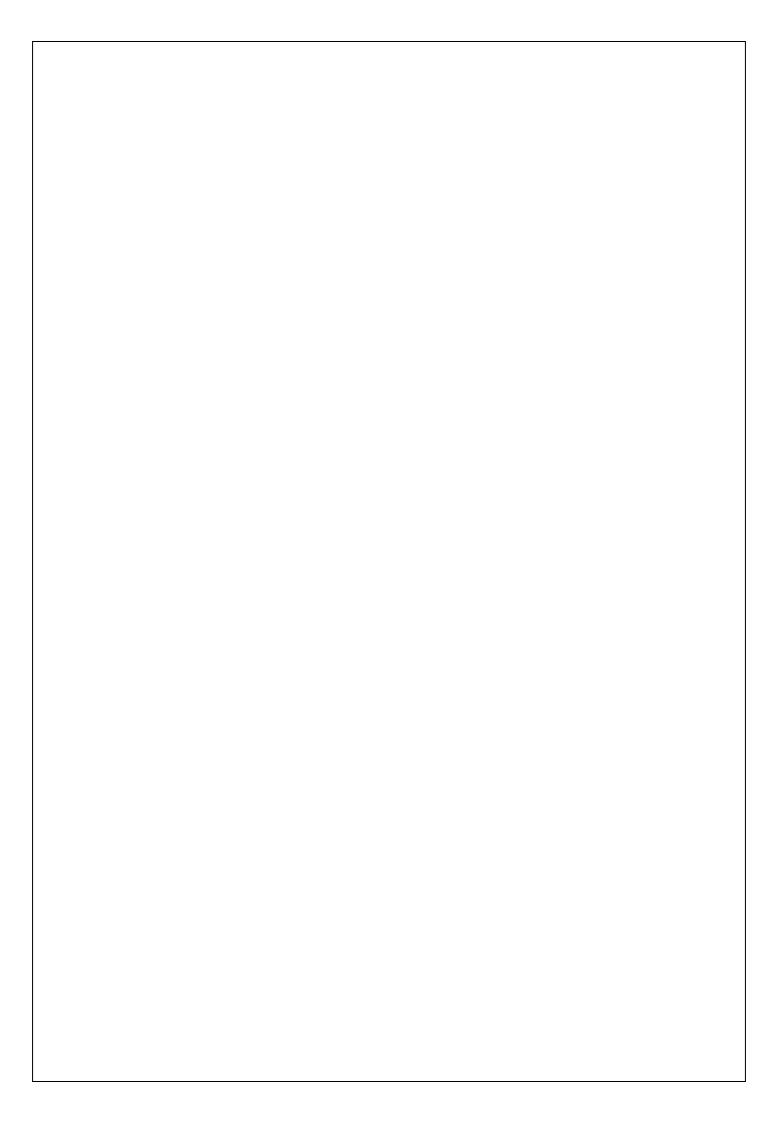**University of Otago**
Bachelor of Teaching (Primary)
2024

Professional Experience
Handbook

Table of Contents

Introduction to Primary Professional Experience

Tēnā koutou katoa,

This document serves as a 'one-stop-shop' for people engaged in the primary professional experience component of the Bachelor of Teaching (primary) programme (BTchg). The BTchg programme is a three year course of study that prepares student teachers for a career in teaching.

In first year student teachers undertake a two week placement early in semester one and a four week placement in October/November. In second year student teachers will undertake two, three-week professional experiences. In their final year student teachers spend the year in one school and class. They complete three professional experiences, in total 12 weeks. They also attend school for ten day visits across the year.

Professional experience is the highlight of the programme for student teachers. Thank you for your partnership and participation in this programme and for the time and energy invested in the programme. This partnership is an investment for all ākonga and the future of education in Aotearoa.

Overview of the Bachelor of Teaching (Primary) Programme

Conceptual Framework

Initial Teacher Education programmes at the University of Otago College of Education are informed and underpinned by our Conceptual Framework. This framework combines the principles of ako, kaitiakitanga, equity, and transformative practice with the central touchstone of āta. This conceptual framework underpins our practices in all aspects of our programme[1].

Principles of ITE design
and delivery, Te Kura
Ākau Taitoka ki Ōtepoti

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T R A N S F O R M A T I V E   P R A C T I C E
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The key components of our BTchg (Primary) programme are:

- Schools and the University of Otago College of Education work together to support student teachers within the programme to become high quality teachers.
- Primary ITE student teachers apply Teaching as Inquiry to design programmes for their learners based on the requirements of the New Zealand curriculum.
- Face-to-face teaching delivery. Our ITE programmes are based on face-to-face models of delivery with technology-enhanced teaching where necessary.

