouraged to reflect on their own beliefs and value systems and are supported while exploring how these influence their perceptions of children and other adults. Tauira are asked to engage with the Vision, Principles, and Values of *The New Zealand Curriculum* as they also engage with the subject learning areas and levels of progression. During professional experience tauira will use a range of strategies for assessment, including sociocultural assessment, to inform their intentions as they plan for ākonga learning. They will learn to recognize the key role adults have in enhancing opportunities to extend children's learning.

Bachelor of Teaching (BTchg)
Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education) Schedule 2024

Strand	Year 1	Pts	Year 2	Pts	Year 3	Pts	Total
Education Studies	**EDUC 101** (S2) Education and Society	18	**EDUC 252** (S1) How People Learn	18	**EDUC 313** (S1) Equity in Education	18	**72**
	EDUC 102 (S1) Human Development	18					
Curriculum Studies	**EDCR 131** (S2) English and Mathematics 1	18	**EDCR 231** (S2) English and Mathematics 2	18	**EDCR 331** (S1) English and Mathematics 3	18	
	EDCR 133 (S1) Health and Physical Education	18	**EDCR 232** (S2) Science and Technology	18	**EDCR 334** (S2) English and Mathematics 4	18	
	EDCR 152 (FY) He Kākano Noaiho, ngā Reo	18	**EDCR 235** (S1) Dance and Drama	18	**EDCR 353** (S1) Whakaurunga o ngā Marautanga	18	**216**
	EDCR 155 (S1) Whakatakinga Marautanga me Tikanga me Tikanga ā Iwi	18	**EDCR 252** (FY) Te Pupuke	18			
			EDCR 254 (S1) Toi Ataata, Toi Pūoro	18			
Professional Experience	**EDPR 151** (FY) Te Mōhiotanga	18	**EDPR 251** (FY) Te Mātauranga	18	**EDPR 333** (S2) Te Puāwaitanga 2	18	**72**
					EDPR 351 (S1) Te Māramatanga	18	
Total		**126**		**126**		**108**	**360**

Note: In Curriculum Studies papers, students will focus on the English medium documents, while developing a working knowledge of the parallel marau curricula within te Marautanga o Aotearoa.

Professional Experience Progression for Primary Bicultural Education

	Tau Tuatahi Year One	Tau Tuarua Year Two	Tau Tuatoru Year Three
Size of Group	Primary 1-1 and small group, some whole class	Primary small groups and whole class	1-1 small groups and whole setting
Assessment, Planning, Children's Learning	Learning in School. Children as learners. Assessing learning. Assessment informs planning for learning.	Sociocultural assessment to inform planning for learning with a focus on connecting past, present and future to recognise/create continuity in children's learning.	Sociocultural assessment informs planning for learning, revisiting, continuity, complexity, and involvement with children/parents/ families/whānau in setting learning goals.
Curriculum Knowledge	Exploring *The New Zealand Curriculum* - understanding the elements of the framework. Developing an understanding of curriculum and pedagogical content knowledge in Health/PE, Social Sciences/Tikanga a Iwi, English and Maths. Use *Te Aho Arataki Marau* as a guide for developing lessons of te reo Māori	Continuing to develop an understanding of the curriculum and pedagogical content knowledge in Science, Technology, The Arts/Ngā Toi, English and Maths. Working to provide meaningful learning opportunities. Use *Te Aho Arataki Marau* to guide the development of linked lessons of te reo Māori teaching and learning within appropriate contexts	Implementing *The New Zealand Curriculum* and aspects of *Te Marautanga o Aotearoa* -comprehensive knowledge to inform practice effectively. Effectively and competently use *Te Aho Arataki Marau* as a guide for the identification and development of te reo Māori within teaching and learning across all curriculum areas.
Inquiry, critical reflection and being reflexive	Reflect on and analyse personal practice using a model of reflection.	Reflect on and analyse the complexity of relationships and learning using multiple models (e.g. UDL).	Reflect critically on the social and political context influences on practice.
Relationships	Focus on individual relationships.	Focus on inter-relationships with children, kaiako, parents/families/ whānau and the supportive role of Government and non-Government agencies.	Focus on the complexity of relationships in institutional settings.
Te Tiriti o Waitangi and bicultural practice	Develop an emerging awareness of the principles of the Treaty in practice and how they are integral to *Our Code Our Standards* and the curriculum	Working towards the Treaty principles and their relationship to curriculum when assessing and planning for learning and teaching.	Achieve in a supportive environment the ability to plan and implement pedagogical practices that are culturally responsive to all ākonga.
Inclusion	Identifying practices to include all ākonga.	Identifying possible barriers to learning and implementing supports.	Implementing pedagogical practices to include all ākonga.

Assessment, Planning, Children's Learning

At the beginning of the programme the focus is on seeing each child as a unique learner within the learning community. Tauira build teaching experiences from single lessons.

In the second year, tauira are expected to develop their competence in terms of planning for learning, using formative assessment to generate evidence for decision-making in linked lessons.

In the final year, the focus will integrate professional and curriculum knowledge to plan effective curriculum for diverse learners for a sustained period of teaching.

Assessment

In Tau Tuatahi/Year One, tauira will begin to develop an understanding of the nature of learning in school classroom settings and the role of assessment. They will also start to develop competence with planning, teaching, and evaluating experiences.

In **Tau Tuarua/Year Two**, tauira will be expected to use assessment to inform their intentions and teaching, with a focus on ākonga learning. It is expected that tauira will be able to use a range of teaching strategies and that their decision-making will remain informed by *The New Zealand Curriculum*.

In **Tau Tuatoru/Year Three**, tauira will regularly use assessment as a basis for increasing the complexity of ākonga learning. They will critically evaluate the quality of assessment data and use evidence in their decision-making about teaching and learning.

Planning to increase the complexity of children's learning

In **Tau Tuatahi/Year One**, tauira will begin to develop an understanding of the role of *The New Zealand Curriculum* and in guiding decision-making about intentional planning for learning. Tauira will become aware of the process of children's learning and of a range of communication skills and teaching strategies to identify and support this. The main emphasis will be on individual learners, but tauira will be encouraged to engage with small groups of children across the curriculum and some whole class teaching.

In **Tau Tuarua/Year Two**, tauira will develop an understanding of curriculum which is inclusive, reflects *The New Zealand Curriculum.* This will be informed by assessment and they will continue to be intentional about using appropriate approaches and teaching strategies to facilitate learning, and documenting this. The main emphasis will be on small group and whole class teaching.

In **Tau Tuatoru/Year Three**, tauira will be responsible for working in a way that contributes to a curriculum that is both equitable and inclusive. Importantly, they will be able to show and articulate, with substantive evidence, how they have supported and added complexity to children's learning over time in collaboration with the teaching team.

The ability to plan effective teaching and learning for the whole class in as expectation. This planning for learning will be documented. Tauira will show confidence working with *The New Zealand Curriculum* and all learning areas and aspects of the curriculum. They will take an integrated approach to curriculum and planning. Where appropriate they will attend planning meetings and start to contribute to teaching team discussions. Tauira will be able to critically discuss their intentions for teaching and learning in the curriculum, and how this relates to the local context.

Curriculum Knowledge

Tau Tuatahi/Year One

Tauira should be able to explain the Vision, Principles, and Values of *The New Zealand Curriculum*, and how the curriculum constitutes learning and assessment. They will be able to identify the practical implications of the curriculum areas of Health/PE, Social Sciences/Tikanga a Iwi, English, Maths, and te reo Māori. Tauira will start to develop their confidence and skills in noticing and recognising the development of curriculum area concepts within children's engagement across the curriculum.

Tau Tuarua/Year Two

Tauira will use *The New Zealand Curriculum* to frame their practice as they work towards increasing the complexity of children's learning and fostering the development of dispositions. Tauira will continue to develop their confidence and skills in noticing, recognising, and responding to the development of curriculum area concepts, with a focus on Science, Technology, The Arts/ Ngā Toi, English, Maths, Te reo me te ao Māori.

Tau Tuatoru/Year Three

Tauira will be able to implement effectively *The New Zealand Curriculum* for ākonga. They will critically analyse what they have achieved in relation to the implementation of *The New Zealand Curriculum*. They will demonstrate competence in differentiating curriculum experiences to maximise participation across planned groups and whole class activities.

Inquiry, critical reflection and being reflexive

This programme is based on the belief that to provide appropriate learning contexts for children, tauira need opportunities to be critically reflexive about their practice within curriculum and the programme (Brookfield, 1995). Essential to being reflective is the ability to see things differently, to be alert to hegemonic assumptions and it also "means an engagement in critical conversation" (Brookfield, 2002, p. 17). MacArthur et al. (2017) emphasise the value of encouraging tauira to engage in reflective practice. We build on this and expect our tauira to become reflexive about their work as teachers. We take an approach to teaching that sees agents of inclusion and social justice (Pantić & Florian, 2017).

