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UNIVERSITY OF OTAGO

Master of Teaching and Learning (Primary)

2022

Professional Experience Handbook for the Primary Sector

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INTRODUCTION TO MASTER OF TEACHING AND LEARNING (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 Master of Teaching and Learning (MTchgLn) programme. The MTchgLn programme is a 180-point Masters Programme with Secondary, Primary and Early Childhood endorsements. Student teachers do six papers across Education, Curriculum, Inquiry, and Professional Experience strands within a full-year programme (January – December).

As part of the Professional Experience strand, student teachers there will be a week's observation in one school. In a second school there will be weekly one-day visits leading into a six-week block. In semester two (in a third school) two one-day visits lead into a seven-week block which straddles the term 3 and 4 school holidays.

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 is an investment for the future.

The MTchgLn programme has been operating since 2014 at the University of Otago College of Education. We have sought to improve aspects of this programme throughout that time and we are now very proud of this programme. Continuous improvement is important to us, however, so please do not hesitate to contact us if you have any queries or recommendations for improvement.

Ngā mihi nui,

Jane, Helen, and Angela

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Professional Experience Coordinator
Primary MTchgLn

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Primary Programme Coordinator

MASTER OF TEACHING AND LEARNING (PRIMARY) YEAR PLAN FOR 2022

Dates	Week		SCHOOLS	
10-14 Jan	2	MTchgLn starts Friday 14 Jan		
17-21 Jan	3			
24-28 Jan	4			
31 Jan-4 Feb	5		TERM 1 (10-11 weeks)	
7-11 Feb	6			
14-18 Feb	7	Observation week Block 1		
21-25 Feb	8	Weekly visit		
28 Feb-4 Mar	9	Weekly visit		
7-11 Mar	10	Weekly visit		
14-18 Mar	11	Weekly visit		
21-25 Mar	12	Weekly visit		
28 Mar-1 Apr	13	Weekly visit		
4-8 Apr	14	Weekly visit		
11-15 Apr	15	Weekly visit		
18-22 Apr	16			School Holidays
25-29 Apr	17			
2-6 May	18	EDUC 473 Professional Experience Block 2 (6 weeks 2nd May -10th June)		TERM 2 (10 weeks) All schools Mon 2 May to Fri 8 July Mon 6 Jun Queen's Birthday
9-13 May	19			
16-20 May	20			
23-27 May	21			
30 May-3 Jun	22			
6-10 Jun	23			
13-17 Jun	24	<ul style="list-style-type: none"> Professional Conversations between Visiting Lecturer and student teacher Uni mentor reports submitted on SONIA 		
27 Jun-1 Jul	26	Student Teachers on Break	School Holidays	
4-8 Jul	27			
11-15 Jul	28			
18 - 22 Jul	29			

Dates	Week		SCHOOLS
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25-29 Jul	30		<p>TERM 3 (10 weeks)</p> <p>All schools Mon 25 July to Fri 30 September</p>
1-5 Aug	31		
8-12 Aug	32		
15-19 Aug			
22-26 Aug			
29 Aug-2 Sep			
5-9 Sep			
12-16 Sep	37	<p>EDUC 473 Professional Experience Block 3 (7weeks 12th Sept - 11th Nov)</p>	
19-23 Sep	38		
26-30 Sep	39		
3-7 Oct	40		<p>School Holidays</p>
10-14 Oct	41		
17-21 Oct	42		<p>TERM 4 (up to 10 weeks)</p> <p>All Schools start Mon 17 Oct & finish no later than Tue 20 Dec</p>
24-28 Oct	43		
31 Oct-4 Nov	44		
7-11 Nov	45		
14-18 Nov	46		
21-25 Nov	47		
28 Nov-2 Dec	48		
5-9 Dec	49		
12-16 Dec	50		
19-23 Dec	51	<p>Programme Ends</p>	
26-30 Dec	52		

Overview of the MTchgLn (Primary) Programme

Conceptual Framework

Initial Teacher Education programmes at the University of Otago College of Education are informed and underpinned by our Conceptual Framework. This framework combines the principles of ako, kaitiakitanga, equity, and transformative practice with the central touchstone of āta. This conceptual framework underpins our practices in all aspects of our programme¹.



