



UNIVERSITY OF OTAGO

Master of Teaching and Learning (Primary)

Semester One 2024

Professional Experience Handbook



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INTRODUCTION TO MASTER OF TEACHING AND LEARNING (PRIMARY)

PROFESSIONAL EXPERIENCE

Tēnā koutou katoa,

Professional Experience is the highlight of the programme for student Teachers. Thank you for your partnership and participation in this programme.

The MTchgLn programme is a 180-point Masters Programme with Secondary, Primary and Early Childhood endorsements. Student Teachers do six papers across Education, Curriculum, Inquiry, and Professional Experience strands within a full-year programme (January – December).

As the first part of the Professional Experience strand, Student Teachers will spend one week observing across one school site (Professional Experience Placement A). They will then undertake weekly one-day visits on Wednesdays leading into a six-week block (Professional Experience Placement B).

The MTchgLn programme has been operating since 2014 at the University of Otago College of Education. We have sought to improve aspects of this programme throughout that time and continuous improvement is important to us, so please contact us if you have any queries or recommendations.

Ngā mihi nui,

Jane and Helen

<p>EDUC 473 Dr Jane Tilson Paper Coordinator Dr Helen Trevethan Co-ordinator of Masters of Teaching and Learning (primary)</p>
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MASTER OF TEACHING AND LEARNING (PRIMARY) SEMESTER ONE 2024

N:B PEP denotes Professional Experience Placement

Dates	Week			SCHOOLS
15 -19 Jan	3	MTchgLn starts Monday 15 Jan		
22-26 Jan	4			
29 Jan- 2 Feb	5			TERM 1 Schools start between Mon 29 Jan and Wed 7 Feb and finish April 12 Tues 6 Feb Waitangi Day Friday 29 March Good Friday
5 – 9 Feb	6	Monday 6th Feb Waitangi Day		
12-16 Feb	7	PEP A	Refer p.8 for expectations	
19-23 Feb	8	PEP B begins Weekly visit	The PEP B list below are suggestions only, to be negotiated dependent on context across the Wednesday visits. Complete negotiations of expectations with Mentor Teacher (Appendix G) Fill in the Information gathering guide (Appendix H) Read to class– every day Take roll/ morning routines Observe a Handwriting lesson –plan and teach handwriting lessons Take news groups/ current events Plan and teach small groups in reading, writing and maths Support individual writing Whole class shared reading Whole class Fitness Curriculum teaching throughout as determined by Mentor Teacher. Teaching areas determined by school’s curriculum delivery plan. Take responsibility for whole day teaching In dialogue with MT begin organising planning for 8-10 day sustained teaching experience Negotiate planning check with VL, MT and ST	
26 Feb- 1 Mar	9	Weekly visit		
4-8 Mar	10	Weekly visit		
11-15 Mar	11	Weekly visit		
18-22 Mar	12	Weekly visit Wānaka Marae Friday 22 Mar		
25 -29 Mar	13	Weekly visit		
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).		
8-12 Apr	15			
15 – 19 Apr	16			School Holidays Weeks 16-17
22-26 Apr	17			
29 -3 May	18	EDUC 473 PEP B (6 weeks 15 April – 7 June)		TERM 2 Mon 29 Apr to Fri 5 Jul
6-10 May	19			
13-17 May	20			
20 - 24 May	21			
27-31 May	22			
3-7 June	23			

10-14 Jun	24	Weekly visit	Complete classroom assessments Gather resources for the professional conversation	Fri 26 Jun Matariki
17-21 Jun	25	Weekly visit	Visit another level of classroom	
24-28 Jun	26		As soon as possible post Block B Professional Conversations between Visiting Lecturer, Mentor Teacher and Student Teacher, MT and VL reports	
1-5 Jul	27	Semester Break (2 weeks)		School Holidays Weeks 28-29
8-12 July	28			
15-19 Jul	29	Semester 2 begins		

OVERVIEW OF THE MTCHGLN (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 and underpins our practices in all aspects of our programme.



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.