In our programme this means that tauira have regular opportunities to interrogate their beliefs and practices in light of the cornerstones of the programme: ako, kaitikitaka, equity, and transformative practice. Reflexivity is integral to identity work because, "it entails a dialectal process, reviewing the self while taking into consideration the other" (Danielewicz, 2001, p. 157).

Critically reflexive kaiako know about the effects they are having on a situation and that what happens in education has the potential to change the life experiences and worlds of themselves and others.

Teaching Council – *Our Code Our Standards*

A full copy can be found at:
https://teachingcouncil.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf

The code of professional responsibility and the standards for the teaching profession have been developed to, "set out the high standards of ethical behaviour expected of all members of the teaching profession" (Education Council, 2017, p. 6) and "describe the essential professional knowledge in practice and professional relationships and values required for effective teaching" (Education Council, 2017, p. 16).

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. Graduates entering the profession will understand the critical role kaiako play in enabling the educational achievement of all learners.

Examples of *The Code of Professional Responsibility* can be found at:
https://teachingcouncil.nz/sites/default/files/Code%20Guidance%20FINAL.pdf

In years one and two tauira will develop an understanding of the code and standards and implications for practice. They will begin gathering and curating evidence of their practice in accord with these. The expectation is that they will meeting these by the end of their third year. In year three tauira will be required to reflect critically on their practice using the code and standards as a basis for personal goal setting. They will be required to demonstrate how they have met the code and standards in practice before they graduate.

Relationships
Working with ākonga
Tau Tuatahi/Year One

A key focus will be on establishing and maintaining relationships with children and staff. Tauira will begin to develop an understanding of the importance of knowing children well and establishing relationships, mindful that their knowledge of children and the quality of the relationships will influence the quality of the teaching and learning. There will be a focus on getting to know individual children.

Tau Tuarua*/Year Two*
During this year it is expected that tauira will continue to develop their confidence and skills and effective relationships with ākonga. It is important that these relationships reflect the principles of *The New Zealand Curriculum.*

Tau Tuatoru/*Year Three*
Tauira will take on the role of kaiako in their relationships with ākonga, parents/families/whānau, and kaiako colleagues, becoming an integral member of the learning and community and community of practice. It is expected that they will demonstrate the ability to work effectively one-to-one, with small groups, and whole class, and engage in all care routines under the supervision of their Associate Teacher/Kaiako.

Te Tiriti of Waitangi and Bicultural practice

In **Tau Tuatahi/Year One,** the focus is on tauira gaining an understanding of the principles of Te Tiriti o Waitangi and their relationship to the implementation of *The New Zealand Curriculum* and *Our Code Our Standards*. They will also develop an understanding of te ao Māori and basic te reo Māori and the rationale for this. In **Year Two,** tauira will be working towards becoming more proficient in conversational te reo Māori, alongside identifying and integrating contextual te reo Māori and relevant/appropriate tikanga Māori across their focused curriculum areas. In **Year Three,** there will be a focus on integrating contextual te reo Māori me ngā tikanga Māori into all curriculum areas so that tauira are able to demonstrate effective biculturalism in practice and confidently articulate this.

Inclusion

Tauira in the primary bicultural degree programme will engage with issues of social justice and critically reflect on the implications this has on themselves as kaiako, the children in their class and school, effective pedagogy and practices to ensure inclusive practice.

Positive Behaviour for Learning

In **Tau Tuatahi/Year One**, tauira will develop an understanding of, and skills to, provide positive feedback to ākonga and how this is informed by *The New Zealand Curriculum.* They will be aware of the importance of setting high expectations of learning and behaviour for all ākonga.

In **Tau Tuarua/Year Two**, tauira will, under the supervision of their Associate Teacher/Kaiako be involved in the guidance of ākonga behaviour – using positive strategies for learning and behaviour.

In **Tau Tuatoru/Year Three**, tauira will get to know ākonga well enough to guide confidently their learning and behaviuour. The emphasis will be on critically reflecting on how the learning environment impacts on behaviour and on encourage ākonga to develop self-management skills.

Attendance

Tauira will be required to maintain 100% attendance, including lectures/tutorials and professional experience, to pass the related papers.

In the school setting, tauira will be present for the entire school working day. As required, this is to include any morning or after school duties with their Associate Teacher/Kaiako. Tauira are also expected to attend all staff meetings they are invited to attend.

Any absences from professional experience must be communicated to your associate, visiting lecturer and recorded in the online professional experience portal SONIA, and this time then has to be made up. This is to be arranged between the tauira, Associate/Mentor, and Visiting Lecturer. If there are any concerns the Paper Coordinator should also be contacted.

Aims and Learning Outcomes of Professional Experience Courses

These learning outcomes, together with the Teaching Council's *Our Code Our Standards*, set the framework for what is to be achieved during the professional experience across the programme.

EDPR151 – Te Mōhiotanga

Overall outcomes for professional experience Year One.

Tauira will be able to:

1. Identify and demonstrate an emerging awareness of the professional, ethical, legal, and practical requirements of teachers.
2. Design, implement, evaluate, and critically reflect on learning experiences.
3. Demonstrate the ability to effectively use te reo Māori and, where possible, integrate simple tikanga Māori into classroom planning and practice.
4. Identify and develop the identity of self and others within educational contexts.
5. Demonstrate an emerging understanding of own assumptions and beliefs.

At the end of the first year it is anticipated that tauira will:

- Work in an ethical and professional way.
- Be aware of the importance of working within legal requirements.
- Have an understanding of the key dimensions of practice in a school setting.
- Be able to initiate and maintain effective relationships.
- Use appropriate skills of communication when relating to children and adults.
- Use communication to facilitate children's learning.
- Be using social managerial te reo Māori and simple structures on a regular basis and demonstrate an awareness of tikanga Māori.
- Use *Te Aho Arataki Marau* as a guide to the plan, teach and evaluate te reo Māori lessons.
- Use assessment to inform their teaching.
- Have developed strategies to increase the complexity of children's learning.
- Critically reflect on their teaching and be able to relate these reflections to the theories underpinning practice in education.

EDPR251 – Te Mātauranga

Overall outcomes for professional experience Year Two.

Tauira will be able to:

1. Identify and demonstrate working towards the professional, ethical, legal, and practical requirements of teachers.
2. Design, implement, evaluate, and critically reflect on linked learning experiences.
3. Apply knowledge and skills relevant to te reo me ngā tikanga Māori within selected learning areas.
4. Articulate a critical understanding of culture and diversity for teaching and learning.
5. Reflect on the impact of own assumptions and beliefs on tauira.

At the end of the second year, it is anticipated that tauira will:

- Use assessment data to inform their practice.
- Provide opportunities that will increase the connectedness and continuity leading to increased complexity of children's learning.
- Use a range of teaching strategies to promote learning.

- Use the curriculum/learning areas in an integrated way to promote children's learning.
- Create an effective learning environment.
- Take responsibility for developing aspects of the learning environment.
- Use te reo Māori and demonstrate an understanding of tikanga Māori in connection to contexts of learning within all focused curriculum areas.
- Plan, resource, implement and evaluate linked lessons of te reo Māori in a range of purposeful contexts
- Act professionally at all times demonstrating an understanding of *Our Code Our Standards,* legal requirements, and the professional aspects of being a kaiako.
- Critically reflect on their teaching practices making links to the theories underpinning teaching practice.

EDPR351 – Te Māramatanga 1

Learning Aims and Objectives

1. Demonstrate the professional, ethical, legal, and practical requirements of teachers.
2. Design, implement, and evaluate a sustained programme that addresses all ākonga.
3. Demonstrate appropriate, effective and consistent integration and implementation of te reo me ngā tikanga Māori within a classroom programme.
4. Reflect on roles and responsibilities with regard to partnerships with whanau/parents/caregivers and support personnel.
5. Articulate personal theories, beliefs, and thinking that guide their practice.

Personalised Professional Experience

The focus of professional experience in Year Three is to provide tauira with the opportunity to become a confident, competent, and critically reflexive kaiako. The emphasis will be on a personalised learning approach. Personalised learning has become a strong focus in the education sector.

This is based on the principle of tailoring education to individual need, interest, and aptitude to fulfil every child and young person's potential (DfeES, 2004). "This requires the school to be responsive to individuals rather than adopting a stance of expecting pupils always to fit in with existing practices" (Ellis & Tod, 2009, p. 27).