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 MTchgLn (Primary) programme are:

- Schools and the University of Otago College of Education work together to support student teachers within the programme to become high quality teachers.
- Primary ITE student teachers apply Teaching as Inquiry to design programmes for their learners based on the requirements of the New Zealand curriculum.
- Primary ITE student teachers are part of an integrated degree where they join with Primary and Early Childhood sectors in two of the six papers. This means our ITE student teachers are operating within a community of learners and practising ako as they learn from each other and the different perspectives across the sectors.
- Face-to-face teaching delivery. Our ITE programmes are based on face-to-face models of delivery with technology-enhanced teaching where necessary.

More information can be read in Appendix A: *Features of the Master of Teaching and Learning*

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

ROLES AND RESPONSIBILITIES

A range of people work with our student teachers in the MTchgLn programme. There is a strong relationship between schools and the College of Education and supporting and mentoring the student teachers and their learning and professional experience, through course work on the College of Education campus and professional experience in school settings.

Throughout the professional experience student teachers will be supported by their Mentor Teacher, who will be responsible for the supervision of day-to-day professional experience. The Visiting Lecturer, in consultation with the Mentor Teachers, will be responsible for the final assessment of progress in the teaching experience, providing both oral and written feedback. At all times student teachers will be encouraged to be active participants in the evaluation of their experiences and will be expected to demonstrate how they are taking responsibility for their professional learning. Within the parameters set by the learning outcomes of the course, student teachers will set learning goals to facilitate a personalised and contextualised learning experience. They will be required to reflect critically in relation to theory and research.

The Mentoring Team

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

Throughout the professional experience you will be supported by your Mentor Teacher, who will be responsible for the supervision of your day-to-day professional experience. The Visiting Lecturer, in consultation with the Mentor Teacher will be responsible for the final assessment of your progress in teaching experience. At all times, you will be encouraged to be an active participant in the evaluation of your experience and will be expected to demonstrate how you are taking responsibility for your own professional learning. Within the parameters set by the learning outcomes of the course, you will set your own learning goals to facilitate a more personalised and contextualised learning experience, and you will be required to critically reflect on your experience in relation to theory and research. During this process, you will be encouraged to develop your philosophy of teaching that will be grounded in theory and will reflect your beliefs about quality pedagogical practice.

Role and responsibilities

Student Teachers

Student teachers are expected to:

- Engage professionally and fully in the school community (professional conduct, attend and engage in meetings, contribute to the wider/co-curricular life of the school);
- Understand and fulfil the requirements for professional experience;
- Use initiative and communicate openly about aspects of their own professional experience; as appropriate with their Mentor Teacher, and Visiting Lecturers;
- Seek support and guidance from Mentor Teachers for planning and teaching, while acknowledging expectations for increased self-responsibility and independence;
- Act on the advice of Mentor Teachers and Visiting Lecturers
- Engage in professional conversations with Mentor Teachers and the Visiting Lecturer after Block 2 and 3.
- **Attendance: Student teachers are expected to maintain 100% attendance.** If unable to attend school for medical or other reasons (e.g., bereavement), contact the school’s reception before the start of the school day and email primarypracadmin@otago.ac.nz and the Mentor Teacher.

Please note that an absence of more than three consecutive days will require supporting documentation (e.g., medical certificate). Apply for leave, in advance, to Professional Experience Coordinator for commitments that impact on school-based professional experience. Note - Leave is not guaranteed.

Mentor Teacher

Mentor teachers are expected to:

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

Visiting Lecturer

Visiting Lecturers are expected to:

- Provide a link between the University and the School;
- Support the student teachers by meeting with them ;
- Support the Mentor Teachers;
- Observe the student teacher in the classroom and provide oral and written feedback to the student teacher and Mentor Teacher;
- Provide guidance, support and pastoral care to the student teacher as he/she works towards achieving their teaching goals and professional experience requirements;
- Work in partnership with the Mentor Teacher;
- Expect each student teacher's documentation to be up to date at all times and available for discussion;
- Support the student teacher to review and set goals for the next stage;
- Planning checks
- In consultation with Mentor Teacher (informed by the professional conversations and observation notes), decide on the competency of the student teacher in achieving the EDUC 473 learning outcomes.