The key components of our MTchgLn (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.
- Primary ITE Student Teachers are part of an integrated degree where they join with Primary and Early Childhood sectors in two of the six papers. This means our ITE Student Teachers are operating within a community of learners and practising ako as they learn from each other and the different perspectives across the sectors.
- Face-to-face teaching delivery. Our ITE programmes are based on face-to-face models of delivery with technology-enhanced teaching where necessary.

ATTENDANCE

Attendance at all lectures and workshops is required.

You are enrolled in a professional programme. As you enter a profession you also commit to a set of professional and ethical obligations. On completion of your programme the College is required to attest to the Teaching of Aotearoa New Zealand your fitness to be a teacher. Fitness to teach is evidenced by:

- Professional behaviour
- Commitment to being fully prepared for professional experience
- Engagement with colleagues
- Reliability and trustworthiness

Your on-campus classes are structured to prepare you for your professional experiences out in schools/centres. These classes are an important and integral part of preparing you for this professional experience and your future teaching profession. In our experience, students who miss lectures and/or workshops are often inadequately prepared for their professional experience in schools/centres. We reserve the right to not allocate you a place in professional experience where we determine that you are not sufficiently prepared. This could result in failure of the entire professional experience paper for that year.

If you are ill or unable to attend classes or professional experience, the paper co-ordinator may direct you to complete a Health Declaration for Special Consideration Application.

For further information and supporting documentation, refer to Special Consideration

<https://www.otago.ac.nz/study/examinations/special-consideration-in-final-examinations>.

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N.B The placement of students in schools across our Initial teacher education programmes is a complex process. Only the EDUC 473 co-ordinator, staff and their administration team undertake this work.

ROLES AND RESPONSIBILITIES

The Mentoring Team

- Student Teacher
- Mentor Teacher – the Student Teacher will be placed in a Mentor Teacher’s classroom
- Visiting Lecturer – will observe lessons, provide feedback and liaise with school staff

The Mentor Teacher is responsible for the day-to-day professional experience. The Visiting Lecturer, in consultation with the Mentor Teacher will be responsible for the final assessment of progress towards and achievement of the Key Teaching Tasks and OCOS (with support). Within the parameters set by the learning outcomes of the course, students will set learning goals to facilitate a personalised and contextualised learning experience and to develop their philosophy of teaching that will be grounded in theory and will reflect their beliefs about quality pedagogical practice.

Student Teachers

Student Teachers are expected to:

- Engage professionally and fully in the school community (professional conduct, attend and engage as appropriate in meetings, contribute to the wider/co-curricular life of the school);
- Understand and fulfil the requirements for professional experience;
- Use initiative and communicate openly about aspects of their own professional experience; as appropriate with their Mentor Teacher, and Visiting Lecturer;
- Seek support and guidance from Mentor Teachers for planning and teaching, while acknowledging expectations for increased self-responsibility and independence;
- Act on the advice of Mentor Teachers and Visiting Lecturers;
- Engage in professional conversations with Mentor Teachers and the Visiting Lecturer after each placement.
- Be aware of the Ministry of Education (2023) guidelines to Understanding distress and minimising the use of physical restraint, refer: <https://assets.education.govt.nz/public/MOE-Physical-Restraint-Guidelines-FINAL-Web-singles.pdf>

Mentor Teachers

Mentor Teachers are expected to:

- Provide an effective model of teaching that demonstrates:
 - Positive Teacher/learner relationships
 - Knowledge of how learners engage in learning
 - Exemplary classroom practices
 - A stimulating learning environment
- Provide an effective model of written planning. Guide and support the Student Teacher with planning and assessment;
- Encourage the Student Teacher to develop their (bi)culturally responsive, inclusive approach to teaching;
- Provide the Student Teacher with opportunities for guided practice at his/her stage of development;
- Facilitate open and honest communication, treating the Student Teacher as a professional colleague;
- Support the Student Teacher to implement teaching as inquiry;
- Support the Student Teacher to develop a sense of professional responsibility;
- Involve the Student Teacher in professional development and professional life, if and when appropriate;
- Observe the Student Teacher and give regular oral and written feedback;
- Undertake planning checks;
- Provide a summative Student Teacher report via the online SONIA portal (Appendix A);
- Communicate regularly with the Visiting Lecturer about the Student Teacher's progress;
- Attend the professional conversation.

