



**Bachelor of Teaching**  
**Te Pōkai Mātauranga o te Ao Rua**  
**(Primary Bicultural Education)**  
**Professional Experience Handbook**

**2022**

## Table of Contents

Introduction to Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education) Professional Experience .	2
Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education) Schedule 2022 .....	5
Professional Experience Progression for Primary Bicultural Education .....	6
Assessment, Planning, Children’s Learning .....	10
Curriculum Knowledge .....	11
Inquiry, critical reflection and being reflexive .....	11
Relationships .....	12
Te Tiriti of Waitangi and Bicultural practice.....	12
Inclusion .....	13
Positive Behaviour for Learning .....	13
Attendance .....	13
Aims and Learning Outcomes of Professional Experience Courses .....	14
EDPR151 – Te Mōhiotanga.....	14
EDPR251 – Te Mātauranga .....	14
EDPR351 – Te Māramatanga 1.....	15
EDPR333 – Te Puāwaitanga 2 .....	16
References.....	18
Appendix 1: Information for Tauira.....	19
Appendix 2: Information for Associate Teacher/Kaiako .....	22
Appendix 3: Information for Visiting Lecturers .....	25
Appendix 4: Planning Templates .....	30
Appendix 5: Procedure to signal and document concerns during professional experience placements .....	41
Appendix 6: Primary Bicultural Programme Key Teaching Tasks (KTTs) and Culminating Integrative Assessment (CIA) .....	43

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

E ngā mana,

E ngā waka

E ngā reo

Tū kaha, tū rangatira, tū pakari i tōu mahi katoa.

Tēna koutou katoa.

Ko tēnei te mihi ki a koutou ngā pukenga hei arahia i o mātou nei tauira i tou akomanga, I tōu kura. Ka nui te mihi ki a koutou katoa.

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

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

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

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

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

**Mā te rongō, ka mōhio.**

**Mā te mōhio, ka mārama.**

**Mā te mārama, ka mātau.**

**Mā te mātau, ka ora**

From listening comes knowledge.

From knowledge comes understanding.

From understanding comes wisdom.

From wisdom comes well-being.

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

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

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

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<sup>1</sup> We use the terms ‘kaiako’ and ‘ākonga’ for ‘teacher’ and ‘children’ were appropriate to demonstrate commitment to Te Tiriti o Waitangi partnership (Education Council, 2017)

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

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

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

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

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

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

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

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

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

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

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

## Bachelor of Teaching (BTchg)

### Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education) Schedule 2022

Strand	Year 1	Pts	Year 2	Pts	Year 3	Pts	Total
<b>Education Studies</b>	<b>EDUC 101</b> (S2) Education & Society	18	<b>EDUC 252</b> (S1) How People Learn	18	<b>EDUC 313</b> (S1) Equity in Education	18	<b>72</b>
	<b>EDUC 102</b> (S1) Human Development	18					
<b>Curriculum Studies</b>	<b>EDCR 131</b> (S2) English & Mathematics 1	18	<b>EDCR 231</b> (S2) English & Mathematics 2	18	<b>EDCR 331</b> (S1) English & Mathematics 3	18	<b>216</b>
	<b>EDCR 133</b> (S1) Health & Physical Education	18	<b>EDCR 232</b> (S2) Science & Technology	18	<b>EDCR 334</b> (S2) English & Mathematics 4	18	
	<b>EDCR 152</b> (FY) He Kākano Noaiho	18	<b>EDCR 235</b> (S1) Dance & Drama	18	<b>EDCR 353</b> (S1) Whakaurunga o ngā Marautanga	18	
	<b>EDCR 155</b> (S1) Whakatakinga Marautanga me Tikanga ā Iwi	18	<b>EDCR 252</b> (FY) Te Pūpuke	18		18	
			<b>EDCR 254</b> (S1) Toi Ataata, Toi Pūoro	18		18	
<b>Professional Experience</b>	<b>EDPR 151</b> (FY) Te Mōhiotanga	18	<b>EDPR 251</b> (FY) Te Mātauranga	18	<b>EDPR 333</b> (S2) Te Puāwaitanga 2	18	<b>72</b>
				<b>EDPR 351</b> (S1) Te Māramatanga	18		
<b>Competency Assessment</b>	<b>ELIT 199</b> Literacy Assessment	0					<b>0</b>
	<b>EMAT 199</b> Mathematics Assessment (Primary)	0					
	<b>EREO 199</b> Te Reo Māori Assessment	0					
<b>Total</b>		<b>126</b>		<b>126</b>		<b>108</b>	<b>360</b>

