



**University of Otago**  
**Bachelor of Teaching (Primary)**  
**2022**

Professional Experience  
Handbook

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## **Introduction to Primary Professional Experience**

Tēnā koutou katoa,

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

In first and second year student teachers will undertake two, three-week professional experiences in four different schools. In their final year student teachers spend the year in one school and class. They complete three professional experiences, in total 11 weeks. They also attend school for ten day visits across the year.

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

# Overview of the Bachelor of Teaching (Primary) Programme

## Conceptual Framework

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



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

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TRANSFORMATIVE PRACTICE



The key components of our BTchg (Primary) programme are:

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

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<sup>1</sup> The full conceptual framework *Conceptual Framework for Initial Teacher Education Programmes*, University of Otago College of Education is available on request.

## Bachelor of Teaching (BTchg) Primary Education Schedule 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>180</b>
	<b>EDCR 133</b> (S1) Health & Physical Education	18	<b>EDCR 232</b> (S2) Science & Technology	18	<b>EDCR 332</b> (S1) Local Curriculum & Integration	18	
	<b>EDCR 135</b> (S1) Introduction to the New Zealand Curriculum & Social Sciences	18	<b>EDCR 233</b> (S1) Visual Arts & Music	18	<b>EDCR 334</b> (S2) English & Mathematics 4	18	
			<b>EDCR 235</b> (S1) Dance & Drama	18			
<b>Professional Experience</b>	<b>EDPR 131</b> (FY) Te Weu	18	<b>EDPR 231</b> (FY) Te Aka and Learning Languages	18	<b>EDPR 331</b> (S1) Te Puāwaitanga 1	18	<b>72</b>
					<b>EDPR 333</b> (S2) Te Puāwaitanga 2	18	
<b>Māori Studies</b>	<b>MAOR 110</b> (S2) Introduction to Conversational Māori	18	<b>EDCR 203</b> (S2) Te Ohonga Ake o ngā Marautanga	18			<b>36</b>
<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>

Note:

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).

# Bachelor of Teaching (Primary) Year Plan 2022

Semester	Dates	Week	Bachelor of Teaching - 3 year programme (360 pts)			Week	SCHOOLS
			Primary Education & Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education)				
			1st Year	2nd Year	3rd Year		
	27-31 Dec *						
	* 3-7 Jan	1				1	
SUMMER SCHOOL	10-14 Jan	2				2	
	17-21 Jan	3				3	
	24-28 Jan	4				4	
	31 Jan-4 Feb	5			Prog. begins Mon 31 Jan Briefing Thu 3 Feb (2.00pm) Prof. Experience 3A EDPR 331 / EDPR 351	5	
	* 7-11 Feb	6				6	
	14-18 Feb	7				7	
	21-25 Feb	8	① ② ③ 1st Year Prog. begins Mon 21 Feb School Observation Thu 24 Feb				8
SEMESTER ONE	28 Feb-4 Mar	9		2nd Year Prog. Begins Mon 28 Feb	▲	9	
	7-11 Mar	10			▲	10	
	14-18 Mar	11			▲	11	
	21-25 Mar	12			▲	12	
	28 Mar-1 Apr	13			▲	13	
	4-8 Apr	14			▲	14	
	11-15 Apr *	15			▲	15	
	* 18-22 Apr	16	MID-SEMESTER BREAK: Includes Easter Mon 18 Apr and day after Easter Mon, Tue 19 Apr (University observes Otago Anniversary Day - schools closed & University holiday).				16
	* 25-29 Apr	17				17	
	2-6 May	18				18	
	9-13 May	19	Prof. Experience 1A EDPR 131 / EDPR 151	Prof. Experience 2A EDPR 231 / EDPR 251		19	
	16-20 May	20				20	
	23-27 May	21				21	
	30 May-3 Jun	22			Prof. Experience 3B EDPR 331 / EDPR 351	22	
	* 6-10 Jun	23	① ② Tue 7 Jun				23
13-17 Jun	24			EDPR 331 / EDPR 351	24		
20-24 Jun	25				25		
27 Jun-1 Jul	26	BREAK				26	
4-8 Jul	27				27		
SEMESTER TWO	11-15 Jul	28				28	
	18 - 22 Jul	29				29	
	25-29 Jul	30			▲	30	
	1-5 Aug	31			▲	31	
	8-12 Aug	32			▲	32	
	15-19 Aug	33				33	
	22-26 Aug	34			Prof. Experience 4 EDPR 333	34	
	29 Aug-2 Sep	35	MID-SEMESTER BREAK				35
	5-9 Sep	36				36	
	12-16 Sep	37				37	
	19-23 Sep	38			BREAK	38	
	26-30 Sep	39				39	
	3-7 Oct	40			Conference Week & Final Lectures	40	
	10-14 Oct	41				41	
	17-21 Oct	42	① ② Mon 17 Oct				42
* 24-28 Oct	43	Prof. Experience 1B EDPR 131 / EDPR 151 Prog. ends Fri 11 Nov	Prof. Experience 2B EDPR 231 / EDPR 251 Prog. ends Fri 11 Nov	Prog. ends Fri 4 Nov	43		
31 Oct-4 Nov	44				44		
7-11 Nov	45				45		
14-18 Nov	46				46		
21-25 Nov	47				47		
28 Nov-2 Dec	48				48		
5-9 Dec	49				49		
12-16 Dec	50				50		
19-23 Dec	51				51		
* 26-30 Dec	52	* 2022 CHRISTMAS BREAK: Christmas Day Sun 25 Dec (observed Mon 26 Dec, Stat. Holiday), Boxing Day Mon 26 Dec (observed Tue 27 Dec, Stat. Holiday); 28, 29, & 30 Dec - College Closed (A/Leave). * 2023 New Year's Day Sun 1 Jan (observed Mon 2 Jan, Stat. Holiday); and day after New Year's Day Mon 3 Jan (observed Tue 2				52	