With this personalised approach to professional experience, tauira, alongside their Associate Teacher/Kaiako and Visiting Lecturer, will set directions for the learning journey to achieve the learning outcomes.

The learning outcomes, together with the Teaching Council's *Our Code Our Standards*, set the frame for what is to be achieved during the professional experience. The aim of the personalised learning approach is to ensure graduating kaiako will:

1.	Demonstrate a commitment to Te Tiriti o Waitangi partnerships and relationships. *Standards:* *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: - What is my understanding of partnership in Te Tiriti o Waitangi Aotearoa Te Waipounamu New Zealand - How do my teaching practices reflect and demonstrate uphold Te Tiriti o Waitangi - Have I actively sought support and guidance to expand and build on my understanding? - What is my understanding of the articles of Te Tiriti o Waitangi? - How do I display respect, integrity, and sincerity when engaging with others, especially [or including?] Māori ākonga whānau, hapū, iwi, and those in the wider Māori community?
2.	Enact culturally empowering pedagogies. *Standards:* *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: - Am I aware of the ethnic identities, languages, and the cultures of my ākonga and do I acknowledge this in my interactions and teaching? - What teaching and assessment approaches are effective for ensuring Māori ākonga achieve educational success as Māori? - Am I engaging my ākonga in ways that affirm their cultural identity? - Am I flexible in my teaching approaches? - How can I more effectively communicate with the whānau of ākonga from diverse backgrounds and involve them more fully in their child's learning?
3.	Demonstrate integration of te reo and tikanga Māori evidenced in planning and practice. *Standards:* *Te Tiriti o Waitangi Partnership; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: - How am I ensuring appropriate inclusion of manawhenua/localised perspectives? - What evidence do I have to show my ongoing development and use of te reo Māori in my teaching? - How do I foster and teach an understanding of tikanga amongst my ākonga? - How do I involve Māori whānau, hāpu, and iwi in ways that can support and inform my teaching? - How do I acknowledge and access the expertise that Māori parents, whānau, hapū, and iwi offer?

4.	Establish and maintain respectful and collaborative relationships with ākonga, whānau, colleagues and community. *Standards:* *Te Tiriti o Waitangi Partnership; Professional Relationships; Learning-focused culture; Design for Learning.* Questions for reflection: - What is the nature of my professional relationships and ethical behaviour with my ākonga, their whānau, and my colleagues, including teacher aides/kaiāwhina? - How can other teaching professionals, including colleagues and senior management, help me and how can I help them? - How can I access/use personal information about ākonga that may help me to better meet their needs? - What does this look like in my interactions with ākonga, whānau, my colleagues, other educational professionals, and those in the wider community?
5.	Use a range of equitable assessments/strategies to inform teaching and learning decisions. *Standards:* *Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: - What culturally empowering assessment approaches are effective for ensuring Māori ākonga achieve educational success as Māori? - Do I provide ākonga the opportunity to reflect on their learning experiences? - Do ākonga use peer and self-assessment? - Do I effectively analyse and use assessment data to inform my teaching and planning? - How can I effectively and meaningfully share assessment information with my ākonga and whānau?
6.	Develop and sustain a programme of learning based on pedagogical knowledge. *Standards:* *Professional Learning; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: - How do my ākonga learn best? - How can I make my lessons interesting, engaging, relevant, and inclusive? - How am I planning my learning programmes and selecting appropriate teaching strategies to best meet the needs of my ākonga? - How confident am I in my abilities to effectively teach different topics and skills? - How can I improve my pedagogical content knowledge in areas where my ākonga struggle to master new skills or knowledge?
7.	Maintain a safe and equitable learning environment. *Standards:* *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to their peers?

	• What are acceptable behaviours for everyone in the classroom and how can these be fostered and maintained?
	• How does my knowledge of the varied strengths, interests, and needs of individuals and groups of ākonga influence how I teach them?
	• Who can I gain help and support from to better serve the needs of my ākonga, especially those from diverse backgrounds?
	• How do I ensure that learners' rights and opportunities to have a say are enacted?
8.	Set goals for professional learning based on critical reflection. *Standards:* *Professional Learning; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: • Does my critically reflective approach begin with an assessment of the needs of my ākonga and an evaluation of my capabilities to meet their needs? • What changes will I make to my planning, teaching, and assessing from what I learn from my reflection and from feedback in appraisal conversations and observations of my practice? • How does my professional learning address my goals, the development of my practice, and the learning of my ākonga? • What are my next steps? • Do I understand and engage with effective feedback and feedforward processes? • Can I articulate and justify a personal teaching philosophy informed by critical engagement with theory and practice?
9.	Demonstrate and promote te ao Māori approaches to teaching and learning underpinned by a range of essential Māori concepts. *Standards:* *Te Tiriti o Waitangi Partnership, Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.* Questions for reflection: • How does my teaching practice promote an environment where learners feel safe to explore ideas and learning related to te ao Māori in the context of the topic being taught? • How do I ensure that I am acknowledging and including the local/regional aspects/concepts of te ao Māori and te reo Māori? • How am I ensuring a te ao Māori pedagogy is being incorporated alongside the traditional pedagogical approach? • Can I articulate a te ao Māori teaching philosophy including a range of essential te ao Māori concepts?

Our Code Our Standards

Standards aligned to KTTs for BTchg Te Pōkai Mātauranga o te Ao Rua	
Standard	**KTTs Aligned**
Te Tiriti o Waitangi Partnership	1-4, 7 & 9
Professional Learning	1-2 & 6-9
Professional Relationships	1-4, 7 & 9

Learning-focused Culture	1-9
Design for Learning	1-9
Teaching	1-3 & 5-9

A BTchg graduate will have demonstrated the knowledge and skills outlined in the Teaching Council of Aotearoa New Zealand *Our Code Our Standards*.

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Appendix 1: Information for Tauira

Professional Experience

This is a time when tauira (with the support of staff) can begin to develop the necessary skills to enable them to become a competent kaiako. It is ideally a period of growth for each tauira as they undertake each professional experience block. Their skills in being able to work effectively with both children and adults should be extended, as they put their theoretical knowledge into practice.

Expectations and Guidelines

Prior to placements

Health Declaration

You will be asked to complete a Health Declaration form in the online professional experience portal SONIA. At the commencement of each professional experience the following should be completed.

Tauira Goals for your placement

You will need to establish your goals for your placement and upload them into the online professional experience portal SONIA. Third years will also upload them onto their e-journal in Blackboard.

Tauira Teacher

The **Tau Tuatahi/Year One** Tauira Teacher will

- Tauira teachers are professionally responsible to the Principal while on professional experience.
- Be at school by 8.30am and allow time at the end of the day staying until 3.30pm to discuss and reflect on the day's work.
- Seek, accept and act on advice and guidance from your Associate Teacher and University Lecturer.
- Inform the school and university (Professional Experience Coordinator, phone 211 6724) before 8.30am if you are going to be absent.
- Maintain a tidy standard of dress.
- Do duty at the same time as the Associate Teacher and spend as much time as possible observing and interacting with children at lunch times.
- Maintain confidentiality when dealing with information about children.
- Observe professional ethics (refer *Our Code Our Standards*).
- Keep a log of all lessons in the front of your file.
- Keep all plans in a professional and well-ordered folder that is available to the Associate Teacher and Visiting Lecturer at all times.

The **Tau Tuarua/Year Two** Tauira Teacher will:
- Tauira teachers are professionally responsible to the Principal while on professional experience.
- Be at school by 8.30am. Please stay until at least 3.30 to discuss and reflect on the day's work. Your AT may want you to stay longer, to help with preparation for the next day.
- Seek, accept and act on advice and guidance from your Associate Teacher and Visiting Lecturer.
- Inform the school and university Professional Experience Administrator (phone 211 6805) primarypracadmin@otago.ac.nz before 8.30am if you are going to be absent.
- Maintain a tidy standard of dress.
- Do duty at the same time as the Associate Teacher and spend as much time as possible observing and interacting with children at lunch times.
- Maintain confidentiality when dealing with information about children.
- Observe professional ethics (*Our Code Our Standards*)

- Keep all plans in a well ordered file that is up to date and available to the Associate Teacher and Visiting Lecturer at all times.
- Keep a log of all lessons that are taught.