**Notes:**

*Any student who does not pass ELIT 199 and/or EMAT 199 at the first attempt is recommended to take ELIT 198 Essential Literacy for Teaching, and/or support appropriate for EMAT 197 (or equivalent papers).*

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

## Professional Experience Progression for Primary Bicultural Education

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

## Assessment, Planning, Children's Learning

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

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

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

### Assessment

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

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

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

### Planning to increase the complexity of children's learning

**In Tau Tuatahi/Year One**, taira will begin to develop an understanding of the role of *The New Zealand Curriculum* and in guiding decision-making about intentional planning for learning. Taira 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 taira will be encouraged to engage with small groups of children across the curriculum and some whole class teaching.

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

**In Tau Tuatoru/Year Three**, taira 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 is an expectation. This planning for learning will be documented. Taira 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. Taira will be able to critically discuss their intentions for teaching and learning in the curriculum, and how this relates to the local context.



## **Curriculum Knowledge**

### **Tau Tuatahi/Year One**

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

### **Tau Tuarua/Year Two**

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

### **Tau Tuatoru/Year Three**

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

## **Inquiry, critical reflection and being reflexive**

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

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

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

## **Teaching Council – Our Code Our Standards**

A full copy can be found at:

<https://teachingcouncil.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>

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

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

Examples of *The Code of Professional Responsibility* can be found at:

<https://teachingcouncil.nz/sites/default/files/Code%20Guidance%20FINAL.pdf>

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

## **Relationships**

### **Working with ākongā**

#### **Tau Tuatahi/Year One**

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

#### **Tau Tuarua/Year Two**

During this year it is expected that taura will continue to develop their confidence and skills and effective relationships with ākongā. It is important that these relationships reflect the principles of *The New Zealand Curriculum*.

#### **Tau Tuatoru/Year Three**

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

## **Te Tiriti of Waitangi and Bicultural practice**

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

## **Inclusion**

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

## **Positive Behaviour for Learning**

In **Tau Tuatahi/Year One**, tauira will develop an understanding of, and skills to, provide positive feedback to ākongā 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 ākongā.

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

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

## **Attendance**

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

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

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

## Aims and Learning Outcomes of Professional Experience Courses

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

### EDPR151 – Te Mōhiotanga

#### Overall outcomes for professional experience Year One.

Taura will be able to:

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

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

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

### EDPR251 – Te Mātauranga

#### Overall outcomes for professional experience Year Two.

Taura will be able to:

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

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

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

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

## **EDPR351 – Te Māramatanga 1**

### **Learning Aims and Objectives**

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

### **Personalised Professional Experience**

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

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

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

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

#### **Engage in critical inquiry into practice.**

- Demonstrate progress towards the achievement of the Education Council 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.

**Critically examine the role of assessment and pedagogy in facilitating connectedness, continuity, and complexity of children’s learning through:**

- Engages in assessment as a basis for planning to facilitate ākongā learning.
- Demonstrates a range of pedagogical strategies which provoke and inspire ākongā 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 ākongā Learning.

**Integrates te reo Māori me ngā tikanga Māori into practice. This will be demonstrated through:**

- 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 relevant to contexts of learning.