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[1] The full conceptual framework *Conceptual Framework for Initial Teacher Education Programmes*, University of Otago College of Education is available on request.

Bachelor of Teaching (BTchg) Primary Education Schedule 2024

Strand	Year 1	Pts	Year 2	Pts	Year 3	Pts	Total
Education Studies	**EDUC 101** (S2) Education & 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 & Mathematics 1	18	**EDCR 231** (S2) English & Mathematics 2	18	**EDCR 331** (S1) English & Mathematics 3	18	**180**
	EDCR 133 (S1) Health & Physical Education	18	**EDCR 232** (S2) Science & Technology	18	**EDCR 332** (S1) Local Curriculum & Integration	18	
	EDCR 135 (S1) Introduction to the New Zealand Curriculum & Social Sciences	18	**EDCR 233** (S1) Visual Arts & Music	18	**EDCR 334** (S2) English & Mathematics 4	18	
			EDCR 235 (S1) Dance & Drama	18			
Professional Experience	**EDPR 131** (FY) Te Weu	18	**EDPR 231** (FY) Te Aka and Learning Languages	18	**EDPR 331** (S1) Te Puāwaitanga 1	18	**72**
					EDPR 333 (S2) Te Puāwaitanga 2	18	
Māori Studies	**MAOR 110** (S2) Introduction to Conversational Māori	18	**EDCR 203** (S2) Te Ohonga Ake o ngā Marautanga	18			**36**
Total		**126**		**126**		**108**	**360**