## Professional Experience Progression for Primary Education

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



## **Elaboration of Professional Experience Progression for Primary Education**

### **Planning, Teaching and Evaluation**

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

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

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

### **Assessment**

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

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

In year three, student teachers will regularly use assessment as a basis for increasing the complexity of ākonga learning. They will critically evaluate the quality of assessment data and use evidence in their decision-making about teaching and learning.

### **Planning**

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

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

In year three, student teachers will be responsible for working in a way that contributes to a curriculum that is both equitable and inclusive. Importantly, they will be able to show and articulate, with substantive evidence, how they have supported and added complexity to children's learning over time in collaboration with the teaching team.

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

### **Curriculum Knowledge**

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

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

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

### **Relationships**

In year one, a key focus is establishing and maintaining relationships with ākonga, the Associate Teacher and other kaiako. Student teachers will begin to develop an understanding of the importance of knowing children well and establishing relationships, mindful that their knowledge of children and the quality of the relationships will influence the quality of the teaching and learning. There will be a focus on getting to know individual ākonga.

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

By year three student teachers will take on the role of kaiako in their relationships with 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, under the supervision of their Associate Teacher/Kaiako.

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

In year one, the focus is on student teachers gaining an understanding of the principles of Te Tiriti o Waitangi and their relationship to the implementation of *The New Zealand Curriculum* and *Our Code Our Standards*. They will develop basic conversational te reo Māori, and an emerging understanding of te ao Māori, and the rationale for this.

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

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

### **Inclusion**

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

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

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

### **Positive Behaviour for Learning**

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

## **Education Council – Our Code Our Standards**

A full copy can be found at:

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

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

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

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

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

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

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

### **Personalised Professional Experience Plan**

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

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

### **Attendance**

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

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

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

## **Managing Problems during Professional Experience**

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

## Learning Outcomes of Professional Experience Papers

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

### EDPR131 – Te Weu

#### Learning outcomes

##### Student teachers will be able to:

1. Identify and demonstrate an emerging awareness of the professional, ethical, legal, and practical requirements of teachers.
2. Design, implement, evaluate, and critically reflect on learning experiences.
3. Demonstrate understanding of Ministry initiatives related to the inclusion to te reo me ngā tikanga Māori.
4. Identify and develop the identity of self and others within educational contexts.
5. Demonstrate an emerging understanding of own assumptions and beliefs.

##### At the end of the first year it is anticipated that student teachers will:

- Work in an ethical and professional way.
- Be aware of the importance of working within legal requirements.
- Be able to initiate and maintain effective relationships.
- Use appropriate skills of communication when relating to children and adults.
- Use communication to facilitate children's learning.
- Be using basic te reo Māori and demonstrate an awareness of tikanga Māori.
- Use assessment to inform their teaching.
- Have developed strategies to increase the complexity of children's learning.
- Critically reflect on their teaching and be able to relate these reflections to the theories underpinning teaching practice.
- Emerging awareness of the Key Teaching Tasks (KTTs) (refer appendix 5).