Visiting Lecturers

Visiting Lecturers are expected to:

- Provide a link between the University and the School;
- Support Student Teachers;
- Support Mentor Teachers;
- Observe the Student Teacher in the classroom and provide oral and written feedback to the Student Teacher and Mentor Teacher;

- Provide guidance, support and pastoral care to the Student Teacher as they work towards achieving their teaching goals and professional experience requirements;
- Work in partnership with the Mentor Teacher;
- Expect each Student Teacher’s documentation to be up to date at all times and available for discussion;
- Support the Student Teacher to review and set goals;
- Conduct planning checks
- Attend the professional conversation.
- Provide a summative Student Teacher report via the online SONIA portal; (Appendix B)
- In consultation with Mentor Teacher (informed by the professional conversations and observation notes), decide on the competency of the Student Teacher in achieving the EDUC 473 learning outcomes.

PERSONALISED PROFESSIONAL EXPERIENCE FOR STUDENT TEACHERS

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 feedback from others, with the aim of meeting the learning outcomes for EDUC473 (refer course outline) and the Education Council’s *Our Code Our Standards, Code of Professional Responsibility and Standards for the Teaching Profession (2017)*, as well as the Key Teaching Tasks. Student Teachers need to regard the plan as a “work in progress” as they continually set, meet, and refine their goals and develop new ones.

Key Teaching Tasks

The Key Teaching Tasks (KTTs) are the critical tasks that any graduate of our programme can be entrusted to be capable of enacting as a beginning teacher. These were co-designed by the staff at the University of Otago College of Education and our partners in schools. They are aligned with the Standards for Teaching, which were unpacked for our Primary context. (Refer Appendix C and D)

Professional Experience Documentation

Student Teachers must assemble the following documentation throughout their time on Professional Experience.

Develop and maintain a **professional experience folder** for professional experience placement B and C. This can be hard copy or digital. There is an expectation it is available and accessible for Mentor Teachers and the Visiting Lecturer. This folder should include:

- Information about the school
- Goals and professional experience plan for each professional experience
- Reflections on own teaching linked to Our Code Our Standards
- Planning and lesson evaluations
- Observation feedback from Mentor Teacher and Visiting Lecturer

Expectations for Professional Experience Placement A

One week observation across two school sites.

Student Teachers will observe their Mentor Teachers, **and at the end of the day**, record notes on how the Mentor Teachers builds relationships with students and sets up classroom routines, notes to be discussed in an EDUC 473 debrief class.

Student Teachers will select a postmodern picture book to read to a small group of students.

Expectations for Professional Experience Placement B

Student Teachers will spend each Wednesday in their professional experience school prior to beginning a six-week teaching block. They will be expected to take an active role in the classroom from the outset under the guidance of the Mentor Teacher. The expectations around teaching will be negotiated with the Mentor Teacher. Over this period, Student Teachers will be scaffolded into taking increasing responsibility in readiness for sustained teaching during the six-week block.

Sustained Teaching: Professional Experience Placement B

During the six-week block, Student Teachers will take responsibility for planning and teaching the class for a period of 8 -10 days. For an overview of planning requirements refer to the EDUC 473 Planning Checklist (Appendix E). Planning will be reviewed by the Mentor Teacher and Visiting Lecturer prior to the commencement of the sustained teaching period.

ASSESSMENT

Assessment of te reo Māori

Compulsory Course Requirement: Completing a Te Reo Māori self-assessment (Pass/Fail)

You will complete a self-assessment of te reo Māori. Details of this self-assessment will be advised. This is a compulsory course requirement, and you will be awarded a pass for the completion of this self-assessment. You will use the results of that self-assessment to set initial goals about the progress and use of te reo Māori during your professional experience.