**Articulate how the political, social, and cultural context impacts on the kaiako role in ensuring the well-being of all children in Aotearoa-New Zealand. This will be evident through:**

- Demonstrates the importance of the relationships the setting has with: Government; non-Government organisations, and other services and agencies, and how these impact on ākongā well-being, engagement, and learning.
- Works effectively to ensure inclusive environments that are conducive to ākongā learning and wellbeing.
- Participates as an active member of a community of learners, which involves, ākongā, Kaiako, and parents.
- Articulates how the political, social, and cultural context impacts on their role in supporting ākongā learning.

## **EDPR333 – Te Puāwaitanga 2**

### **Learning Aims and Objectives**

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 ākongā.
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 whānau/parents/caregivers and support personnel.
5. Articulate personal theories, beliefs, and thinking that guided their practice.

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

### **Evaluate professionalism in practice.**

- Evaluate the way in which they develop and maintain relationships with ākongā and kaiako.
- Develop, maintain, and evaluate strategies used to ensure meaningful relationships with the parents/families/whānau of the ākongā in the school.
- Reflect on and evaluate the legislative requirements and their impact on school practice.

- Reflect on and evaluate their behaviour in relation to ***Our Code Our Standards***
- Integrate te reo me ngā tikanga Māori.

**Critically analyse and debate innovative and effective pedagogical practice.**

- Critically analyse their journey towards the achievement of the Education Council ***Our Code Our Standards***.
- Demonstrate and justify innovation in pedagogical practice.
- Demonstrate the ability to analyse and debate effective pedagogical practice.
- Be able to apply models of analysis and theories to discussions on effective pedagogical practice.
- Be able to identify areas of strength and areas requiring further development.
- Be able to contribute to a context in which all ākonga learn.

**Create dialogue within a community of learners/community of practice.**

- Engage in dialogue and discussions with kaiako in the setting.
- Work collaboratively with kaiako and parents/families/whānau.
- Share their documentation of ākonga learning with parents/families/whānau of the ākonga and incorporate parent/family/whānau aspirations into their planning.
- Share their documentation of ākonga learning with the ākonga to encourage self-assessment and metacognition.

**Critically examine strategies to facilitate children’s learning and well-being. Taurira will:**

- Ensure the environment is an exciting learning place, is assessment-informed, provoking curiosity, investigation, and learning.
- Have a clear rationale for the basis of learning opportunities provided.
- Involve children in decision-making about their learning environment.
- Critically examine the strategies used to facilitate ākonga learning and wellbeing.
- Focus on the connectedness and continuity of learning for ākonga.

**Articulate a philosophy of practice that reflects current theory about philosophy.**

- 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.

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

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## Appendix 1: Information for Taura

### ***Professional Experience***

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

### ***Expectations and Guidelines***

Prior to placements

#### **Health Declaration**

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

#### **Taura Goals for your placement**

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

#### **Taura Teacher**

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

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

The **Tau Tuarua/Year Two** Taura Teacher will:

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

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

The **Tau Tuatoru/ Year Three** Taira Teacher will:

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

### ***Ethical Guidelines***

Taira are expected to meet the following criteria:

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

### ***Supervision***

The Associate/Mentor kaiako retains the responsibility for the care and control of children. Taira:

- Are not permitted to relieve for staff while on professional experience.
- Do not stand in the same legal position as primary teaching staff. As a consequence, they are not "on duty" in the same sense as a staff member. Therefore, they cannot be responsible for supervising children alone.

### ***Dress***

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

### ***Absences***

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

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

### **Leave**

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

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

### **Other Important Points for Taurira on Professional Experience**

#### **1. Speech**

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

#### **2. Staff relationships**

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

#### **3. Valuables**

Never leave valuables in the school unattended.

#### **4. Preparation**

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

#### **5. Problems**

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

#### **6. University assistance**

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

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

### **If taurira experience difficulties**

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

**Remember – professionalism is expected at all times.**

## Appendix 2: Information for Associate Teacher/Kaiako

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

### ***Expectations and Guidelines***

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

#### **Associate Teacher**

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

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

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

- Provide the taura with a range of opportunities for guided practice.
- Support the taura to select appropriate curriculum content.
- Observe the taura and give oral and written feedback for some lessons.
- Organise for the taura to spend a day observing in another classroom level during the five week block.
- Provide time for discussion with the taura 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 taura to critically reflect and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the taura teacher and if necessary to the Visiting Lecturer or Julie Mynes (phone 211 6803) [julie.mynes@otago.ac.nz](mailto:julie.mynes@otago.ac.nz) as soon as possible during the professional experience.