PERSONALISED PROFESSIONAL EXPERIENCE FOR STUDENT TEACHERS

Student teachers need to develop a plan that supports them to meet their goals. They will then continue to develop this plan in response to their ongoing reflections and the feedback from others, with the aim of meeting the learning outcomes for EDUC473 (refer course outline) and the Education Council's *Our Code Our Standards, Code of Professional Responsibility and Standards for the Teaching Profession* (2017).

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.

Professional Experience Documentation

Student teachers need to assemble the following documentation throughout their time on Professional Experience.

Develop and maintain a **professional experience folder** for each placement. This can be hard copy or digital. There is an expectation it is available when College of Education staff come to visit for an observation. This folder should include:

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

Expectations for Professional Experience Block 1 (1 week in Term 1)

In the first professional experience, the focus is on observation and familiarising themselves with the primary school context.

The student teachers will have some guiding questions to focus their observations, for example:

- Getting to know the school community and its environment. (e.g., Who are its student teachers? What are its values and how are they 'brought to life' in the school?)
- The organisation of learning. (e.g., How are learning areas structured? What learning areas are offered to student teachers?)
- How do teachers establish positive and effective learning for all student teachers?
- Routines. (e.g., What classroom routines are evident in learning areas to manage time, resources, digital devices, safety?)
- Teaching and learning. (e.g., How is a lesson structured and its purpose conveyed to student teachers? What range of learning experiences take place within a lesson? How are they sequenced? In what ways do student teachers interact with the teacher and their peers during a lesson? How do lessons begin/conclude?)

Expectations for Professional Experience Block 2 (8 one day visits and 6 weeks in Term 2)

From week 8, student teachers will spend each Wednesday in their professional experience school.

They will be expected to take an active role in the classroom from the outset under the guidance of your Mentor Teacher. The expectations around teaching will be determined by your Mentor Teacher. Over this period, student teachers will be scaffolded into taking increasing responsibility in readiness for sustained teaching during the 6 week.

Sustained professional experience:

During the block, student teachers will take responsibility for planning and teaching the class for a period of 8 -10 days. For an overview use the EDUC 473 Planning Checklist. Planning will be reviewed by the Mentor Teacher and Visiting Lecturer prior to the commencement of the sustained teaching period.

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

Competency requires that student teachers:

- Behave in a manner consistent with the Code of Professional Responsibility (OCOS, 2017)
- Plan, implement, evaluate and reflect on teaching and learning episodes,
- Maintain an effective learning environment,
- Take an active part in the wider school community,
- Meet attendance requirements,
- Sustain effective teaching for a minimum of 8-10 consecutive days.

Expectations for Professional Experience Block 3 (2 one day visits and 7 weeks across Terms 3 and 4)

It is expected that student teachers will work in a collegial way with members of staff within professional experience settings and will be involved in:

- Assessment and planning
- Leading learning
- Management of routines
- Collaborative dialogue with staff and parents
- Syndicate and staff meetings
- Duty roster alongside mentor teacher
- Contribution to the wider life of the school

Sustained Professional Experience:

During this block student teachers will be expected to take responsibility for planning and teaching the class for a minimum of three weeks. Planning will be reviewed by the Mentor Teacher and Visiting Lecturer prior to the commencement of the sustained teaching period.

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

Competency requires that student teachers:

- Behave in a manner consistent with the Code of Professional Responsibility (OCOS, 2017)
- Plan, implement, evaluate and reflect on teaching and learning episodes,
- Maintain an effective learning environment,

- Take an active part in the wider school community,
- Meet attendance requirements,
- Sustain effective teaching for a minimum of 15 consecutive days.

Key Teaching Tasks

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

Video Feedback on Student Teachers' Teaching

As student teachers gain teaching experience it is important that they have opportunities to reflect on their teaching by utilising feedback from a range of sources. Video provides opportunities for student teachers to analyse and reflect on particular elements of their practice.