Assessment Cumulative Integrative Assessment

Inquiry into professional experience (CIA):	Assessment type	Due Date	Weighting*
A. Professional conversation and KTTs,	A. Professional Conversation evidencing the 473 learning outcomes and Key Teaching Tasks with the Student Teacher, Mentor Teacher, and Visiting Lecturer. Both forms uploaded to SONIA by the VL.	As soon as possible post the six-week block in PEP B	Pass/Fail
B. Summative assessment of Professional Experience	B. Summative Reports from the Visiting Lecturer and Mentor Teacher, both reports uploaded to SONIA.	As soon as possible post the six -week block in PEP B	Pass/Fail

The Cumulative Integrative Assessment (CIA) is evidenced through: Mentor Teacher report, Visiting Lecturer report, EDUC 473 Learning Outcomes (1-5), Key Teaching Tasks (KTT), Our Code Our Standards (OCOS) and Personalised Practicum presented in professional conversation.

Final pass/fail decision made by University in consultation with school.

Our culminating integrative assessment occurs near the end of the year long programme and sits within the final professional experience. While the assessment is pass/fail, the paper is credit-bearing to the value of 30 points. The CIA comprises several related pieces of assessment from the final professional experience (named above) culminating in a professional conversation wherein Student Teachers synthesise their learning and demonstrate the integration of theory and practice. Each student's personalised practicum and professional conversation is uniquely related to their learning needs and development as a Student Teacher. The situated and complex decision making that students 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.

Professional Experience Placement B

Pass/Fail

Students will be required to take responsibility for planning, teaching and assessing children's learning for the whole class for a minimum of 8-10 consecutive days in the six-week block with support.

The Professional Experience is a Pass/Fail component of the MTchgLn programme.

Professional Experience Placement C

Pass/Fail

Students will be required to take responsibility for planning, teaching and assessing children's learning for the whole class for a minimum of 15 consecutive days in the seven-week block.

The Professional Experience is a Pass/Fail component of the MTchgLn programme.

Students must meet the professional competence criteria before progressing to the Professional Conversation in Professional Experience Placement B and C.

Competency requires that Student Teachers:

- Behave in a professional manner in accordance with the Code of Professional Responsibility
- Plan, implement, assess and reflect on teaching and learning episodes,
- Maintain an effective learning environment,
- Take an active part in the wider school community,
- Meet attendance requirements,
- Sustain effective teaching for a minimum of 8-10 days in Professional Experience Block A, and 15 consecutive days in Professional Experience block B.

Professional Conversation

The Professional Conversation is a presentation led by the Student Teacher, which provides evidence of achievement of the 473 learning outcomes, and documents progress towards meeting Our Code Our Standards (see Appendix F) and the KTTs (see Appendix C and D).

Evidence may include extracts from:

- Reflective journal entries
- Samples of learners' work
- Evidence of learner voice
- Lesson plans and assessments

- Teaching artefacts
- Feedback from Mentor Teacher
- Report from Mentor Teacher
- Feedback from Visiting Lecturer
- Critical reflections on readings

Student Teachers are required to meet competency requirements **prior to** the professional conversation. They must show evidence of working towards Our Code Our Standards with support and the Key Teaching Tasks (KTTs).

Competency requires that Student Teachers:

- Behave in a manner consistent with the Code of Professional Responsibility (OCOS, 2017)
- Plan, implement, evaluate and reflect on teaching and learning episodes,
- Maintain an effective learning environment,
- Take an active part in the wider school community,
- Meet attendance requirements,
- Sustain effective teaching for a minimum of 15 consecutive days

ACADEMIC INTEGRITY & USE OF AI (CHATGPT)

A final decision about whether Student Teachers have passed professional experience will be made after all the evidence is collated. **It is students' responsibility** to read the detailed [Information for UOCE Students](#). It includes details relating to assignments, including any penalties for lateness or assignment length that may be applied and important policies and procedures you should be familiar with, e.g.

- [Academic Integrity and Academic Misconduct](#) information for students (see Note below)
- [Initial Teacher Education – Professional Standards and Criminal Offences Policy](#)
- [Disclosure of Charges or Convictions for Criminal Offences](#)
- [Health Declaration for Special Consideration Application](#), etc.