The **Tau Tuatoru/ Year Three** Tauira Teacher will:
- Adopt a professional approach to their role as a teacher and observe professional ethics at all times.
- Maintain confidentiality when dealing with information about children.
- Dress professionally for teaching.
- Be professionally responsible to the Principal while on professional experience.
- Be punctual (at school by 8.15am) with departure time no earlier than 4.15 pm.
- If there is an unavoidable absence inform his/her Associate Teacher, Visiting Lecturer and University Professional Experience Administrator (Phone 211 6805) before 8.30am.
- Be available (particularly after school) for regular discussion with his/her Associate Teacher.
- When observed by Visiting Lecturer, ensure he/she is actively teaching for at least 20 minutes of the total observation time.
- Seek, accept and act on advice and guidance from his/her Associate Teacher and Visiting Lecturer.
- Demonstrate professional respect for teaching colleagues.
- Gain experience by assisting their Associate Teacher in playground supervision.
- Continue to keep a log of all lessons taught to ensure experience in all learning areas.
- Complete all planning and preparation for teaching outside school hours.
- Plan all lessons and reflect on children's learning, next teaching steps and management.
- Present all plans in a well-ordered teaching folder (not in a clear file, on a laptop or USB stick) and make sure that it is up-to-date and available at all times to the Associate Teacher, Visiting Lecturer.
- Initiate and carry out a *Teaching as Inquiry* project (in writing)
- Obtain permission to begin professional experience from his/her Associate Teacher and Visiting Lecturer.
- Present Teacher Standards Portfolio to the Visiting Lecturer at the end of professional experience.

Ethical Guidelines

Tauira are expected to meet the following criteria:
- To work within the policies as set out by the management of the school and the University of Otago College of Education.
- To be accountable to their Associate Teacher/Kaiako.
- To be respectful and sensitive to children's rights.
- To ensure any work undertaken with children will be culturally appropriate.
- To work to uphold the Code of Professional Responsibility of *Our Code Our Standards.*

Supervision

The Associate/Mentor kaiako retains the responsibility for the care and control of children. Tauira:
- Are not permitted to relieve for staff while on professional experience.
- Do not stand in the same legal position as primary teaching staff. As a consequence, they are not "on duty" in the same sense as a staff member. Therefore, they cannot be responsible for supervising children alone.

Dress
- Tauira should always maintain a suitable standard of dress; neat and tidy clothing with suitable footwear.

Absences
- Tauira are required to phone their Associate/Mentor Kaiako early in the morning (preferably before 8.00 a.m.) or as soon as practicable should they be unable to attend professional experience. Contact phone numbers will be outlined in the Tauira – Associate/Mentor Kaiako Contract.

- Tauira must also inform the visiting lecturer as early as possible on the day of absence, if they were due to be visited, and enter the absence in a timesheet into the online professional experience portal SONIA.
- Any absences must be made up.

Leave
- Occasionally a tauira may ask for leave for a period during the professional experience. Unless there is evidence of a medical or dental appointment that cannot changed, any requests for leave should be referred to the Paper Coordinator.

Tauira are expected to act in accordance with, *Our Code Our Standards* and school policies and procedures at all times.

Other Important Points for Tauira on Professional Experience

1. **Speech**
   Endeavour to develop your speaking voice. Your voice is one of your best teaching tools. Aim to give the children a good pattern of spoken English.

2. **Staff relationships**
   If given the freedom of the staffroom or use of kaiako personal equipment, books etc., respect these privileges, keep things tidy and return all books and material borrowed.

3. **Valuables**
   Never leave valuables in the school unattended.

4. **Preparation**
   Discuss preparation of assignments with your Associate Teacher/Kaiako. Their first responsibility is to the children and parents, so they will expect that you will be fully prepared for your teaching.

5. **Problems**
   Do not hesitate to discuss your weaknesses or areas of concern with your Associate Teacher/Kaiako. Remember they are your adviser during the posting. Their work with you will be more effective if you ask for help and advice if you need it.

6. **University assistance**
   If you are having problems or difficulties, then your University Lecturers are only too happy to help.

NB: Associate Teacher/Kaiako and staff welcome you to their school/classroom to help you develop your skills. However, you must endeavour to be as helpful and co-operative as you can. This will enable you to gain the respect of your colleagues, as well as gaining the greatest possible benefit from the professional experience.

If tauira experience difficulties
If tauira experience difficulties at any time during their professional experience the first point of contact should be their Associate Teacher/Kaiako and/or Visiting Lecturer. Please also refer to the Procedure to signal and document concerns during professional experience placements (see Appendix 5).

Remember – professionalism is expected at all times.

Appendix 2: Information for Associate Teacher/Kaiako

Having a tauira does not mean an extra pair of hands around the place or someone who can be directed to do all the unpleasant jobs. It means accepting responsibility for, and making a commitment to, providing a field-based learning laboratory where, under your guidance and with your support, the tauira can practice the techniques, skills, and knowledge required when working with children; parents/families/whānau; teaching staff; and the community.

Expectations and Guidelines

At the commencement of each professional experience the following should be completed:

Associate Teacher

The **Tau Tuatahi/Year One** Associate Teacher/Kaiako will

- Provide the tauira with a range of opportunities for guided practice.
- Support the tauira to select appropriate curriculum content.
- Observe the tauira and give oral and written feedback for some lessons. Refer Appendix 4.
- Organise your tauira/s to spend one day at another classroom level during the five-week block.
- Provide time for discussion with the tauira both of their work and of the curriculum delivery decisions that you make in the classroom.
- Expect to see written planning before each lesson is taught. Sign plans.
- Challenge tauira to critically reflect and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the tauira teacher and if necessary to the Visiting Lecturer or the paper coordinator, Jane Tilson as soon as possible during the professional experience.
- Draft and discuss a report based around the EDPR 131 professional experience learning goals with your tauira and allow opportunity to add evaluation and future goals via the online portal SONIA.
- Associate Teacher/Kaiako will receive payment on receipt of their SONIA report/s.

The **Tau Tuarua/Year Two** Associate Teacher/Kaiako will

- Provide the tauira with a range of opportunities for guided practice.
- Support the tauira to select appropriate curriculum content.
- Observe the tauira and give oral and written feedback for some lessons.
- Organise for the tauira to spend a day observing in another classroom level during the five week block.
- Provide time for discussion with the tauira both of their work and of the curriculum delivery decisions that you make in the classroom.
- Expect to see written planning before each lesson is taught. **Sign plans.**
- Challenge tauira to critically reflect and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the tauira teacher and if necessary to the Visiting Lecturer or Julie Mynes (phone 211 6803) julie.mynes@otago.ac.nz as soon as possible during the professional experience.

 If concerns arise additional visits and support will be arranged

- Draft and discuss report based around the EDPR231 professional experience learning goals with your tauira and allow opportunity to add evaluation and future goals via the online portal SONIA.
- Associate teachers will receive payment upon receipt of their SONIA reports.

The **Tau Tuatoru/ Year Three** Associate Teacher/Kaiako will:

- Continue to provide the Tauira Teacher with a range of opportunities for guided practice.
- Support the Tauira Teacher to select appropriate curriculum content.
- Observe the Tauira often and give oral and written feedback for some lessons. Written comments should be realistic and constructive.
- Provide time for discussion with the Tauira both of his/her work and of the curriculum delivery decisions that are made in the classroom.
- Keep a record of Tauira Teacher absences and report these to the Visiting Lecturer.
- Expect to see written planning before each lesson is taught. Before the control period check the planning to ensure that it meets the needs of children and the class programme.
- Challenge Tauira Teachers to critically reflect on and analyse situations. Encourage him/her to seek solutions.
- As soon as possible communicate areas of concern to the Tauira Teacher. Please also contact and discuss the concern with the Visiting Lecturer. If any further advice is required please contact Julie Mynes (phone 211 6803) julie.mynes@otago.ac.nz.
- By the end of professional experience provide a teaching reference and send it electronically to primarypracadmin@otago.ac.nz. Please also give the Tauira Teacher a copy. Associate Teachers may like to use this reference when asked to provide a referee report for their tauira's employment applications.

Tauira on Professional experience

This is a time when tauira (with the support of staff) can begin to develop the necessary skills to enable them to become competent kaiako. It is ideally a period of growth for each tauira as they undertake each professional experience block. Their skills in being able to work effectively with both children and adults should be expanded, as they put their theoretical knowledge into practice.

Associate Teacher/Kaiako can help the tauira feel that they are in a supportive environment by:
a. Introducing the tauira to *all* staff.
b. Having open and honest communication channels where the tauira feels comfortable in discussing all aspects of their work. Providing a regular time for discussion, as noted on the contract.
c. Attending kaiako meetings so that clarification of expectations regarding tauira professional experience assignments can be made. It is also a time for sharing and discussing other relevant information relating to the wider context of Professional Experience.
d. Including the tauira in the team especially during tea/lunch breaks is important. Tauira can feel uncomfortable if excluded from conversations or discussion at these times. However, it is equally important not to compare tauira or involve them in any way, should a school dispute arise.