### EDPR231 – Te Aka

#### Learning Outcomes

##### Student teachers will be able to:

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

##### At the end of the second year, it is anticipated that student teachers will:

- Use assessment data to inform their practice.
- Provide opportunities that will increase the connectedness and continuity leading to increased complexity of children’s learning.
- Use a range of teaching strategies to promote learning.
- Use the curriculum/learning areas in an integrated way to promote children’s learning.
- Create an effective learning environment.
- Take responsibility for developing aspects of the learning environment.
- Use te reo Māori and demonstrate an awareness of tikanga Māori in connection with specific curriculum areas.
- Act professionally at all times demonstrating an understanding of *Our Code Our Standards*, legal requirements, and the professional aspects of being a kaiako.
- Critically reflect on their teaching practices making links to the theories underpinning teaching practice.
- Working towards the Key Teaching Tasks (KTTs) (refer appendix 5).

## **EDPR331 – Te Puāwaitanga 1**

### **Learning Outcomes**

#### **Student teachers will be able to:**

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

#### **At the end of the semester one, it is anticipated that student teachers will:**

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

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

## **EDPR333 – Te Puāwaitanga 2**

### **Learning Outcomes**

#### **Student teachers will be able to:**

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

#### **At the end of the third year, it is anticipated that student teachers will:**

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



## Appendix 1: EDPR 131 Te Weu

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

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

#### Student Teacher

- Student teachers are professionally responsible to the Principal while on Professional experience.
- Be at school by 8.30am and allow time at the end of the day to discuss and reflect on the day's work.
- Seek, accept and act on advice and guidance from your Associate Teacher and University Lecturer.
- Inform the school and university (Professional Experience Coordinator, phone 479 4225) before 8.30am if you are going to be absent.
- Maintain a tidy standard of dress.
- Do duty at the same time as the Associate Teacher and spend as much time as possible observing and interacting with children at lunch times.
- Maintain confidentiality when dealing with information about children.
- Observe professional ethics.
- Keep a log of all lessons in the front of your file.
- Keep all plans in a professional and well-ordered folder that is available to the Associate Teacher and Visiting Lecturer at all times.

#### Associate Teacher

- Provide the student teacher with a range of opportunities for guided practice.
- Support the student teacher to select appropriate curriculum content.
- Observe the student teacher and give oral and written feedback for some lessons. Refer Appendix 5 .
- Provide time for discussion with the student teacher both of their work and of the curriculum delivery decisions that you make in the classroom.
- Expect to see written planning before each lesson is taught. Sign plans.
- Challenge the student teacher to reflect critically and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the student teacher and if necessary to the Visiting Lecturer or the paper coordinator, 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 student teacher and allow opportunity to add evaluation and future goals via the online portal SONIA. **See Appendix 3 for a list of indicators to potentially shape your report.**

**For Professional Experience 1A the report is due by Tuesday June 4<sup>th</sup> 2019.**

**For Professional Experience 1B the report is due by Monday 18<sup>th</sup> of November.**

- Associate Teachers will receive payment on receipt of their SONIA report/s.



## Visiting Lecturer

### Professional Experience 1A

- The Visiting Lecturer will schedule and conduct a tutorial at the school.
- Liaise with the Associate Teacher regarding student teachers' progress.
- Mark the professional experience folder using the *Visiting Lecturer: Professional Experience 1A Administration/Planning Documentation Checklist*, see Appendix 1
- Submit pass/fail results to the Professional Experience Coordinator. Show separate results for the Administration/Planning checklist and Teaching due **Tuesday the 4<sup>th</sup> of June, 2019.**

### Professional Experience 1B

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

## Appendix 2: EDPR 231 Te Aka

### Second Year Student Teacher/Associate Teacher/Visiting Lecturer Roles

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

#### Student Teacher

- Student teachers are professionally responsible to the Principal while on professional experience.
- Be at school by 8.30am and allow time at the end of the day to discuss and reflect on the day's work.
- Seek, accept and act on advice and guidance from your Associate Teacher and Visiting Lecturer.
- Inform the school and university (Primary Professional Experience Administrator, phone 479 4225) before 8.30am if you are going to be absent.
- Maintain a tidy standard of dress.
- Do duty at the same time as the Associate Teacher and spend as much time as possible observing and interacting with children at lunch times.
- Maintain confidentiality when dealing with information about children.
- Observe professional ethics.
- Keep all plans in a well ordered file that is up to date and available to the Associate Teacher and Visiting Lecturer at all times.
- Keep a log of all lessons that are taught.

#### Associate Teacher

- Provide the student teacher with a range of opportunities for guided practice.
- Support the student teacher to select appropriate curriculum content.
- Observe the student teacher and give oral and written feedback for some lessons.
- Provide time for discussion with the student teacher both of their work and of the curriculum delivery decisions that you make in the classroom.
- Expect to see written planning before each lesson is taught. Sign plans.
- Challenge student teachers to reflect critically and analyse situations. Encourage them to seek solutions.
- Communicate areas of concern to the student teacher and if necessary, to the Visiting Lecturer or Andrea Robertson as soon as possible during the professional experience.