At all times student teachers are required to act ethically in the use of video recording. This means:

- Recordings can only be made in schools that have explicitly given their consent to do so.
- They use devices that the school has approved for them to use (e.g., whether personal or school-owned).
- Student teachers will be made aware of any limitations/parameters of what (or who) may be recorded.
- The student teacher's teaching will be the focus of any recording and used for the purposes of reflecting and analysing their teaching.
- Recordings will not be shared with others.
- Recordings, if made on personal devices will be deleted immediately following feedback/self-reflection of a teaching session.

The College does understand that each school will have different policies or requirements for this and will work with both the student teacher and school to address any concerns. The paper co-ordinator of EDUC 473 will provide further guidance on this aspect of student teachers reflective and reflexive practice.

Student Teachers' Involvement in Wider School Life

During Professional Experience Block 3, the student teachers are expected to take up opportunities to contribute to the wider life of the school, without impacting on their campus-based commitments.

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 B).

PROFESSIONAL LEARNING WITHIN THE MTCHGLN PROGRAMME

Description

The Professional Learning Programme is intended to support the growth of schools and University of Otago staff. It is also a chance for the partner schools to get together, to discuss what is working well in each of their settings, and to seek advice or support from other partner schools in supporting our student teachers.

Teachers and College of Education staff (Uni Mentors) will be invited to meet via zoom or come together at the College of Education for these sessions. Videos presentations are being developed to support Mentor Teachers in their work with our student teachers.

Further to this, participants of the MTchgLn can access the University of Otago library. Please contact marlene.robertson@otago.ac.nz for the information about this.

Intended Programme for 2022

Note – a schedule will be circulated in the new year.

		Zoom Meeting 4-5:00 pm
Term 1	Prior to Placement A	Professional Learning 1: Introduction to the programme
	Prior to Placement B	Professional Learning 2: The Mentor Teacher Role
Term 3	Prior to Placement C	Professional Learning 3: Sharing expectations
Term 4	Post-placements	Professional Learning 4: Reflections and MTchgLn Programme Development

APPENDICES

Appendix A: Features of the Master of Teaching and Learning Programme

<p>Educative mentoring</p>	<p>Educative mentoring positions the role of mentor as more than emotional support, giving feedback and helping with resourcing. Implicit in educative mentoring is an expectation that professional experience in schools should provide opportunities for collaborative inquiry, testing new ideas, and professional conversations (Schulz, 2005). The educative mentor role requires teachers to be able to share their thinking and help student teachers to learn how to examine their own teaching in order to improve their teaching and children’s learning (Kane & Broadley, 2005). Educative mentoring thrives in a setting where teaching is seen as a process of inquiry (Langdon & Ward, 2015). When teachers and student teachers inquire into teaching and learning together in an open and trusting way there are genuine learning opportunities for both parties (Simpson, Hastings & Hill, 2007). Student teachers learn when time, space and opportunities are provided for regular dialogue with mentors about professional decisions and actions (Sunley & Locke, 2012).</p>
<p>Reflexive praxis</p>	<p>Reflexivity is an ‘unsettling’ – an insecurity about what reality is assumed to be (Akinbode, 2013). In practical terms, to be reflexive means examining critically the biases and assumptions underlying our own actions and the impact of those actions.</p> <p>A person is part of the setting, context and social phenomena s/he is working and therefore contributes to that setting, context, and phenomena. Reflexive praxis is a means of coming to understand your own contributions to the situation, and a means of stepping outside your own assumptions, values, and expectations to examine them (being metacognitive about yourself). It is the process of making sense of and refining practice. Reflexive praxis is a means of re-theorising one’s expectations of oneself as a member of the teaching profession relative to the ideas and concepts encountered as part of ITE.</p>
<p>Teaching as inquiry</p>	<p>From <i>New Zealand Curriculum</i>:</p> <p>The Teaching as Inquiry cycle is an organising framework that teachers can use to help them learn from their practice and build greater knowledge.</p> <p>In the focusing inquiry, teachers identify the outcomes they want their students to achieve. They consider how their students are doing in relation to those outcomes, and they ask what their students need to learn next in order to achieve them.</p> <p>In the teaching inquiry, teachers select teaching strategies that will support their students to achieve these outcomes. This involves asking questions about how well current strategies are working and whether others might be more successful. Teachers search their own and their colleagues’ past practice for strategies that may be more effective, and they also look in the research literature to see what has worked in other contexts. They seek evidence that their selected strategies really have</p>