If tauira experience difficulties

If tauira experience difficulties at any time during their professional experience the first point of contact should be their Associate/Mentor Kaiako and/or Visiting Lecturer. Please also refer to the procedure to signal and document concerns during professional experience (see Appendix 5).

Written Reports

The written report, accessed via the online professional experience portal (SONIA), requires the Associate Teacher/Kaiako to make an objective assessment of what the tauira can do. It is therefore important that staff keep some notes of their observations, and that they can substantiate comments with direct observations. For example, if it is felt that a tauira is not adequately aware of the safety needs of children it needs to be supported with actual records of observations so that clear examples can be given to the tauira indicating the concerns.

An Associate Teacher/Kaiako should not be afraid to identify the tauira who has not yet reached a level of competency they feel comfortable with. The reasons for the tauira receiving an unsatisfactory report should be identified and areas indicated where improvement is needed. A written assessment of a tauira's performance is of utmost importance to the University as it is the documentation used to determine whether or not a tauira has passed the practical work. Therefore, what is written needs to be clearly supported. Ambiguous statements should be avoided. It is hard to justify a comment of `not satisfactory' when the report clearly indicates marked improvement over the placement. If it is believed that a tauira has made tremendous improvement but that more experience is required to reach a satisfactory level of competency, then this should be clearly spelt out in the report.

Training institutions often find that they do not have the supporting documentation to fail a tauira even though the Associate Teacher/Kaiako believe that they have conveyed this message quite clearly. If in doubt about how to word a report contact the Visiting Lecturer or Paper Coordinator for guidance.

The report should be discussed with the tauira before sending it back to University. Tauira should have the opportunity to raise issues that may be viewed as unfair and, if possible, these should be resolved before the report is sent in. Above all, avoid letting the tauira down by returning the report with an unsatisfactory grade when this has not been communicated prior to the tauira leaving the school. If staff have difficulty telling tauira they have not yet reached a level of competency suitable for a satisfactory report they should contact the Visiting Lecturer for advice. If on the other hand it is felt that a tauira has been unfairly treated by the Visiting Lecturer, the Paper Coordinator should be contacted to discuss the problem.

Competencies expected of tauira at their particular stage of training are listed in this booklet (pages 14-17). This is to give the Associate Teacher/Kaiako a guide as to what can reasonably be expected of the tauira. The Associate Teacher/Kaiako may want to comment about these competencies and any others that may be relevant in their report.

Appendix 3: Information for Visiting Lecturers

Being a Visiting Lecturer

The feedback you provide to the tauira will be crucial in their learning to be a critically reflective kaiako. It is important you are up-to-date with the literature on reflective practice and the visiting lecturer guidelines so that you are able to provide effective feedback to the tauira and participate in shared dialogue with the Associate/Mentor Kaiako to support the tauira's ongoing learning.

> In giving feedback to learners your own skill as a visiting lecturer is severely tested. The possibilities for misunderstanding are endless, the risk of being hurtful or seeming too personal ever-present, the temptation to say nothing or to say too much, ever looming. But without feedback your learners cannot learn and as a visiting lecturer you cannot be said to be "teaching" - Terry Rogers (source unknown)

This is a time when tauira (with the support of staff) can begin to develop the necessary skills to enable them to become competent kaiako . It is ideally a period of growth for each tauira as they undertake each professional experience block. Their skills in being able to work effectively with both children and adults should be extended, as they put their theoretical knowledge into practice.

Visiting Lecturer

The Tau Tuatahi/Year One Visiting Lecturer will:

- In the first two weeks, the Visiting Lecturer will schedule and conduct a tutorial at the school.
- Liaise with the Associate Teacher regarding tauira' progress, **if there are any areas of concern, communicate these with** Julie Mynes (phone 211 6803) julie.mynes@otago.ac.nz **as soon as possible.**
- Make one visit to see the tauira actively teaching, and if needed communicate with Julie Mynes to organise a follow up observation.
- Provide guidance and advice to the tauira about their teaching.
- Liaise with the Associate Teacher regarding tauira' progress.
- Mark the professional experience folder using the *Visiting Lecturer: Professional Experience 1 Administration/Planning Documentation Checklist, see Appendix 1*
- Submit a Visiting Lecturer report via the online portal SONIA.
- Submit a pass/fail result to the Professional Experience Administrator (phone 211 6805) primarypracadmin@otago.ac.nz. Show separate results for the administration/planning checklist and the SONIA Visiting Lecturer report

The Tau Tuarua/Year Two Visiting Lecturer will:

- The Visiting Lecturer will make 2 visits to see the tauira actively teaching. If needed communicate with Julie Mynes (phone 211 6803) julie.mynes@otago.ac.nz to organise a third follow up observation.
- Provide guidance and advice to the tauira about their teaching and broader practice.
- Liaise with the Associate Teacher regarding tauira' progress. **If there are any areas of concern please communicate these with Julie Mynes as soon as possible.**
- Mark the professional experience folder using Professional experience Administration/Planning Documentation Checklist

- Write and summarise field notes based on observation and communication with Associate Teacher/Mentor
- Submit a visiting lecturer report via the online portal SONIA
- Submit pass/fail results to the Professional Experience Administrator (phone 211 6805) primarypracadmin@otago.ac.nz. Show separate results for the administration/planning documentation (folder) and the SONIA visiting lecturer report

The Tau Tuatoru/Year Three Visiting Lecturer will:

- Use information from the previous professional experience report and discussion with the Tauira Teacher to inform decisions about the support and guidance required.
- Liaise with the Associate Teacher and Principal and inform them of the proposed visiting schedule.
- After the observation provide guidance and advice to the Tauira Teacher about his/her teaching.
- Write field notes and provide the Tauira Teacher with a copy.
- Discuss Tauira progress as he/she works towards achieving teaching goals; provide feedback, guidance and support.
- Liaise with the Associate Teacher regarding the Tauira's progress and discuss the observation. Keep in close email contact with the Associate Teacher and the Tauira Teacher.
- Check the planning before the control period and submit a pass to Julie Mynes (phone 211 6803) julie.mynes@otago.ac.nz.
- Review the teaching folder during the observation visit.
- In consultation with the Associate Teacher decide on the competency of the Tauira in achieving the professional experience requirements. Submit a pass/fail result for EDPR333 to the Professional Experience Administrator (phone 211 6805) primarypracadmin@otago.ac.nz.
- Examine the evidence for the Tauira Teacher's completed Teacher Standards Portfolio.
- Hold a post-professional experience interview with the tauira teacher and transfer or upload this document to the template on SONIA.

Procedures When Visiting Tauira during Professional experience

A Visiting Lecturer will be allocated to support tauira through their teaching practice. The Visiting Lecturer will assess each tauira's performance in relation to the learning outcomes for the course, providing formative feedback. They will also spend some time talking with the tauira and their Associate Teacher/Kaiako regarding progress in relation to the learning outcomes. During these discussions it is expected that tauira will be able to critically identify their growing strengths and the areas where they believe further learning is needed. The Visiting Lecturer will expect this critical reflection to be informed by theory and research and understanding of *The New Zealand Curriculum.* During or on completion of the visit they will complete related assessment reports and share these with the tauira.

Visiting Lecturer Visits – process & procedures

Tau Tuatahi/Year One – Year One tauira are not visited during their first placement, but a university lecturer will conduct a school visit for all tauira teachers allocated to that school. Year One tauira are visited once on their October/November professional experience. If the tauira is having difficulties, then the Visiting Lecturer may visit a second time. Another Visiting Lecturer may be called upon to visit if there are any ongoing concerns.

Tau Tuarua/Year Two – Year Two tauira will be visited once in both the May and in October/November professional experience. If the tauira is having difficulties, then the Visiting Lecturer may visit a second time. Another Visiting Lecturer may be called upon to visit if there are any ongoing concerns.

Tau Tuatoru/Year Three – Year three tauira will be visited across the block and Tuesday professional experience. Tauira will receive a minimum of five visits in total over the year. However, if a tauira is having difficulties they may be visited more often. Another Visiting Lecturer may be called upon to visit if there are any ongoing concerns. Visiting Lecturers will engage with professional experience related documentation each week of the semester, providing formative feedback. All visits will be documented.

Visiting Process

- Arrange the visit with the Associate Teacher/Kaiako and tauira via e mail and/or telephone. Never arrive at the unannounced.

- Make sure the tauira knows you have arrived. Check in with the Associate Teacher/Kaiako before you begin observing.