Bachelor of Teaching (Primary) Year Plan 2024

2024 Year Plan - University of Otago College of Education (FINAL)

Bachelor of Teaching - 3 year programme (360 pts) UBTCHG04

Key University Dates & Statutory Holidays	Semester	Dates	Week	Primary Education - DUNEDIN			Primary Education & Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education) - INVERCARGILL			Week	SCHOOLS
				1st Year DN (2024 Intake)	2nd Year DN (2023 Intake)	3rd Year DN (2022 Intake)	1st Year INV (2024 Intake)	2nd Year INV (2023 Intake)	3rd Year INV (2022 Intake)		
✸New Year's Day Mon 1 Jan; Day after New Year's Day Tue 2 Jan. Summer School 8 Jan - 16 Feb (SS Exams 17-22 Feb)	SUMMER SCHOOL	26-30 Dec									
		✸1-5 Jan	1							1	
		8-12 Jan	2							2	
		15-19 Jan	3							3	
		22-26 Jan	4			Briefing Fri 26 Jan			Briefing Fri 26 Jan	4	
✸Waitangi Day Tue 6 Feb		29 Jan - 2 Feb	5							5	TERM 1 (11 weeks) All schools start between Mon 29 Jan and Wed 7 Feb & finish Fri 12 Apr ✸Tue 6 Feb (Waitangi Day)
		✸5-9 Feb	6			3rd Year Prog. begins Mon 29 Jan			3rd Year Prog. begins Mon 29 Jan	6	
		12-16 Feb	7							7	
		❖19-23 Feb	8	1st Year Prog. Begins Mon 19 Feb		Prof. Experience 3A EDPR 331 / EDPR 351 (14 days PEP)	1st Year Prog. Begins Mon 19 Feb		Prof. Experience 3A EDPR 331 / EDPR 351 (14 days PEP)	8	
Sem 1 begins Mon 26 Feb	SEMESTER ONE	26 Feb-1 Mar	9		2nd Year Prog. Begins Mon 26 Feb	▲		2nd Year Prog. Begins Mon 26 Feb	▲	9	
		4-8 Mar	10			▲			▲	10	
Univ. mid-semester break (29 Mar - 5 Apr) ✸Good Friday 29 Mar, Easter Monday 1 Apr, day after Easter Mon (Otago Anniversary Day observed) Tue 2 Apr		11-15 Mar	11		◆	▲			▲	11	
		18-22 Mar	12	Prof. Experience 1A EDPR 131		▲	Prof. Experience 1A EDPR 131		▲	12	
		25-29 Mar✸	13			▲			▲	13	
		✸1-5 Apr	14	MID-SEMESTER BREAK: Includes Easter Mon 1 Apr and day after Easter Mon, Tue 2 Apr (University observes Otago Anniversary Day - schools closed & University holiday)						14	
		8-12 Apr	15			▲				15	
✸ANZAC DAY Thu 25 Apr		15-19 Apr	16							16	School Holidays
		22-26 Apr✸	17							17	
Graduation Sat 11 May, 1.00pm (incl. Education) & 4.00pm Graduation Sat 18 May, 1.00pm & 4.00pm Semester 1 ends 31 May		29 Apr - 3 May	18			▲				18	TERM 2 (10 weeks) All schools Mon 29 Apr to Fri 5 Jul ✸Mon 3 Jun (Queen's Birthday) ✸Fri 28 Jun (Matariki)
		6-10 May	19		Prof. Experience 2A EDPR 231 / EDPR 251			Prof. Experience 2A EDPR 231 / EDPR 251	▲	19	
		13-17 May	20						▲	20	
		20-24 May	21						▲	21	
		27-31 May	22							22	
✸King's Birthday Mon 3 Jun MID-YEAR EXAMS (5-19 Jun)		✸3-7 Jun	23			Prof. Experience 3B EDPR331 / EDPR 351			Prof. Experience 3B EDPR 331 / EDPR 351	23	
		10-14 Jun	24				Extended by 5 days: 4 days carried over from PEP 1A (Y1 2022).			24	
✸Matariki observance Fri 28 June		17-21 Jun	25						EDPR 331 / EDPR 351	25	
		24-28 Jun✸	26							26	
		1-5 Jul	27	BREAK						27	
		8-12 Jul	28							28	School Holidays
Semester 2 begins 15 Jul	SEMESTER TWO	15-19 Jul	29							29	
		22-26 Jul	30			▲		◆		30	TERM 3 (10 weeks) All schools Mon 22 Jul to Fri 27 Sep
		29 Jul - 2 Aug	31			▲			▲	31	
		5-9 Aug	32			▲			▲	32	
Graduation Sat 17 Aug (TBC)		12-16 Aug	33			▲			▲	33	
		19-23 Aug	34							34	
		26-30 Aug	35							35	
Mid-semester Break (2-6 Sep)		2-6 Sep	36	MID-SEMESTER BREAK		Prof. Experience 4 EDPR 333	MID-SEMESTER BREAK		Prof. Experience 4 EDPR 333	36	
		9-13 Sep	37							37	
		16-20 Sep	38							38	
		23-27 Sep	39			BREAK			BREAK	39	
		30 Sep - 4 Oct	40							40	School Holidays
		7-11 Oct	41							41	
Semester 2 ends 18 Oct		14-18 Oct	42			Conference Week			Conference Week	42	
END OF YEAR EXAMS (21 Oct-9 Nov) ✸Labour Day Mon 28 Oct		21-25 Oct	43							43	TERM 4 (10 weeks) All Schools start Mon 14 Oct & finish no later than Fri 20 Dec ✸Mon 28 Oct (Labour Day)
		✸28 Oct - 1 Nov	44	Prof. Experience 1B EDPR 131 / EDPR 151	Prof. Experience 2B EDPR 231 / EDPR 251	Prog. ends Fri 1 Nov	Prof. Experience 1B EDPR 131 / EDPR 151	Prof. Experience 2B EDPR 231 / EDPR 251	Prog. ends Fri 1 Nov	44	
		4-8 Nov	45							45	
		11-15 Nov	46							46	
		18-22 Nov	47	Prog. ends Fri 22 Nov	Prog. ends Fri 22 Nov		Prog. ends Fri 22 Nov	Prog. ends Fri 22 Nov		47	
Graduation: Sat 7 Dec, Wed 11 Dec; & Sat 14 Dec (including Education,TBC)		25-29 Nov	48	⌘ BTchg 2-day hui for staff, Thursday 28 & Friday 29 November						48	
		2-6 Dec	49							49	
		9-13 Dec	50							50	
		16-20 Dec	51							51	
		23-27 Dec✸	52	2024 CHRISTMAS BREAK: Christmas Day Wed 25 Dec (Stat. Holiday); Boxing Day Thu 26 Dec (Stat. Holiday); 27, 30, & 31 Dec - College Closed (A/Leave). 2025: New Years Day Wed 1 Jan (Stat. Holiday) and day after New Years Day Thu...						52	

❖ UO CONVOCATION CEREMONY - welcome for all students - Monday 19 February
for more information: https://ask.otago.ac.nz/knowledgebase/article/KA-10000694

⌘ BTchg 2-day hui for staff, Thursday 28 & Friday 29 November

MIHI WHAKATAU - Dean's welcome for all first year students - Tuesday 20 February

GRADUATION CEREMONIES (Dunedin Town Hall)
- for further information and application dates refer to: https://www.otago.ac.nz/study/otago069905.html
- for the University's other Academic Key Dates, refer to: https://www.otago.ac.nz/news/events/keydates/

▲ BTchg (Primary/Te Pōkai) 1 day/week in Schools - Invercargill on Mondays and Dunedin on Tuesdays

◆ Wānaka Marae: Ōtākou Marae Friday 15 March for 2nd year ECE/Primary (DN);
and Uenuku Wharenui (Moeraki Marae) Friday 22 March for ELON students. Murihiku Marae (week 30, date TBA) for Invercargill.