Refer to the [Policies and Documents for Students](#) section of the College website for more information.

Note: Academic integrity means being honest in your studying and assessments. All work will be checked by Turnitin for [plagiarism](#).

Generative Artificial Intelligence (AI): Unless otherwise specified, work that has been produced by computer assisted platforms such as ChatGPT, or other means of text generation, will be seen as a violation of plagiarism policies. In cases of suspected computer assisted plagiarism the lecturer will submit the student's work to AI detector tools such as GPTZero and may also ask the student to submit to a brief Viva voce (oral exam).

In order to avoid breaching the university policies on academic integrity, you need to ensure you reference all material you use. There are several commonly used styles of referencing. All of them set out to achieve the same overall objective of ensuring that an essay is correctly referenced so that any reader can identify your sources. In the field of education, the American Psychological Association (APA) style is most commonly used.

Any ideas, theories, or interpretations which are not your own **MUST** be acknowledged by you, whether you use direct quotations or paraphrase someone else's work.

Remember: All university lecturers require assignments to include a reference list of all sources referred to in the assignment.

Submission of Assignments | Te Tuku i kā Hai Mahi

1. All assignments must be submitted via the specified process described in the assignment details.
2. **It is expected that students will keep a photocopy (or be able to supply a copy) of all work submitted for assessment.**

MENTOR TEACHER MEETINGS 2024

Note Dates TBC	Professional Experience Placement B	Zoom Meeting 4-5:00 pm
Term 1	Prior to the beginning of PEP B	The Mentor Teacher Role
Term 2	Prior to the six week block in PEP B	Sharing expectations

ADDITIONAL INFORMATION

Expectations negotiation (Appendix G)

This is a tool to facilitate conversations about the expectations of Mentor Teacher and Student Teacher. It has been useful in the past, especially when completed early in the placement.

Information gathering guide (Appendix H)

For Student Teachers to gather information about the school, resourcing, personnel etc.

Procedure to signal and document concerns during Professional Experience (Appendix I)

During professional experience there may be times when concerns arise. We have developed a procedure to signal and document concerns during professional experience.

APPENDICES

Appendix A: Master of Teaching and Learning (Primary)

Mentor Teacher Report

EDUC 473 Professional Experience Placement B and C

To be completed on the College of Education SONIA portal

STUDENT			VISITING LECTURER	
SCHOOL			MENTOR TEACHER	
SEMESTER				
YEAR LEVEL/S				
General Comment				
Highlights/Strengths				
Next Steps – recommended specific goals and points of development for student’s next placement				

I have reviewed the content of my report with the student

Yes No

Appendix B: Master of Teaching and Learning (Primary)

Visiting Lecturer Report

EDUC 473 Professional Experience Placement B and C

To be completed on the College of Education SONIA portal

STUDENT		VISITING LECTURER	
SCHOOL		MENTOR TEACHER	
SEMESTER	DATES OF OBSERVATION		
YEAR LEVELS			
General Comment			
Highlights/Strengths			
Next Steps – recommended specific goals and points of development for student’s next placement			

Upload to SONIA

- Observation notes and feedback
- Completed Professional Conversation form
- KTTs completed form

Assessment of Professional Experience Placement

<input type="checkbox"/> Pass	<input type="checkbox"/> Fail
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Appendix C: Progress Report Key Teaching Tasks

Professional Experience Placement B and C

Student name:

Date:

To be completed during the professional conversations. Please mark on each continuum your assessment of the Student Teacher's capability in respect of each KTT. (N.B: A mark on the continuum to the right of the line in the 'consistently' criteria indicates your assessment of the student as capable. A minimum of rating of 'capable' is required on each KTT by the end of the semester 2 Professional Experience Placement to be considered eligible for a pass).

Refer Appendix D for potential criteria for each of the KTTs to inform their assessment.

N.B: This document will be up-loaded to SONIA and retained as evidence.