- Before beginning your observation meet with the tauira (pre observation conference). It is important that tauira are empowered in this process. Ask the tauira if there are particular aspects of their practice they would like you to observe. If not, observe using your knowledge of "best practice" and the expectations in relation to the learning outcomes as your guide.

- Ask the tauira for a copy of their written work and planning and look at this during the observation.

- Observe the tauira – writing notes which will form the basis of your feedback and written report on the tauira's progress towards meeting the learning outcomes of the practice. Try to be as unobtrusive as possible.

- Ensure that it is the tauira who does the majority of the talking during this post observation feedback session. It is a useful strategy to encourage the tauira to talk first – get them to identify things that went well and things that did not go so well during the observation. Have them identify their strengths and weaknesses. On this basis you can share what you found during the observation.

- It is important that you as a visiting lecturer ensure your feedback is constructive – remember to emphasise both strengths and areas for development (see notes below on providing constructive feedback). Provide formative feedback on their documentation to date.

- All feedback sessions should end with a direction for the future. Talk together about what can be done to develop strengths and successes or what can be done to develop practice. Encourage tauira to set goals for their ongoing practice.

- Before leaving the school meet with the Associate Teacher/Kaiako, share observations and together establish priorities for future support of the tauira. It is vital we are working in a collaborative way, sharing our views, and listening to what they have to say. A triadic meeting of tauira, visiting lecturer and associate teacher/kaiako is recommended if/when possible.

- Complete the written reports.

Feedback to Tauira on Practice

- It must encourage the tauira to be critically reflective in relation to their practice.
- It must empower the tauira to identify what they are able to do now but also to identify further learning possibilities.
- It should be based on shared dialogue, critical thinking, problem solving, and reflect the theoretical perspectives tauira have studied through their course.
- It is important that you leave the tauira with a clear idea of the next step in their learning process.
- If tauira are in a failing situation this should be made very clear to the tauira.

NB: The level and complexity of tauira's thinking will vary – e.g. first years will be less able to articulate theory, children's learning, planning etc., than a third-year tauira. It is important to keep this in mind. However, it is also important that from year one you challenge the tauira's thinking. They should be able to articulate the theoretical basis of their practice; they should be able to reflect on what they have done; they should be able to discuss *The New Zealand Curriculum*, pedagogy, teaching strategies, planning, and children's learning, etc.

Providing Constructive Feedback

1 Be clear about what you say and give reasons for your comments.
2 Start with the positive and from their move on to the negative – everyone does something positive.
3 Be specific – comments like you were brilliant; that was marvellous – provide no basis for the tauira to evaluate their practice. Ask "how come questions?" rather than "why?" Specific feedback gives a greater opportunity for learning and change.
4 Focus on the behaviour rather than the person.
5 Select priority areas – do not overwhelm the tauira with suggestions for change – there is a limit to what most of us can absorb.
6 Immediacy is important – do not save your feedback till next week.
7 Refer to behaviour that can be changed – think of small steps.
8 Offer alternatives – turn negative feedback into positive suggestion.
9 Own the feedback – rather than saying "you are" accept responsibility for what you think and begin with "I".
10 Leave the recipient with a choice – skilled feedback offers people information in a way which leaves them with choices about what to do. It is important to empower the tauira not trap them.
11 Reflect on your feedback – think about what it says about you – feedback is likely to say as much about the giver as the receiver.
12 Ensure that the feedback has been heard, understood, and will be acted on in the future.

General Points

- Be honest, fair, constructive, and confidential.
- Ask open ended questions; avoid closed questions.
- Get the person to summarise at the end of your session. The tauira should be doing the problem solving. The summary could get the tauira to:
  – Identify the skills where they feel confident.
  – Skills in which they are making progress.
  – Skills in which they need more practice.
  – Followed by a list of ways in which further learning or practice could lead to the achievement of skills.
- Take your time; try not to rush through the observation.
- Let the tauira do the talking.
- Tauira should leave the session feeling empowered.

Always check in with the Associate Teacher/Kaiako before you leave; we are working in partnership with them. If you believe the tauira is in a failing situation then you must contact the Professional Experience Coordinator: Julie Mynes (phone 211 6803) julie.mynes@otago.ac.nz immediately. The tauira must be visited by either another Visiting Lecturer, the Professional Experience Coordinator or the Programme Coordinator.

Written Reports

The written report, accessed via the online professional experience portal SONIA, requires the Visiting Lecturer to make an objective assessment of what the tauira can do. It is therefore important that Visiting Lecturer's keep notes of their observations, and that they can substantiate comments with direct observations. For example, if it is felt that a tauira is not adequately aware of the safety of children it needs to be supported with actual records of observations so that clear examples can be given to the tauira indicating the concerns.

A Visiting Lecturer should not be afraid to identify a tauira who has not yet reached a level of competency that they feel comfortable with. The reasons for the tauira receiving an unsatisfactory report should be clearly identified and areas where improvement is needed highlighted. A written assessment of a tauira's performance is of utmost importance to the College as it is the documentation used to determine whether or not a tauira has passed the practical work. Therefore, what is written needs to be clearly supported; ambiguous statements should be avoided. It is hard to justify a comment of 'not satisfactory' when the report clearly indicates marked improvement over the placement. If it is believed that a tauira has made tremendous improvement but that more experience is required to reach a satisfactory level of competency, then this should be clearly spelt out in the report.

Teacher education institutions often find that they do not have the supporting documentation to fail a tauira even though the Visiting Lecturer and Associate/Mentor Kaiako believe that they have conveyed this message quite clearly. If in doubt about how to word a report contact the Professional Experience Coordinator for guidance.

The report should be discussed with the tauira. Tauira should have the opportunity to raise issues if necessary, that may be viewed as unfair and, if possible, these should be resolved before the report is forwarded to Academic records. Above all, avoid letting the tauira down by returning the report with an unsatisfactory grade when this has not been communicated prior to the tauira leaving the school. If Visiting Lecturers are experiencing difficulty telling tauira that they have not yet reached a level of competency suitable for a satisfactory report they should contact the Programme Coordinator for advice. Competencies expected of tauira are listed in this booklet. This will give a guide as to what can reasonably be expected of the tauira.

The report should contain only what has been observed. The Associate Teacher/Kaiako needs to comment on aspects specific to their own observations. If, however, the concern of the Associate Teacher/Kaiako is of significance then you will need to respond to this.

If tauira experience difficulties

If tauira experience difficulties at any time during their professional experience the first point of contact should be their Associate/Mentor Kaiako and/or Visiting Lecturer. Please also refer to the Procedure to signal and document concerns during professional experience placements (Appendix 5)**.**

Appendix 4: Planning Templates

UCOE Primary programme templates that the tauira have been exposed to in the programme. These templates are only potential guides to tauira planning.

- Lesson Plan

- Linked Lesson Plans

- Unit Plan

Lesson Plan Template:

Unit Title: *Delete all the instructions in italics once you have finished with them*	Year/Class: *Tau/Taumata*		Date: *Te*
Curriculum Area:	**Level:**		**Strand:**

Achievement Objective(s)

Copy the relevant AOs in full from the curriculum.

Learning Intention(s) **We are learning to …** *What should the tauira have learnt by the end of the lesson?* • *This need to be specific to the learning rather than the activity.* • *Write in a language accessible to tauira* *NB: These are sometimes called specific learning outcomes.*	Success Criteria **We will be successful when we …** *What does success look like? What does the tauira(s) do to demonstrate that they have met the learning intention?*	Assessment *What (formative) assessment/s are you doing within this lesson to find out if tauira are achieving the learning intention?*
1.		
2.		
	Delete or add rows as necessary	

Resources:
Consider the equipment and resources you will need. Attach notes, examples, solutions to tasks, resources

Culturally Response Pedagogy:
What are at least five phrases of te reo Māori you will include.
What 'contextual reo' will be included in your teaching?
How have you catered for the inclusion of Tātaiako/Tapasā?

<table>
<tr><td colspan="5" align="center">Key Competency Focus (highlight 2-3)</td></tr>
</table>

Managing Self	Relating to Others	Participating and Contributing	Thinking	Using Language, Symbols and Text
Working independently Managing time Goal Setting Self-Assessing Making Choices Risk taking Persevering Having can do attitude Being accountable Reflecting on learning	Cooperating Sharing equipment Negotiating Responding to others work Observing, giving feedback Sharing group responsibility Showing a willingness to learn from own and others' mistakes Asking if unsure	Listening Justifying Considering options Sharing strategies, thinking Persuading Explaining Restating Reporting Offering ideas and solutions	Generalising Hypothesising Inferring Questioning Problem solving Rationalising Thinking about thinking Making connections Applying concepts Investigation Identifying and using real world contexts	Presenting ideas in a range of ways Interpreting language and data Using and responding to a range of written recording Recognising, using appropriate mathematical language Making connections between mathematical language, words, symbols, and conventions Developing accuracy in written recording

Key Competency Focus

Write a short, specific statement to describe how this key competency will be developed explicitly in this lesson.