PEP 3A = 14 days & includes the first day of term. To allow for varied school start dates this may be undertaken in a 3-week period between weeks 5-8.

Professional Experience Progression for Primary Education

	Year One	Year Two	Year Three
Size of Group	1-1, small group, some whole class teaching	1-1, small groups and whole class teaching	1-1, small groups and whole class teaching
Planning Teaching and Evaluation	Planning single lessons, and some linked lessons. Evaluation of lessons focused on the learning outcome.	Planning linked lessons in all curriculum areas. Evaluation of lesson sequences focused on the learning outcome and identifying next steps.	Planning using integrated units of works appropriate to classroom programmes. Planning based on diagnostic assessment.
Assessment	Student teachers are introduced to assessment for learning.	Uses a range of formative assessment strategies.	Student teachers use a range of assessment tools to inform teaching and next steps.
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, English and Maths.	Continuing to develop and understanding of the curriculum and pedagogical content knowledge in Science, Technology, The Arts, English and Maths. Working to provide meaningful learning opportunities.	Implementing *The New Zealand Curriculum* - comprehensive knowledge to inform practice effectively.
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.	Reflect critically on the social and political context influences on practice.
Relationships	Focus on positive relationships with children, their Associate teacher and other Kaiako	Focus on positive relationships with children, their Associate Teacher, other kaiako, parents/families/ whānau.	Develop positive relationships with children, their Associate Teacher, other kaiako, parents/families/ whānau.
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	Observing and trialing practices that include all ākonga.	Supporting all student teachers' learning using UDL principles.	Implementing a range of pedagogical practices to include all ākonga.
Positive Behaviour for Learning	Having high expectations for all learners. Trial strategies to support student teachers' learning.	Having high expectations for all learners. Trial and refine the use of strategies to support student teachers' learning.	Having high expectations for all learners. Use and maintain strategies to create a positive learning environment for all student teachers

Elaboration of Professional Experience Progression for Primary Education

Planning, Teaching and Evaluation

In first year, student teachers build teaching experiences from single lessons moving into linked lessons by the end of the year. Student teachers evaluate all lessons, focusing on the learning outcome and identifying next steps for ākonga.

In second year, student teachers 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

Year one student teachers will begin to develop an understanding of the nature of learning in school classroom settings and the role of assessment for learning. Student teachers are introduced to writing specific learning outcomes and success criteria.

In year two, student teachers will be expected to use assessment to inform their intentions and teaching, with a focus on ākonga learning. It is expected that student teachers will be able to use a range of teaching strategies and that their decision-making will remain informed by *The New Zealand Curriculum*.

In year three**,** student teachers 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

In year one, student teachers will begin to develop an understanding of the role of *The New Zealand Curriculum* and in guiding decision-making about intentional planning for learning. Student teachers 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 student teachers will be encouraged to engage with small groups of children across the curriculum and some whole class teaching.

In year two, student teachers 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 year three, student teachers 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. Student teachers 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. Student teachers 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
Year one student teachers 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, English, Maths, and te reo Māori. Student teachers 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.

Year two student teachers 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. Student teachers 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, English, Maths, te reo me te ao Māori.

Year three student teachers 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.

Relationships
In year one, a key focus is establishing and maintaining relationships with ākonga, the Associate Teacher and other kaiako. Student teachers 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 ākonga.

During year two it is expected that student teachers 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.*

By year three student teachers 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, under the supervision of their Associate Teacher/Kaiako.

Te Tiriti of Waitangi and Bicultural Practice
In year one, the focus is on student teachers 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 develop basic conversational te reo Māori, and an emerging understanding of te ao Māori, and the rationale for this.

In year two, student teachers are working towards becoming more proficient in conversational te reo Māori and integrate contextual te reo Māori me ngā tikanga Māori.

In year three, there is a focus on integrating contextual te reo Māori me ngā tikanga Māori into curriculum so that student teachers are able to demonstrate biculturalism in practice and confidently articulate this.

Inclusion
In first year, student teachers are introduced to the principles of Universal Design for Learning and in schools observe and trial practices that include all ākonga.

In year two, the student teachers employ the principles of UDL in their planning and engage with issues of social justice and critically reflect on the implications this has on themselves as kaiako, and the ākonga in their class and school.

By third year, student teachers are implementing a range of pedagogical practices to include all ākonga.

Positive Behaviour for Learning
In year one, student teachers 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 year two, student teachers 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 year three, student teachers will get to know ākonga well enough to confidently guide their learning and behaviour. The emphasis will be on critically reflecting on how the learning environment and teacher actions impacts on behaviour, and supporting ākonga to develop self-management skills.