KTTs – MTchgLn Primary Education				
		Emerging capability	Consistently capable with scaffolded support	Consistently independently capable
1	Demonstrate a commitment to Te Tiriti o Waitangi partnerships and relationships.	----- ----- -----		
2	Enact culturally empowering pedagogies.	----- ----- -----		
3	Demonstrate integration of te reo and tikanga Māori evidenced in planning and practice.	----- ----- -----		
4	Establish and maintain respectful and collaborative relationships with ākonga, whānau, colleagues and community.	----- ----- -----		
5	Use a range of equitable assessments strategies to inform teaching and learning decisions.	----- ----- -----		
6	Develop and sustain a programme of learning based on pedagogical knowledge.	----- ----- -----		
7	Maintain a safe and equitable learning environment.	----- ----- -----		
8	Set goals for professional learning based on critical reflection.	----- ----- -----		

Appendix D: Key Teaching Tasks (KTTs) Potential Criteria

1. Demonstrate a commitment to Te Tiriti o Waitangi partnerships and relationships.

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.

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.

Questions for reflection:

- How am I ensuring appropriate inclusion of mana whenua/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, hapū, 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.

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.

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.

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.

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.

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?

Appendix E: Planning checklist

Planning Checklist for Professional Experience Placement B and C

Student _____

Date _____

School /Level _____

Discussed with 1st signature Mentor Teacher _____

Discussed with 2nd signature Visiting Lecturer _____

N.B: Your planning will be responsive to your Students, and your context. Consult your Mentor Teacher to inform which elements of planning fit their classroom programme.

	Next steps	Approved
Personal Teaching Goals		
Weekly overview: Required for each week of sustained teaching. Include library visits, assembly, P.E times etc.		
Daily planners and reflections Detailed daily planners for the first two days including space for daily reflection.		
Literacy		
Shared reading (use weekly plan template)		
Guided reading (two groups) <ul style="list-style-type: none"> • Provide a week overview that details when the groups are working with the teacher and the students' independent activities • Detailed planning ready for first week of sustained teaching using GR group cover sheet and GR two-day plan template. 		
Writing Detailed planning for first week using either: Routine plan format, series of lessons or unit plan		

<p>Oral language Include either: routine plan and/or specific focus on oral language in wider curriculum</p>		
<p>Other routine plans As required by your Mentor Teacher, for example: Handwriting News board Spelling Fitness •Include AOs, LOs, lesson outline</p>		
<p>Mathematics</p>		
<p>Overview sheet including AOs, SLOs, and levels</p>		
<p>Detailed key mathematical ideas</p>		
<p>Success criteria</p>		
<p>The first week (at least) lesson plans completed in detail with supporting resources</p>		
<p>Subsequent lesson plan outlines (ready to be fleshed out in response to first week's teaching)</p>		
<p>Two groups (if applicable) If planning for groups, provide a maths overview that details when the groups are working with the teacher and the independent activities</p>		
<p>Unit planning for topic/Themes/Inquiry</p>		
<p>Identify focus for each unit (Health, Physical Education, Dance, Drama, Visual Arts, Music, Social Sciences, Science, Technology) Include AOs, SLOs, teaching points, lesson sequences.</p>		
<p>Behaviour for Learning Plan To be written in consultation with the Mentor Teacher. The plan will name a range of strategies to cater for diverse learners' needs and to enhance students' learning and behaviour.</p>		

Appendix F: EDUC 473 Professional Conversation Template

Professional Experience B and C

Student name:

Date:

Curating of professional experience to provide evidence of having met LOs.

(A minimum of 3 pieces is required for each learning outcome)

N.B: This document will be up-loaded to SONIA and retained as evidence.