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

- Draft and discuss report based around the EDPR231 professional experience learning goals with your student teacher and allow opportunity to add evaluation and future goals via the online portal SONIA. This is due by **Tuesday 4<sup>th</sup> June (Professional Experience 2A) and Monday 18<sup>th</sup> November (Professional Experience 2B)**

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

### **Visiting Lecturer**

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

- Provide guidance and advice to the student teacher about their teaching and broader practice.
- Liaise with the Associate Teacher regarding student teachers' progress.
- Mark the professional experience folder using Professional Experience Administration/Planning Documentation Checklist
- Write and summarise field notes based on observation and communication with the Associate Teacher
- Submit a visiting lecturer report via the online portal SONIA by **Tuesday 4<sup>th</sup> June (Professional Experience 2A) and Monday 18<sup>th</sup> November (Professional Experience 2B)**
- Submit pass/fail results to the Professional Experience Administrator. Show separate results for the administration/planning documentation (folder) and the SONIA visiting lecturer report **by Tuesday 4<sup>th</sup> June (Professional Experience 2A) and Monday 18<sup>th</sup> November (Professional Experience 2B)**

## Appendix 3: EDPR331 – Te Puāwaitanga 1

### Third Year Student Teacher/Associate Teacher/Visiting Lecturer Roles

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

#### Student Teacher

The student teacher will:

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

#### Associate Teacher

The Associate Teacher will:

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

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

### **Visiting Lecturer**

The Visiting Lecturer will:

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

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

## EDPR333 – Te Puāwaitanga 2

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

### Student Teacher

The student teacher will:

- Adopt a professional approach to their role as a teacher and observe professional ethics at all times.
- Maintain confidentiality when dealing with information about children.
- Dress professionally for teaching.
- Be professionally responsible to the Principal while on professional experience.
- Be punctual (at school by 8.15am) with departure time no earlier than 4.15 pm.
- If there is an unavoidable absence inform his/her Associate Teacher, Visiting Lecturer and University Primary Professional Experience Administrator (Ph 479 4225) before 8.30am.
- Be available (particularly after school) for regular discussion with his/her Associate Teacher.
- When observed by Visiting Lecturer, ensure he/she is actively teaching for at least 20 minutes of the total observation time.
- Seek, accept and act on advice and guidance from his/her Associate Teacher and Visiting Lecturer.
- Demonstrate professional respect for teaching colleagues.
- Gain experience by assisting their Associate Teacher in playground supervision.
- Continue to keep a log of all lessons taught to ensure experience in all learning areas.
- Complete all planning and preparation for teaching outside school hours.
- Plan all lessons and reflect on children's learning, next teaching steps and management.
- Present all plans in a well ordered teaching folder (not in a clear file, on a laptop or USB stick) and make sure that it is up-to-date and available at all times to the Associate Teacher, Visiting Lecturer.
- Initiate and carry out a *Teaching as Inquiry* project (in Writing)
- Obtain permission to begin professional experience from his/her Associate Teacher and Visiting Lecturer.
- Present Teacher Standards Portfolio to the Visiting Lecturer at the end of professional experience.

### Associate Teacher

The Associate Teacher will:

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



- Provide time for discussion with the student teacher both of his/her work and of the curriculum delivery decisions that are made in the classroom.
- Keep a record of student teacher absences and report these to the Visiting Lecturer.
- Expect to see written planning before each lesson is taught. Before the control period check the planning to ensure that it meets the needs of children and the class programme.
- Challenge student teachers to critically reflect on and analyse situations. Encourage him/her to seek solutions.
- As soon as possible communicate areas of concern to the student teacher. Please also contact and discuss the concern with the Visiting Lecturer. If any further advice is required please contact Angela Miller (479 4959 or [angela.miller@otago.ac.nz](mailto:angela.miller@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 student teacher a copy. Associate Teachers may like to use this reference when asked to provide a referee report for their student teacher's employment applications.

### **Visiting Lecturer**

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

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

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

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

## Appendix 5 – KTTs – BTchg (Primary)

KTTs – BTchg Primary Education	
1.	Uphold Te Tiriti o Waitangi partnerships 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 languages, cultures and identities, 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 a daily integration te reo and tikanga Māori 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 in planning and practice ensuring appropriate 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 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.	Initiate and maintain respectful, collaborative, and positive relationships with ākonga, teachers and support staff, whānau, 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 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>

## **Appendix 6: Cumulative Integrative Assessment (CIA)**

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

The components of the CIA are:

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