Education 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 of New Zealand, 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 Te Tiriti 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://educationcouncil.org.nz/sites/default/files/Code%20Guidance%20FINAL.pdf

In years one and two, student teacher develop an understanding of the code and standards and implications for practice. They will begin gathering and curating evidence of their practice in accordance with these. The expectation is that they will meeting these by the end of their third year.

In year three student teachers are required to critically reflect on their practice using the code and standards as a basis for personal goal setting. They are required to demonstrate how they have met the code and standards in practice before they graduate.

Personalised Professional Experience Plan

Student Teachers need to develop a plan that supports them to meet their goals. They will then continue to develop this plan in response to their ongoing reflections and the feedback from others, with the aim of meeting the learning outcomes for each year of the professional experience papers. EDPR131, EDPR231, EDPR331 and EDPR333. and the Teaching Council's *Our Code Our Standards*, Code of Professional Responsibility and Standards for the Teaching Profession (2017).

Student teachers need to regard the plan as an everchanging 'work in progress' as they continually set, meet and refine their goals and develop new ones.

Attendance

Student teachers will be required to maintain 100% attendance, including lectures/tutorials and professional experience.

Student teachers 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. Student teachers are also expected to attend all staff meeting they are invited to attend.

Any absences from professional experience must be communicated to the Associate Teacher, Visiting Lecturer and recorded in the online professional experience portal SONIA, any absences have to be made up. This is to be arranged between the student teacher, Associate Teacher, and Visiting Lecturer. If there are any concerns, the Paper Coordinator should also be contacted.

Managing Problems during Professional Experience

During professional experience there may be times when problems or concerns arise. We have developed a procedure to signal and document concerns during professional experience (refer appendix 4).

Learning Outcomes of Professional Experience Papers

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

EDPR131 – Te Weu

Learning outcomes
Student teachers 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 understanding of Ministry initiatives related to the inclusion to te reo me ngā tikanga Māori.
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 student teachers will:

- Work in an ethical and professional way.
- Be aware of the importance of working within legal requirements.
- 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 basic te reo Māori and demonstrate an awareness of tikanga Māori.
- 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 teaching practice.
- Emerging awareness of the Key Teaching Tasks (KTTs) (refer appendix 5).

EDPR231 – Te Aka

Learning Outcomes
Student teachers 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 a selected learning area.
4. Articulate a critical understanding of culture and diversity for teaching and learning.
5. Reflect on the impact of own assumptions and beliefs on student teachers.

At the end of the second year, it is anticipated that student teachers 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 awareness of tikanga Māori in connection with specific curriculum areas.
- 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.
- Working towards the Key Teaching Tasks (KTTs) (refer appendix 5).

EDPR331 – Te Puāwaitanga 1

Learning Outcomes
Student teachers will be able to:
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 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.

At the end of the semester one, it is anticipated that student teachers will:
- Demonstrate progress towards the achievement of *Our Code Our Standards*
- Critically reflect on professional, curriculum and pedagogical practice using these reflections to develop practice and to draft a philosophy of teaching.
- Engages in assessment as a basis for planning to facilitate ākonga learning.
- Demonstrates a range of pedagogical strategies which provoke and inspire ākonga learning and participation within the framework of *The New Zealand Curriculum.*
- Uses a range of curriculum/subject-area-knowledge in an integrated way to facilitate ākonga
  Learning.
- Integrates te reo Māori me ngā tikanga Māori into practice.
- Demonstrate Māori understandings of *Our Code Our Standards* and the cultural competencies of *Tātaiako* are evident in practice.
- Articulate Māori understandings and reflect in documentation
- Intentional/planned integration of te reo me ngā tikanga Māori.

- Works effectively to ensure inclusive environments that are conducive to ākonga learning and wellbeing.
- Participates as an active member of a community of learners, which involves, ākonga, Kaiako, and parents.
- Articulates how the political, social, and cultural context impacts on their role in supporting ākonga learning.
- Working towards the Key Teaching Tasks (KTTs) (refer appendix 5).

EDPR333 – Te Puāwaitanga 2

Learning Outcomes
Student teachers will be able to:
1. Achieve in a supported environment the professional, ethical, legal, and practical requirements of teachers.
2. Design, implement, evaluate, and critically reflect on a sustained programme that addresses all ākonga.
3. Demonstrate effective and appropriate integration and implementation of te reo me ngā tikanga Māori within a classroom programme.
4. Critically reflect on roles and responsibilities with regard to partnerships with whanau/parents/caregivers and support personnel.
5. Articulate personal theories, beliefs, and thinking that guided their practice.