1. Independently design, evaluate and sustain a learning programme informed by relevant content and pedagogical knowledge.		
2. Demonstrate progress with te reo Māori me ngā tikanga Māori in practice.		
3. Establish and maintain respectful and collaborative relationships with ākonga, whānau, and colleagues.		
4. Independently gather, analyse, and interpret assessment data to inform teaching and learning.		
5. Articulate a professional and personal teaching philosophy informed by critical engagement with theory and practice.		
Professional Experience Summative Assessment		
Has met the learning outcomes for EDUC473 as evidenced in the professional conversation.	YES	NO
Making progress towards KTTs as discussed in the professional conversation.	YES	NO
Final result for Professional Experience	PASS	FAIL
Signature of Mentor Teacher	Date:	
Signature of Visiting Lecturer		
Signature of Student Teacher		

Appendix G: Expectations Negotiation

MT = Mentor Teacher ST = Student Teacher

Place an X on the continuum to represent your position on the following issues:

When you have completed the sheet take time to discuss your responses (i.e. Mentor teacher and Student teacher). This may help you to develop common expectations.

Introduction

1. A successful professional experience is built on a relationship of trust and respect between the MT and the ST.



2. It is important for the ST to develop his/her own teacher identity and teaching style.



3. The ST should observe a MT several times and discuss teaching expectations and pupil outcomes before taking over any lessons.



Planning

4. The ST should consult the MT prior to planning a lesson regarding topic and level.



5. The ST should not teach a lesson until the MT has reviewed and approved the ST's lesson plan.



6. MT should provide all curriculum and objectives, teaching materials, activities and instructional materials for the ST.

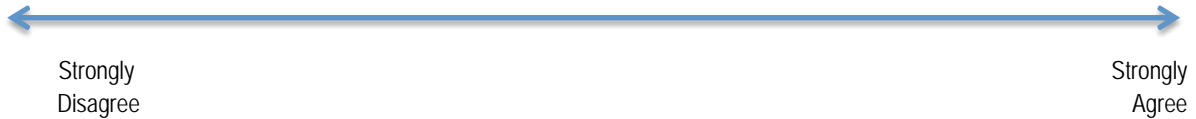


Discipline

7. The MT is the only individual who should deal with challenging behaviour in the classroom.



8. The ST's management of the classroom should always be exactly the same as the MT's management.



Instruction

9. The MT should never interrupt a lesson being taught by the ST.



Observation and feedback on teaching

10. The MT should observe the ST every time s/he teaches and should provide the ST with written feedback.



11. The ST should assume any school duties (playground duty for example) of the MT.



12. It is the MT's responsibility to point out what goes wrong in a ST's lesson.



13. Everything possible should be done so that the ST avoids making mistakes.

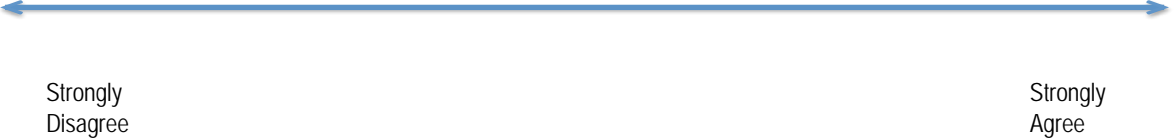


Professional Behaviour

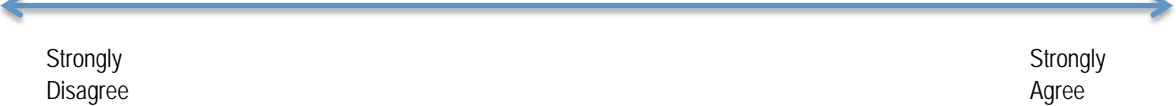
14. The ST does not need to keep the same hours as the MT.



15. The ST should attend all professional meetings with the MT.



16. It is not acceptable for STs to exchange cell phone numbers with their pupils or 'friend' their pupils on Facebook.



17. STs should develop collegial and collaborative relationships with other STs in the school to foster peer support and 'critical friendship'.



18. Teaching can be a stressful endeavour. STs (and MTs) must develop strategies for achieving balance in their lives.



19. MTs should provide regular written feedback for STs



Appendix H: Information gathering guide

	Plan of the school
	Emergency exit route/ evacuation plans
	What is the school's vision statement?
	Class timetable
	Class list and seating plan
	Become familiar with children's names
	Check school duty roster
	School-wide behaviour management policy
	What time do they start? Finish?
	Teachers must be in their classrooms by:
	Teachers must stay until:
	Time pupils start arriving:
	Time pupils leave:
	When does the school day formally begin?
	When and how are school announcements made?
	When are the break times?
	Are pupils allowed to leave the school to go home for lunch?
	Where may the pupils play at interval?
	Who supervises the pupils during outdoor breaks?
	During indoor break?
	What time is lunch for the school?
	Where may pupils wait for parents?
	What non-teaching duties does your mentor teacher have?