<table>
<tr><td colspan="4" align="center">UDL Starting with <u>everyone</u> in mind</td></tr>
</table>

Multiple means of engagement – describe in brief and indicate at least two ways "How I will provide …"		**Multiple means of action and expression – describe in brief and indicate at least two ways "What ways tauira will be able to …**	
Time	**The role of the teacher** *What is happening? What are the tauira doing?*	**The role of the tauira** *What is happening? What are the tauira doing?*	**Teaching Points** *What are you doing?*
Give timing in minutes. Add a new row for each new block of time.	**Introduction (Engage)** *Most (although not all) lessons need introductions, for different reasons. Especially if it is the first lesson of a unit, it might be to engage tauira, to make the lesson relevant to them - hook them in. It might be an activity to connect with the previous lesson. It might be quite separate or just be a section of the body of the lesson. It might be an activity using a resource, or it might be an experiment, or specific questioning to find out tauira' existing knowledge and skills.*	**Introduction (Engage)**	*Connect with previous lesson.* *Communicate the learning intentions to the tauira, if appropriate.* *Diagnostic/formative assessment*

There will likely be several rows here.	**Body (Explore, Enable, Extend)** *Sequence the progression of learning here. Ensure you teach during transitions between activities (e.g. don't just show a video and then move on without unwrapping). Unwrap the activities. Transition between them. Ensure tauira are actively learning.*	**Body (Explore, Enable, Extend)**	*Include:* • *formative assessment* • *focus questions supporting/extending prompts/differentiation*
	Conclusion *Summarise/go back to learning intentions including using focus questions to engage and further assess. Give the tauira an opportunity to reflect on new learning*	**Conclusion**	*Communicate where to next*
Lesson Evaluation *(for every lesson you teach)* *What are the implications for practice? Have individual tauira achieved the specific learning intentions? Where to from here with this class? What would you change next time you teach this lesson?*			

Linked Lesson Planner

Year Level:　　　　　　Date:　　　　　　　　　Duration:　　　　　　　　Context:

Achievement Objectives: **Level** **Strand** **AO**	
Learning Intentions We are learning to:	**Success Criteria** We will be successful when we:
Assessment:	**Resources**
Te reo and tikanga Māori & cultural responsive pedagogies:	
UDL considerations:	
Specific Curriculum Content (e.g. key mathematical ideas, nature of science, tech area, element of music etc:	

Key Competencies				
Managing Self	**Relating to Others**	**Participating and Contributing**	**Thinking**	**Using Language, Symbols and Text**
Working independently Managing time Goal Setting Self Assessing Making Choices Risk taking Persevering Having a can do attitude Being accountable Reflecting on learning	Cooperating Sharing equipment Negotiating Responding to others work Observing, giving feedback Sharing group responsibility Showing a willingness to learn from own and others' mistakes Asking if unsure	Listening Justifying Considering options Sharing strategies, thinking Persuading Explaining Restating Reporting Offering ideas and solutions	Generalising Hypothesising Inferring Questioning Problem solving Thinking about thinking Making connections Applying concepts Investigation Identifying and using real world contexts	Presenting ideas in a range of ways Interpreting language and data Using and responding to a range of written recording Recognising, using appropriate mathematical language Making connections between mathematical language, words, symbols and conventions Developing accuracy in written recording
Key competency focus:				

Timing & management	Lesson 1 **Lesson sequence/teaching points** **Learning intention #** **Success criteria #**	Timing & management	Lesson 2 **Lesson sequence/teaching points** **Learning intention #** **Success criteria #**	Timing & management	Lesson 3 **Lesson sequence/teaching points** **Learning intention #** **Success criteria #**
	Introduction/warm up:		**Introduction/warm up:**		**Introduction/warm up:**
	Main Body of lesson:		**Main Body of lesson:**		**Main Body of lesson:**
	Conclusion		**Conclusion**		**Conclusion**
Ongoing Reflection: *After each lesson, how are you on track for this unit, what is going well, what needs to change or happen next to ensure tauira are learning?*					

Assessment Information

Indicate the learning intention(s) to be assessed	

Evaluation of the lesson *(how do I know the children met the learning intention; what is my evidence?)*	
Reflection my teaching *(What went well, what could be changed, ideas for future teaching /learning etc)*	

Unit Planner

Year Level: Date: Duration: Context:

Rationale:
Write a 300-350 word justification for this unit. How and Why is this unit relevant, useful, meaningful to your tauira? What are you going to do in this unit? Why are you going to do it this way?

Achievement Objectives:
Level
Strand
AO

Learning Intentions We are learning to:	Success Criteria
Assessment:	**Resources**

Te reo and tikanga Māori & cultural responsive pedagogies:

UDL considerations:

Specific Curriculum Content (e.g. key mathematical ideas, nature of science, tech area, element of music etc:

Key Competencies

Managing Self	Relating to Others	Participating and Contributing	Thinking	Using Language, Symbols and Text
Working independently Managing time Goal Setting Self Assessing Making Choices Risk taking Persevering Having a can do attitude Being accountable Reflecting on learning	Cooperating Sharing equipment Negotiating Responding to others work Observing, giving feedback Sharing group responsibility Showing a willingness to learn from own and others' mistakes Asking if unsure	Listening Justifying Considering options Sharing strategies, thinking Persuading Explaining Restating Reporting Offering ideas and solutions	Generalising Hypothesising Inferring Questioning Problem solving Thinking about thinking Making connections Applying concepts Investigation Identifying and using real world contexts	Presenting ideas in a range of ways Interpreting language and data Using and responding to a range of written recording Recognising, using appropriate mathematical language Making connections between mathematical language, words, symbols and conventions Developing accuracy in written recording

Key competency focus:

Timing & management	Lesson 1 Lesson sequence/teaching points Learning intention # Success criteria #	Timing & management	Lesson 2 Lesson sequence/teaching points Learning intention # Success criteria #	Timing & management	Lesson 3 Lesson sequence/teaching points Learning intention # Success criteria #
	Introduction/warm up:		Introduction/warm up:		Introduction/warm up:
	Main Body of lesson:		Main Body of lesson:		Main Body of lesson:
	Conclusion		Conclusion		Conclusion
Ongoing Reflection: *After each lesson, how are you on track for this unit, what is going well, what needs to change or happen next to ensure tauira are learning?*					

Timing & management	Lesson 4 **Lesson sequence/teaching points** **Learning intention #** **Success criteria #**	Timing & management	Lesson 5 **Lesson sequence/teaching points** **Learning intention #** **Success criteria #**	Timing & management	Lesson 6 **Lesson sequence/teaching points** **Learning intention #** **Success criteria #**
	Introduction/warm up:		**Introduction/warm up:**		**Introduction/warm up:**
	Main Body of lesson:		**Main Body of lesson:**		**Main Body of lesson:**
	Conclusion		**Conclusion**		**Conclusion**
Ongoing Reflection: *After each lesson, how are you on track for this unit, what is going well, what needs to change or happen next to ensure tauira are learning?*					

Assessment Information

Indicate the learning intention(s) to be assessed	

Evaluation of the lesson *(how do I know the children met the learning intention; what is my evidence?)*	
Reflection my teaching for this unit *(What went well, what could be changed, ideas for future teaching /learning etc)*	

Appendix 5: Procedure to signal and document concerns during professional experience placements