**\*\*\*If concerns arise additional visits and support will be arranged\*\*\***

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

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

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

### ***Taura on Professional experience***

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

Associate Teacher/Kaiako can help the taura feel that they are in a supportive environment by:

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

### ***If taura experience difficulties***

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

### ***Written Reports***

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

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

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

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

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

## Appendix 3: Information for Visiting Lecturers

### *Being a Visiting Lecturer*

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

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

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

### Visiting Lecturer

#### The Tau Tuatahi/Year One Visiting Lecturer will:

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

#### The Tau Tuarua/Year Two Visiting Lecturer will:

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

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

#### **The Tau Tuatoru/Year Three Visiting Lecturer will:**

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

#### ***Procedures When Visiting Tauria during Professional experience***

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

#### ***Visiting Lecturer Visits – process & procedures***

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



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

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

### ***Visiting Process***

- Arrange the visit with the Associate Teacher/Kaiako and taura via e mail and/or telephone. Never arrive at the unannounced.
- Make sure the taura knows you have arrived. Check in with the Associate Teacher/Kaiako before you begin observing.
- Before beginning your observation meet with the taura (pre observation conference). It is important that taura are empowered in this process. Ask the taura if there are particular aspects of their practice they would like you to observe. If not, observe using your knowledge of “best practice” and the expectations in relation to the learning outcomes as your guide.
- Ask the taura for a copy of their written work and planning and look at this during the observation.
- Observe the taura – writing notes which will form the basis of your feedback and written report on the taura’s progress towards meeting the learning outcomes of the practice. Try to be as unobtrusive as possible.
- Ensure that it is the taura who does the majority of the talking during this post observation feedback session. It is a useful strategy to encourage the taura to talk first – get them to identify things that went well and things that did not go so well during the observation. Have them identify their strengths and weaknesses. On this basis you can share what you found during the observation.
- It is important that you as a visiting lecturer ensure your feedback is constructive – remember to emphasise both strengths and areas for development (see notes below on providing constructive feedback). Provide formative feedback on their documentation to date.
- All feedback sessions should end with a direction for the future. Talk together about what can be done to develop strengths and successes or what can be done to develop practice. Encourage taura to set goals for their ongoing practice.
- Before leaving the school meet with the Associate Teacher/Kaiako, share observations and together establish priorities for future support of the taura. It is vital we are working in a collaborative way, sharing our views, and listening to what they have to say. A triadic meeting of taura, visiting lecturer and associate teacher/kaiako is recommended if/when possible.
- Complete the written reports.

### ***Feedback to Taura on Practice***

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

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

### ***Providing Constructive Feedback***

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

### ***General Points***

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

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

### ***Written Reports***

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

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

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

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

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

### ***If taura experience difficulties***

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

## **Appendix 4: Planning Templates**

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

- Lesson Plan
- Linked Lesson Plans
- Unit Plan

Lesson Plan Template:

<b>Unit Title:</b> <i>Delete all the instructions in italics once you have finished with them</i>		<b>Year/Class:</b> <i>Tau/Taumata</i>	<b>Date:</b> <b>Te</b>
<b>Curriculum Area:</b>		<b>Level:</b>	<b>Strand:</b>
<b>Achievement Objective(s)</b> <i>Copy the relevant AOs in full from the curriculum.</i>			
<b>Learning Intention(s)</b> <b>We are learning to ...</b> <i>What should the taura have learnt by the end of the lesson?</i> <ul style="list-style-type: none"> <li><i>This need to be specific to the learning rather than the activity.</i></li> <li><i>Write in a language accessible to taura</i></li> </ul> <i>NB: These are sometimes called specific learning outcomes.</i>		<b>Success Criteria</b> <b>We will be successful when we ...</b> <i>What does success look like? What does the taura(s) do to demonstrate that they have met the learning intention?</i>	
1.			
2.			
		<i>Delete or add rows as necessary</i>	
<b>Resources:</b> <i>Consider the equipment and resources you will need. Attach notes, examples, solutions to tasks, resources</i>			
<b>Culturally Response Pedagogy:</b> <i>What are at least five phrases of te reo Māori you will include.</i> <i>What 'contextual reo' will be included in your teaching?</i> <i>How have you catered for the inclusion of Tātaiako/Tapasā?</i>			