	<p>worked for other students, and they set up processes for capturing evidence about whether the strategies are working for their own students.</p> <p>The learning inquiry takes place both during and after teaching as teachers monitor their students' progress towards the identified outcomes and reflect on what this tells them. Teachers use this new information to decide what to do next to ensure continued improvement in student achievement and in their own practice.</p>
<p>Becoming adaptive practitioners</p>	<p>An adaptive practitioner has a commitment to promote the engagement, learning, and well-being of <i>each</i> of their students, as well as the active seeking of in-depth knowledge about the content of learning and how to teach it effectively. Adaptive practitioners work with others, including their students, to:</p> <ul style="list-style-type: none"> • retrieve, organise and apply professional knowledge in the light of the challenges and needs presented by their learners, particularly those who are not engaged; • obtain evidence of the impact of their teaching on learners' engagement, learning and well-being (this includes knowing how to assess students in both the short and long term against appropriate measures); • develop innovative approaches when regular routines are not working and to recognise when they need to seek help; • engage in on-going inquiry with the aim of building the knowledge that is the core of professionalism (adapted from Timperley, 2013, p. 5).

References

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- Kane, R., & Broadley, G. (2005). Learning from experience within professional relationships. In P. Adams, K. Vossler, & C. Scrivens (Eds.), *Teachers' Work in Aotearoa New Zealand* (pp.307-319). Southbank, Victoria: Thompson/Dunmore Press.
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Appendix B: Procedure to signal and document concerns during professional experience

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

Appendix C: Master of Teaching and Learning (Primary) Key Teaching Tasks

KTTs – MTchgLn 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 D: 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 30-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).

ASSESSMENT

A student will have met the assessment requirements of this paper through:

- achieving a pass grade on the inquiry into professional practice for each semester.

Inquiry into professional experience (CIA):	<i>Assessment type</i>	<i>Due Date</i>	<i>Weighting*</i>
A. Professional experience assessment.	a. Reports from your visiting lecturer and mentor teacher, relative to LOs, KTTs, and <i>Our Code Our Standards</i> (OCOS).	a. During the professional experience block	Pass/Fail
B. Professional conversation.	b. A professional conversation with your visiting lecturer	b. Date to be negotiated with visiting lecturer	Pass/Fail

ASSESSMENT

INQUIRY INTO PROFESSIONAL PRACTICE (CIA)

Learning Outcomes 1-5

Part A: Professional Experience Assessment

DueTBC at the end of the professional experience block

Part B: Professional Conversation

Dueto be scheduled in week 46-47

A Professional Experience Assessment

Through design and implementation of personalised practicum the student will sustain teaching practice that evidences each of the course learning outcomes, the KTTs, and demonstrates student teacher's development in accord with the profession's code and standards (based on Mentor Teacher and Visiting Lecturer reports).

Pass/Fail

B Professional Conversation

Students will provide evidence from their documentation of teaching practice to illustrate how they have met each of the learning outcomes of the paper, the KTTs, and how their personalised practicum has supported their development of practice in accord with the professional code and standards. To be eligible for the Professional Conversation, students are required to meet the criteria outlined in the professional competence requirements (detailed on pp. 8-9).

Pass/Fail

Detailed Requirements

After discussing your proposed personalised practicum plan with your mentor teacher and visiting lecturer and deciding on the specific goals to be pursued, implement your plans. Ensure you are working on your capability to address each of the course LOs, the KTTs, and the professional code and standards. After each weekly school visit reflect on progress in relation to the KTTs and adapt your goals accordingly. During professional experience blocks continue to reflect on and adapt goals.

During the final visit by the visiting lecturer near the end the Professional Experience Block, the student must ensure they have met the practice expectations to proceed to the Professional Conversation.

Pass Descriptor

- I. Development of teaching practice through personalised practicum that the student, mentor, and visiting lecturer agrees evidences each of the course learning outcomes, the student's capability to address each of the KTTs, and demonstrates student teacher's development in accord with the profession's code and standards (based on Mentor Teacher and Visiting Lecturer reports).
- II. Curation of teaching practice documentation that comprehensively attests to achievement of each learning outcome of the paper, the KTTs, and development of practice in accord with professional code and standards.