At the end of the third year, it is anticipated that student teachers will:
- Develop, maintain, and evaluate strategies used to ensure meaningful relationships with the parents/families/whānau of the ākonga in the school.
- Reflect on and evaluate their behaviour in relation to *Our Code Our Standards*
- Integrate te reo me ngā tikanga Māori.
- Be able to identify areas of strength and areas requiring further development.
- Engage in dialogue and discussions with their Associate teacher and other kaiako in the school.
- Work collaboratively with their Associate teacher and other kaiako and parents/families/whānau.
- Share assessment information with ākonga to encourage self-assessment and metacognition.
- Involve children in decision-making about their learning environment.
- Critically examine the strategies used to facilitate ākonga learning and wellbeing.
- Be able to articulate their own philosophy of primary education.
- Be able to use current theory to reflect on and analyse their practice and to critique their philosophy of primary education.
- Achieved with support the Key Teaching Tasks (KTTs) (refer appendix 5).
- Our cumulative integrative assessment (CIA) occurs near the end of the programme and sits within the final professional experience (See appendix 6).

Appendix 1: EDPR 131 Te Weu

First Year Student Teacher/Associate Teacher/Kaiako/Visiting Lecturer Roles

Professional experience relies on successful communication between the student teacher, the Associate Teacher and the Visiting Lecturer. The roles are outlined below:

Student Teacher
- Student 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 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 479 4225) 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.
- 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.

Associate Teacher
- Provide the student teacher with a range of opportunities for guided practice.
- Support the student teacher to select appropriate curriculum content.
- Observe the student teacher and give oral and written feedback for some lessons. Refer Appendix 5.
- Provide time for discussion with the student teacher 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 the student teacher to reflect critically and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the student teacher and if necessary to the Visiting Lecturer or the paper coordinator, Andrea Robertson as soon as possible during the professional experience.
- Draft and discuss a report based around the EDPR 131 professional experience learning goals with your student teacher and allow opportunity to add evaluation and future goals via the online portal SONIA. ***See Appendix 3 for a list of indicators to potentially shape your report.***

For Professional Experience 1A the report is due by Monday 8th April 2024.

For Professional Experience 1B the report is due by Monday 18th of November 2024.
- Associate Teachers will receive payment on receipt of their SONIA report/s.

Visiting Lecturer
Professional Experience 1A

- The Visiting Lecturer will schedule and conduct a tutorial at the school.
- Liaise with the Associate Teacher regarding student teachers' progress.
- Mark the professional experience folder using the *Visiting Lecturer: Professional Experience 1A Administration/Planning Documentation Checklist,* see Appendix 1
- Submit pass/fail results to the Professional Experience Coordinator. Show separate results for the Administration/Planning checklist and Teaching due **Monday 8th April 2024.**

Professional Experience 1B

- Make two visits to see the student teacher actively teaching.
- Provide guidance and advice to the student teacher about their teaching.
- Liaise with the Associate Teacher regarding student teachers' progress.
- Mark the professional experience folder using the *Visiting Lecturer: Professional Experience 1B Administration/Planning Documentation Checklist,* see Appendix 2
- Submit a Visiting Lecturer report via the online portal SONIA.
- Submit a pass/fail result to the Professional Experience Coordinator. Show separate results for the administration/planning checklist and the SONIA Visiting Lecturer report **by Monday 18th of November.**

Appendix 2: EDPR 231 Te Aka

Second Year Student Teacher/Associate Teacher/Visiting Lecturer Roles

Professional experience relies on successful communication between the student teacher, the Associate Teacher and the Visiting Lecturer. The roles are outlined below:

Student Teacher

- Student 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 to discuss and reflect on the day's work.
- Seek, accept and act on advice and guidance from your Associate Teacher and Visiting Lecturer.
- Inform the school and university (Primary Professional Experience Administrator, phone 479 4225) 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.
- 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.

Associate Teacher
- Provide the student teacher with a range of opportunities for guided practice.
- Support the student teacher to select appropriate curriculum content.
- Observe the student teacher and give oral and written feedback for some lessons.
- Provide time for discussion with the student teacher 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 student teachers to reflect critically and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the student teacher and if necessary, to the Visiting Lecturer or Belinda Haig 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 student teacher and allow opportunity to add evaluation and future goals via the online portal SONIA. This is due by **Tuesday 4th June (Professional Experience 2A) and Friday 22nd November (Professional Experience 2B)**

- Associate teachers will receive payment upon receipt of their SONIA reports.

Visiting Lecturer

The Visiting Lecturer will make two visit in May and November to observe the student teacher actively teaching.