**Key Competency Focus** (*highlight 2-3*)

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

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

**UDL Starting with everyone in mind**

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

<p><i>There will likely be several rows here.</i></p>	<p><b>Body (Explore, Enable, Extend)</b>  <i>Sequence the progression of learning here. Ensure you teach during transitions between activities (e.g. don't just show a video and then move on without unwrapping). Unwrap the activities. Transition between them. Ensure taura are actively learning.</i></p>	<p><b>Body (Explore, Enable, Extend)</b></p>	<p><i>Include:</i></p> <ul style="list-style-type: none"> <li>• <i>formative assessment</i></li> <li>• <i>focus questions supporting/extending prompts/differentiation</i></li> </ul>
	<p><b>Conclusion</b>  <i>Summarise/go back to learning intentions including using focus questions to engage and further assess. Give the taura an opportunity to reflect on new learning</i></p>	<p><b>Conclusion</b></p>	<p><i>Communicate where to next</i></p>
<p><b>Lesson Evaluation</b> <i>(for every lesson you teach)</i>  <i>What are the implications for practice? Have individual taura achieved the specific learning intentions? Where to from here with this class? What would you change next time you teach this lesson?</i></p>			

**Linked Lesson Planner**

Year Level:

Date:

Duration:

Context:

<b>Achievement Objectives:</b>				
Level				
Strand				
AO				
<b>Learning Intentions</b> We are learning to:			<b>Success Criteria</b> We will be successful when we:	
<b>Assessment:</b>			<b>Resources</b>	
<b>Te reo and tikanga Māori &amp; cultural responsive pedagogies:</b>				
<b>UDL considerations:</b>				
<b>Specific Curriculum Content (e.g. key mathematical ideas, nature of science, tech area, element of music etc):</b>				
<b>Key Competencies</b>				
<b>Managing Self</b>	<b>Relating to Others</b>	<b>Participating and Contributing</b>	<b>Thinking</b>	<b>Using Language, Symbols and Text</b>
Working independently Managing time Goal Setting Self Assessing Making Choices Risk taking Persevering Having a can do attitude Being accountable Reflecting on learning	Cooperating Sharing equipment Negotiating Responding to others work Observing, giving feedback Sharing group responsibility Showing a willingness to learn from own and others' mistakes Asking if unsure	Listening Justifying Considering options Sharing strategies, thinking Persuading Explaining Restating Reporting Offering ideas and solutions	Generalising Hypothesising Inferring Questioning Problem solving Thinking about thinking Making connections Applying concepts Investigation Identifying and using real world contexts	Presenting ideas in a range of ways Interpreting language and data Using and responding to a range of written recording Recognising, using appropriate mathematical language Making connections between mathematical language, words, symbols and conventions Developing accuracy in written recording
<b>Key competency focus:</b>				



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

**Assessment Information**

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

**Unit Planner**

Year Level:

Date:

Duration:

Context:

<b>Rationale:</b> <i>Write a 300-350 word justification for this unit. How and Why is this unit relevant, useful, meaningful to your taura? What are you going to do in this unit? Why are you going to do it this way?</i>				
<b>Achievement Objectives:</b> <b>Level</b> <b>Strand</b> <b>AO</b>				
<b>Learning Intentions</b> We are learning to:			<b>Success Criteria</b>	
<b>Assessment:</b>			<b>Resources</b>	
<b>Te reo and tikanga Māori &amp; cultural responsive pedagogies:</b>				
<b>UDL considerations:</b>				
<b>Specific Curriculum Content (e.g. key mathematical ideas, nature of science, tech area, element of music etc):</b>				
<b>Key Competencies</b>				
<b>Managing Self</b>	<b>Relating to Others</b>	<b>Participating and Contributing</b>	<b>Thinking</b>	<b>Using Language, Symbols and Text</b>
Working independently Managing time Goal Setting Self Assessing Making Choices Risk taking Persevering Having a can do attitude Being accountable Reflecting on learning	Cooperating Sharing equipment Negotiating Responding to others work Observing, giving feedback Sharing group responsibility Showing a willingness to learn from own and others' mistakes Asking if unsure	Listening Justifying Considering options Sharing strategies, thinking Persuading Explaining Restating Reporting Offering ideas and solutions	Generalising Hypothesising Inferring Questioning Problem solving Thinking about thinking Making connections Applying concepts Investigation Identifying and using real world contexts	Presenting ideas in a range of ways Interpreting language and data Using and responding to a range of written recording Recognising, using appropriate mathematical language Making connections between mathematical language, words, symbols and conventions Developing accuracy in written recording
<b>Key competency focus:</b>				

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

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

**Assessment Information**

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

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

Process re concerns (levels)	Action	What is communicated	Who it is communicated to
1. Mentor Teacher/Kaiako or Visiting Lecturer has concerns about one or more aspects of taura kaiako practice (including attendance; development of practice, and documenting of practice).	Identify the concern(s) (with evidence) and support with solutions. Document and date concerns. Contact paper coordinator to share concerns.	Present the concern(s) and possible solutions/strategies. Check for understanding. Agree on timeframe for revisiting concerns.	Taura kaiako
2. Teacher Teacher/Kaiako or Visiting Lecturer continue to have concerns about the same, additional or multiple aspects of taura kaiako practice.	Identify the concern(s) (with evidence) and support with solutions. Document concerns and date. Contact paper coordinator to share concerns	Re-present concern(s) to taura kaiako and discuss. Offer further support and strategies. Agree on timeframe for revisiting concerns.	Taura kaiako Visiting Lecturer Associate Teacher/Kaiako Paper coordinator
3. Continued concern(s)  If the concerns are about practice in the classroom, visiting lecturer/paper coordinator organises a visit by a second visiting lecturer.  If the concerns are about preparedness for professional experience (due to attendance issues, lack of evidence around LOs or academic performance) paper coordinator meets with taura 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 taura at debrief by first & second visiting lecturers. Taura receives a copy of the report.  Final decision (Pass or Fail) communicated to taura.	Taura kaiako Visiting Lecturer Associate Teacher/Kaiako Course coordinator.
4. In the case of a professional experience fail:  Taura is aware of any opportunities for future re- enrolment.	Taura 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.	Taura kaiako

### Documentation of taura concerns during professional experience

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

**Areas of concern:**

Level 1

Level 2

Level 3

**Recommendation:**

Level 1

Level 2

Level 3

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

Signed:

\_\_\_\_\_  
Visiting Lecturer 1

\_\_\_\_\_  
Visiting Lecturer 2

\_\_\_\_\_  
Paper Coordinator



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

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

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

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

## CIA:

Our culminating integrative assessment occurs near the end of the programme and sits within the final professional experience. While the assessment is pass/fail, the paper is credit-bearing to the value of 18-points. The CIA comprises several related pieces of assessment from the final professional experience culminating in a professional conversation wherein taura teachers synthesise their learning across the standards and demonstrate the integration of theory and practice. As each taura's personalised professional experience and professional conversation is uniquely related to their learning needs and development as a taura teacher, the situated and complex decision making that taura'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 (taura reporting and documentation of teaching relative to negotiated professional goals mapped to the code and standards)
- Professional conversation (oral report by taura or personalised professional experience and presentation of evidence of teaching inquiry across the final professional experience and in relation to the code and standards).