**Master of Teaching and Learning (Primary)
Visiting Lecturer Report
EDUC 473**

STUDENT	_____	VISITING LECTURER	_____
CENTRE	_____	MENTOR TEACHER	_____
SEMESTER	_____	DATES OF OBSERVATION	_____
AGE RANGE	_____		

Context of visit:

LO 1: Independently design, implement, and evaluate evidence-based learner interventions.

LO 2: Demonstrate progress with te reo Māori me ngā tikanga Māori in practice.

LO 3: Critically apply and evaluate theories of teaching.

LO 4: Independently gather, analyse, and interpret assessment data to inform pedagogical decisions.

LO 5: Articulate and justify the refinement of their personal and professional philosophy of teaching and learning.

Examples of how the student is achieving with support, the values, codes and standards of the Education Council (2017).



**Master of Teaching and Learning (Primary)
Mentor Teacher Report
EDUC 473**

STUDENT	_____	VISITING LECTURER	_____
SCHOOL	_____	MENTOR TEACHER	_____
SEMESTER	_____		
AGE RANGE	_____		

LO 1: Independently design, implement, and evaluate evidence-based learner interventions.

LO 2: Demonstrate progress with te reo Māori me ngā tikanga Māori in practice.

LO 3: Critically apply and evaluate theories of teaching.



LO 4: Independently gather, analyse, and interpret assessment data to inform pedagogical decisions.

LO 5: Articulate and justify the refinement of their personal and professional philosophy of teaching and learning.

Examples of how the student is achieving with support, the values, codes and standards of the Education Council (2017).

Key Teaching Tasks: Please mark on each continuum your assessment of the student teacher's capability in respect of each KTT. (Note: a mark on the continuum to the right of the line in the 'consistently' criteria indicates your assessment of the student as capable. A minimum of rating of 'capable' is required on each KTT by the end of the semester 2 professional experience to be considered eligible for a pass)

KTTs – MTchgLn Primary Education				
		Emerging capability	Consistently capable with scaffolded support	Consistently independently capable
1	Uphold Te Tiriti o Waitangi partnerships and embed these in culturally responsive teaching practices.			
2	Respectful inclusion of all ākonga languages, cultures and identities, and culturally responsive pedagogies as evidenced in planning and practice.			
3	Demonstrate a daily integration te reo and tikanga Māori evidenced in planning and practice.			
4	Integrate Te Ao Māori in planning and practice ensuring appropriate inclusion of manawhenua/localised perspectives.			
5	Effectively and appropriately communicate with ākonga, whānau, and colleagues.			
6	Use a range of assessments, interpret assessment data and plan next steps for teaching and learning.			
7	Develop and sustain a programme of learning that uses national and local curricula alongside education policy to guide their practice.			
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.			
9	Recognise and address own assumptions and societal inequalities within own teaching practice.			
10	Initiate and maintain respectful, collaborative, and positive relationships with ākonga, teachers and support staff, whānau, and communities.			
11	Maintain a safe and well managed learning environment by identifying and addressing barriers to learning for all ākonga.			

12	Employ a range of effective and inclusive teaching strategies to support learning.	
13	Critically reflect on professional learning to inform teaching practice.	

Assessment of Professional Experience

<input type="checkbox"/> pass	<input type="checkbox"/> Fail
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EDUC 473 Assessment– Part B: Professional Conversation

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

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

1. Independently design, implement, and evaluate evidence-based learner interventions.		
2. Demonstrate progress with te reo Māori me ngā tikanga Māori in practice.		
3. Critically apply and evaluate theories of teaching.		
4. 4. Independently gather, analyse, and interpret assessment data to inform pedagogical decisions.		
5. Articulate and justify the refinement of their personal and professional philosophy of teaching and learning.		
Professional Experience Summative Assessment		
Has met with support each of the standards of Our Code Our Standards?	YES	NO
Has met the learning outcomes for EDUC473?	YES	NO
Has each KTT assessed at a minimum as “capable”?	YES	NO
Final result for EDUC473	PASS	FAIL
Signature of University Visiting Lecturer:	Date:	