Process re concerns (levels)	Action	What is communicated	Who it is communicated to
1. Mentor Teacher/Kaiako or Visiting Lecturer has concerns about one or more aspects of tauira kaiako practice (including attendance; development of practice, and documenting of practice).	Identify the concern(s) (with evidence) and support with solutions. Document and date concerns. Contact paper coordinator to share concerns.	Present the concern(s) and possible solutions/strategies. Check for understanding. Agree on timeframe for revisiting concerns.	Tauira kaiako
2. Teacher Teacher/Kaiako or Visiting Lecturer continue to have concerns about the same, additional or multiple aspects of tauira kaiako practice.	Identify the concern(s) (with evidence) and support with solutions. Document concerns and date. Contact paper coordinator to share concerns	Re-present concern(s) to tauira kaiako and discuss. Offer further support and strategies. Agree on timeframe for revisiting concerns.	Tauira kaiako Visiting Lecturer Associate Teacher/Kaiako Paper coordinator
3. Continued concern(s) If the concerns are about practice in the classroom, visiting lecturer/paper coordinator organises a visit by a second visiting lecturer. If the concerns are about preparedness for professional experience (due to attendance issues, lack of evidence around LOs or academic performance) paper coordinator meets with tauira to evaluate situation.	Both first and second visiting lecturers make recommendation (Pass or Fail) following second opinion visit and document this. Or Paper coordinator establishes degree of preparedness for block, if sufficient, block proceeds, if not, block placement cancelled.	Field notes shared and discussed with tauira at debrief by first & second visiting lecturers. Tauira receives a copy of the report. Final decision (Pass or Fail) communicated to tauira.	Tauira kaiako Visiting Lecturer Associate Teacher/Kaiako Course coordinator.
4. In the case of a professional experience fail: Tauira is aware of any opportunities for future re- enrolment.	Tauira meets with course advisor to discuss possible re- enrolment in the paper and made aware of any relevant regulations.	Future opportunities for re-enrolment and possible timeframe.	Tauira kaiako

Documentation of tauira concerns during professional experience

Paper:	EDPR151; EDPR251; EDPR351; EDPR333 (Circle One)		
Tauira Name and ID:		**School:**	
Associate Teacher/ Kaiako:		**Professional experience Date:**	
Visiting Lecturer 1:		**Date of visit:**	
Visiting Lecturer 2:		**Date of visit:**	

Areas of concern:

Level 1

Level 2

Level 3

Recommendation:

Level 1

Level 2

Level 3

Note: In the case of a failed result, the tauira is required to re-enrol in the paper.

Signed:

_____   _____   _____

Visiting Lecturer 1   Visiting Lecturer 2   Paper Coordinator

Appendix 6: Primary Bicultural Programme Key Teaching Tasks (KTTs) and Culminating Integrative Assessment (CIA)

	KTTs – BTchg Te Pōkai Mātauranga o Te Ao Rua (Primary Bicultural Education)
1.	Demonstrate understandings of the Te Tiriti o Waitangi partnership and embed these in culturally responsive teaching practices. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.*
2.	Respectful inclusion of all ākonga language, culture and identity, and culturally responsive pedagogies as evidenced in planning and practice. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.*
3.	Demonstrate daily integration of accurate and conversational te reo Māori to facilitate and support learning, evidenced in planning and practice. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.*
4.	Integrate te ao Māori worldview consistently and accurately in planning and practice ensuring inclusion of manawhenua/localised perspectives. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.*
5.	Effectively and appropriately communicate with ākonga, whānau, and colleagues. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture.*
6.	Use a range of assessments, interpret assessment data and plan next steps for teaching and learning. *Professional Learning; Learning-focused culture; Design for Learning; Teaching.*
7.	Develop and sustain a bi-cultural programme of learning that uses national and local curricula alongside education policy to guide their practice. *Professional Learning; Design for Learning; Teaching.*
8.	Actively seek advice and collaborate with colleagues internal and external to the school/kura setting to improve teaching in ways consistent with expectations of the profession. *Professional Learning; Professional Relationships; Design for Learning; Teaching.*
9.	Recognise and address own assumptions and societal inequalities within own teaching practice. *Professional Learning; Professional Relationships; Learning-focused culture.*
10.	Initiates and maintains respectful, collaborative, and positive relationships with ākonga, teachers and support staff, whānau, hapū, iwi and communities. *Professional Learning; Professional Relationships.*
11.	Maintain a safe and well managed learning environment by identifying and addressing barriers to learning for all ākonga. *Te Tiriti o Waitangi Partnership; Design for Learning; Teaching.*
12.	Employ a range of effective, bicultural and inclusive teaching strategies to support learning. *Te Tiriti o Waitangi Partnership; Learning-focused culture; Design for Learning; Teaching.*
13.	Critically reflect on professional learning to inform teaching practice. *Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Teaching.*
14.	Demonstrate and promote te ao Māori approaches to teaching and learning underpinned by a range of essential Māori concepts. *Tiriti o Waitangi, Learning-focused culture; Design for Learning; Teaching.*

Progression	EDPR Papers	KTTs	Overarching
Emerging Awareness	EDPR151 – Te Mōhiotanga Learning Aims and Objectives Tauira will be able to:		Demonstrate understandings of the Te Tiriti o Waitangi partnership and embed these in culturally responsive teaching practices.
	Identify and demonstrate an emerging awareness of the professional, ethical, legal, and practical requirements of teachers.	7, 10, 12, 13, 14	
	Design, implement, evaluate, and critically reflect on learning experiences.	2, 4, 6, 7, 11, 12, 14	
	Demonstrate the ability to effectively use te reo Māori and, where possible, integrate simple tikanga Māori into classroom planning and practice.	2, 3, 4, 7, 12, 14	
	Identify and develop the identity of self and others within educational contexts.	4, 5, 8, 10,	
	Demonstrate an emerging understanding of own assumptions and beliefs.	9, 11, 13, 14	
Working towards	EDPR251 – Te Mātauranga Learning Aims and Objectives Tauira will be able to:		Demonstrate understandings of the Te Tiriti o Waitangi partnership and embed these in culturally responsive teaching practices.
	Identify and demonstrate working towards the professional, ethical, legal, and practical requirements of teachers.	7, 10, 12, 13, 14	
	Design, implement, evaluate, and critically reflect on linked learning experiences.	2, 4, 6, 7, 11, 12, 14	
	Apply knowledge and skills relevant to te reo me ngā tikanga Māori within selected learning area.	2, 3, 4, 14	
	Articulate a critical understanding of culture and diversity for teaching and learning.	4, 5, 8, 10, 14	
	Reflect on the impact of own assumptions and beliefs on tauira.	9, 11, 13, 14	
Working to Achieve in a Supported Environment	EDPR351 – Te Māramatanga Learning Aims and Objectives Tauira will be able to:		Demonstrate understandings of the Te Tiriti o Waitangi partnership and embed these in culturally responsive teaching practices.
	Demonstrate the professional, ethical, legal, and practical requirements of teachers.	7, 10, 12, 13	
	Design, implement, and evaluate a sustained programme that addresses all ākonga.	2, 4, 6, 7, 11, 12,	
	Demonstrate appropriate, effective and consistent integration and implementation of te reo me ngā tikanga Māori within a classroom programme.	2, 3, 4, 7, 12, 14	
	Reflect on roles and responsibilities with regard to partnerships with whānau/parents/caregivers and support personnel.	4, 5, 8, 10,	
	Articulate personal theories, beliefs, and thinking that guide their practice.	9, 11, 13	

	EDPR333 – Te Puāwaitanga 2 Learning Aims and Objectives Tauira will be able to:		
Achieved in a Supported Environment	Achieve in a supported environment the professional, ethical, legal, and practical requirements of teachers.	7, 10, 12, 13	**Demonstrate understandings of the Te Tiriti o Waitangi partnership and embed these in culturally responsive teaching practices.**
	Design, implement, evaluate, and critically reflect on a sustained programme that addresses all ākonga.	2, 4, 6, 7, 11, 12,	
	Demonstrate effective and appropriate integration and implementation of te reo me ngā tikanga Māori within a classroom programme.	2, 3, 4, 7, 12, 14	
	Critically reflect on roles and responsibilities with regard to partnerships with whānau/parents/caregivers and support personnel.	4, 5, 8, 10,	
	Articulate personal theories, beliefs, and thinking that guided their practice.	9, 11, 13	

CIA:

Our culminating integrative assessment occurs near the end of the programme and sits within the final professional experience. While the assessment is pass/fail, the paper is credit-bearing to the value of 18-points. The CIA comprises several related pieces of assessment from the final professional experience culminating in a professional conversation wherein tauira teachers synthesise their learning across the standards and demonstrate the integration of theory and practice. As each tauira's personalised professional experience and professional conversation is uniquely related to their learning needs and development as a tauira teacher, the situated and complex decision making that tauira's account for in the CIA draws from and builds upon their learning such that, in the supported context of the final professional experience they have been deemed ready to teach. The components of the CIA are:

- The satisfactory demonstration of learning outcomes of the professional experience in the site of practice and through associated written work (assessment by associate teacher/kaiako and visiting lecturer);
- Assessment of KTTs (associate teacher/kaiako, visiting lecturer reporting);
- Personalised professional experience (tauira reporting and documentation of teaching relative to negotiated professional goals mapped to the code and standards)
- Professional conversation (oral report by tauira or personalised professional experience and presentation of evidence of teaching inquiry across the final professional experience and in relation to the code and standards).