- Provide guidance and advice to the student teacher about their teaching and broader practice.
- Liaise with the Associate Teacher regarding student teachers' progress.
- Mark the professional experience folder using Professional Experience Administration/Planning Documentation Checklist
- Write and summarise field notes based on observation and communication with the Associate Teacher
- Submit a visiting lecturer report via the online portal SONIA by **Tuesday 4th June (Professional Experience 2A) and Friday 22nd November (Professional Experience 2B)**
- Submit pass/fail results to the Professional Experience Administrator. Show separate results for the administration/planning documentation (folder) and the SONIA visiting lecturer report **by Tuesday 4th June (Professional Experience 2A) and Friday 22nd November (Professional Experience 2B)**

Appendix 3: EDPR331 – Te Puāwaitanga 1

Third Year Student Teacher/Associate Teacher/Visiting Lecturer Roles

Professional experience relies on successful communication between the student teacher, Associate Teacher and the Visiting Lecturer. Each role is outlined below:

Student Teacher
The student teacher will:

- Adopt a professional approach to his/her role as a teacher and observe professional ethics at all times.
- Maintain confidentiality when dealing with information about children.
- Keep in regular email/text contact with both your Associate teacher and Visiting Lecturer.
- Dress professionally for teaching.
- Be professionally responsible to the Principal while on professional experience.
- Be punctual (at school no later than 8.15am) with departure time no earlier than 4.15 pm.
- If there is an unavoidable absence inform the Associate Teacher and Visiting Lecturer and University (UOCE Professional Experience Coordinator, Ph 479 4225) before 8.15am.
- Be available (particularly after school) for regular discussion with his/her Associate.
- Ensure he/she is actively teaching for at least 20 minutes when observed by his/her Visiting Lecturer.
- Seek, accept and act on advice and guidance from his/her Associate Teacher and Visiting Lecturer.
- Gain experience by assisting his/her Associate Teacher in playground supervision.
- Observe and document his/her Associate teaching guided reading.
- Continue to keep a log of all lessons taught to ensure experience in all learning areas.
- Plan all lessons and reflect on children's learning, next teaching steps and management skills.
- Present all plans in a well-ordered teaching folder (not in a clear file, laptop or on a USB stick). Make sure that this folder is up-to-date and available at all times to the Associate Teacher, Principal and the Visiting Lecturer.
- Continue to gather evidence for the Teacher Standards and store in an e-portfolio or folder.
- Obtain permission to begin professional experience from Associate Teacher and Visiting Lecturer.
- Provide evidence to demonstrate how the learning objectives for this paper have been achieved.

Associate Teacher
The Associate Teacher will:
- At the beginning of term one attend a briefing session with the Visiting Lecturer.
- Clarify with the student teacher expectations regarding professional dress, behaviour and participation in the classroom and school.
- Provide the student teacher with a range of opportunities for guided practice.
- Support the student teacher to select appropriate curriculum content.
- Observe the student teacher often and give oral and written feedback for some lessons.

- Provide time for discussion (on a Tuesday and during professional experience) with the student teacher both of their work and of the curriculum delivery decisions that are made in the classroom.
- Keep a record of student teacher absences and report these to the Visiting Lecturer.
- Expect to see written planning before each lesson is taught. Before the June professional experience check the planning to ensure that it meets the needs of the children and the class programme.
- Challenge the student teacher to critically reflect on and analyse situations. Encourage her/him to seek solutions.
- As soon as possible communicate areas of concern to the student teacher. Please also contact and discuss the concern with the Visiting Lecturer. If any further advice is required please contact Angela Miller (479 4959) or angela.miller@otago.ac.nz
- Provide a written report within the on-line placement management system – SONIA https://placments.otago.ac.nz. You will need to have a log-in for this. Please email uoce.placements@otago.ac.nz if you do not have one yet.

Visiting Lecturer
The Visiting Lecturer will:
- make one visit to see the student teacher actively teaching on the one days in school and two visits during the June professional experience.
- Use information from previous professional experience reports and discussion with the student teacher to inform decisions about the support and guidance required.
- Keep in close email contact with Associate Teachers and student teachers.
- Discuss concerns with Angela Miller (479 4959) or angela.miller@otago.ac.nz
- Meet all assessment deadlines and complete professional documentation as required.
- Liaise with the Associate Teacher and Principal and inform them of the proposed visiting schedule.
- After each observation provide guidance and advice to the student teacher about their teaching. Write field notes and provide the student teacher with a copy.
- Provide feedback, guidance and support to student teachers. Discuss student teacher progress as he/she works towards achieving teaching goals.
- Liaise with the Associate Teacher and Principal regarding the student teacher's progress. The Visiting Lecturer will discuss each observation with the Associate Teacher and provide recommendations for further development.
- Mark the professional experience folder at the end of the February professional experience. Review the teaching folder during each observation visit. Check planning and sign the checklist before professional experience.
- Take three tutorials focused on professional experience with an identified group of student teachers.
- Remind student teachers to follow their school's expectations regarding professional conduct (guided by legal and ethical principles).
- In consultation with the Associate Teacher decide on the competency of the student teacher in achieving professional experience requirements.
- Submit a pass/fail result for EDPR331 before the end of professional experience primarypracadmin@otago.ac.nz
- After each professional experience initiate a post-professional experience interview to identify student teacher's strengths and challenges and review the Associate Teacher's report. Require

the student teacher to provide evidence for achievement of each learning objective in this paper and to set goals for the final professional experience paper (EDPR 333). These goals may be refined closer to the professional experience. Email a copy of the post professional experience interview to the student teacher, Associate Teacher and primarypracadmin@otago.ac.nz