Who are the support people in your school?

	Teacher Aides
	Resource Teacher of Learning and Behaviour
	Resource Teacher of Literacy

Services in the school

	Supplies for use in the classroom
	What procedures should you follow?
	What is available for you use?
	Making copies, laminating, computers
	Where?
	Procedures and rules for their use.
	Computers
	Do pupils have access to laptops, iPads, hand-held technology?
	What rules are in place around their use?
	Audio visual supplies
	Where?
	Procedure and rules
	Do classrooms have a data projector?
	School caretaker and other assistants
	What procedures should you be aware of?

Emergency Procedures

	What happens in an emergency drill? Fire
	What happens in an emergency drill? Earthquake
	Under what conditions does the building get evacuated? Lock down
	What is the exit route and alternate route?
	How is notification made of school cancellation? (i.e. for snow)
	Which of your pupils have needs that might require emergency care (e.g. medical, allergies, psychological)
	What are the procedures for pupil health emergencies?

Teaching Information

	Homework
	What are the homework guidelines for your class?
	What is the homework procedure?
	Must the parents see and sign homework?
	When is homework checked?
	What happens if homework is not completed?
	Other information regarding homework?
	Pupil Records
	What is recorded? Where are records kept? Who has access to them?
	Reporting to parents
	When and how is progress reported to parents?

	Classroom Procedures
	Any specific classroom rules?
	How are absences handled?
	Procedures for recording attendance

	Other?
	Can you take photographs?
	How is money for school trips collected and stored?
	What is the policy regarding children and cell phones?
	Check how the school manages - use of social media, school web
	Check how class blogs and wikis are managed.
	Student teacher dress (check school dress code)

Appendix I: Procedure to signal and document concerns during Professional Experience

Process	Action	What is communicated	Who it is communicated to
Mentor Teacher (or Visiting Lecturer) has concerns about one or more aspects of Student teacher practice.	Identify the concern(s) (with evidence) and support with solutions. Document and date concerns.	Present the concern(s) and possible solutions. Check for understanding.	To the Student Teacher
Mentor Teacher (or Visiting Lecturer) continues to have concerns about the same aspect of Student Teacher practice or multiple aspects.	Document and date concerns.	Represent concern(s) to Student teacher. Opportunity to discuss reasons for lack of implementation. Offer further support.	To the Student Teacher
Continued concern(s)	MT/VL signals concern(s) to Visiting Lecturer and/or Paper Coordinator.	Concern(s) documented and detailed. Support that has been provided is described. Timeline is suggested for Student Teacher to address concern(s).	Student Teacher Visiting Lecturer Paper coordinator
Continued concern(s) Visiting Lecturer 1 requests a second opinion. Paper coordinator organises a visit by a second Visiting Lecturer.	Second Visiting Lecturer makes recommendation following second opinion visit.	If concerns are identified, detail in field notes given to Student Teacher at debrief by second visitor. Preliminary recommendation communicated to-	Paper Coordinator Visiting lecturer Mentor Teacher
Continued concern(s) Final decision made by Paper coordinator in consultation with Primary Programmes Coordinator (Fail)		Outcome of decision relayed face-to-face and confirmed via email. This includes detail of last day of professional experience for Student Teachers.	Second visiting lecturer Mentor Teacher School Student teacher (Paper copy placed in Student Teacher's file)
Report completed by Visiting Lecturers 1 & 2			Paper Coordinator Student teacher
Student teacher awarded 'make-up' professional experience.	Organised by paper coordinator of failed paper.	Brief rationale for extended or 'make-up' professional experience communicated via email.	School Mentor Teacher New Visiting Lecturer (Paper copy placed in Student Teacher's file)