EDPR333 – Te Puāwaitanga 2

Professional experience relies on successful communication between the student teacher, Associate Teacher and the Visiting Lecturer. Each role is outlined below:

Student Teacher
The student 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 Primary Professional Experience Administrator (Ph 479 4225) 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.

Associate Teacher
The Associate Teacher will:
- Continue to provide the student teacher with a range of opportunities for guided practice.
- Support the student teacher to select appropriate curriculum content.
- Observe the student teacher often and give oral and written feedback for some lessons. Written comments should be realistic and constructive.

- Provide time for discussion with the student teacher both of his/her work and of the curriculum delivery decisions that are made in the classroom.
- Keep a record of student 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 student teachers to critically reflect on and analyse situations. Encourage him/her to seek solutions.
- As soon as possible communicate areas of concern to the student teacher. Please also contact and discuss the concern with the Visiting Lecturer. If any further advice is required please contact Angela Miller (479 4959 or angela.miller@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 student teacher a copy. Associate Teachers may like to use this reference when asked to provide a referee report for their student teacher's employment applications.

Visiting Lecturer

The Visiting Lecturer will make two visits to see the student teacher actively teaching during the September Professional Experience. The Visiting Lecturer will:

- Use information from the previous professional experience report and discussion with the student 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 student teacher about his/her teaching.
- Write field notes and provide the student teacher with a copy.
- Discuss student teacher progress as he/she works towards achieving teaching goals; provide feedback, guidance and support.
- Liaise with the Associate Teacher regarding the student teacher's progress and discuss the observation. Keep in close email contact with the Associate Teacher and the student teacher.
- Check the planning before the control period and submit a pass to angela.miller@otago.ac.nz
- Review the teaching folder during the observation visit.
- In consultation with the Associate Teacher decide on the competency of the student teacher in achieving the professional experience requirements. Submit a pass/fail result for EDPR333 to the Primary Professional Experience Administrator primarypracadmin@otago.ac.nz.
- Examine the evidence for the student teacher's completed Teacher Standards Portfolio.
- Hold a post-professional experience interview with the student teacher and transfer or upload this document to the template on SONIA

Appendix 4: Procedure to signal and document concerns during Professional Experience placements

Process re concerns (levels)	Action	What is communicated	Who it is communicated to
1. Associate Teacher or Visiting Lecturer has concerns about one or more aspects of student teacher 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.	Student teacher
2. Associate Teacher or Visiting Lecturer continue to have concerns about the same, additional or multiple aspects of Student teacher 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 Student teacher and discuss. Offer further support and strategies. Agree on timeframe for revisiting concerns.	Student teacher Visiting Lecturer Associate Teacher 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 student teacher 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 student teacher at debrief by first & second Visiting Lecturers. Student teacher receives a copy of the report. Final decision (Pass or Fail) communicated to student teacher.	Student teacher Visiting Lecturer Associate Teacher Course Coordinator.
4. In the case of a professional experience fail: Student teacher is aware of any opportunities for future re- enrolment.	Student teacher 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.	Student teacher

Appendix 5 – KTTs – BTchg (Primary)

<table>
<tr>
<td>1.</td>
<td>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?</td>
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<td>2.</td>
<td>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?</td>
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<td>3.</td>
<td>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?</td>
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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; Professional Relationships; 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?

Our Code Our Standards

Standards aligned to KTTs for BTchg Primary Education	
Standard	**KTTs Aligned**
Te Tiriti o Waitangi Partnership	1-4 & 7
Professional Learning	1-2 & 6-8
Professional Relationships	1-4 & 7
Learning-focused Culture	1-8
Design for Learning	1-8
Teaching	1-3 & 5-8

Appendix 6: Cumulative Integrative Assessment (CIA)

Our culminating integrative assessment (CIA) 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 student teachers synthesise their learning across the standards and demonstrate the integration of theory and practice. As each student teacher's personalised professional experience and professional conversation is uniquely related to their learning needs and development as a student teacher, the situated and complex decision making that student teacher'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 (student teacher reporting and documentation of teaching relative to negotiated professional goals mapped to the code and standards); and,
- Professional conversation (oral report by student teacher or personalised professional experience and presentation of evidence of teaching inquiry across the final professional experience and in relation to the code and standards).