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UNIVERSITY OF OTAGO

Master of Teaching and Learning (Secondary)

2022

**Professional Experience Handbook for the Secondary Sector:
Student Teachers, Liaison Teachers, Mentor Teachers, Uni-Mentors
and Visiting Lecturers.**

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Section 1: Introduction

Tēnā koutou katoa,

This document serves as a 'one-stop-shop' for people engaged in the Secondary 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 are placed in secondary schools for a 2-week observation block early in Term 1 (after an initial orientation day), and will then do two 7-week blocks at the beginning of Term 2 and the end of Term 3.

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 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,



Iain McGilchrist
Programme Coordinator – Secondary
Professional Practice Fellow
iain.mcgilchrist@otago.ac.nz

SECTION 2: Year Plan for 2022

Week	Dates		SCHOOLS	
2	10-14 Jan	MTchgLn starts Friday 14 Jan		
3	17-21 Jan			
4	24-28 Jan			
5	31 Jan-4 Feb		TERM 1 (10-11 weeks)	
6	7-11 Feb	Professional Learning 1: The Liaison Teacher role		
7	14-18 Feb	EDUC 478 Professional Experience 1 (2 weeks)		
8	21-25 Feb			
9	28 Feb-4 Mar	Liaison Teacher payments processed by College of Education on invoice from Liaison Teacher or School		
10	7-11 Mar			
11	14-18 Mar			
12	21-25 Mar			
13	28 Mar-1 Apr	Liaison Teacher to distribute Handbook and Observation Forms to Mentor Teachers		
14	4-8 Apr	Professional Learning 2: The mentoring role		
15	11-15 Apr	Liaison Teachers to fill in Mentor Teachers names and emails on SONIA		
16	18-22 Apr			School Holidays
17	25-29 Apr			
18	2-6 May	EDUC 478 Professional Experience 2 (7 weeks)		TERM 2 (10 weeks) All schools Mon 2 May to Fri 8 July Mon 6 Jun Queen's Birthday
19	9-13 May			
20	16-20 May			
21	23-27 May			
22	30 May-3 Jun			
23	6-10 Jun		Liaison Teacher reports and Mentor Teacher reports shared with Student Teachers and submitted on SONIA	
24	13-17 Jun			
25	20-24 Jun	<ul style="list-style-type: none"> Mentor payment processed by College of Education using Mentor Teacher reports Professional Conversations between Uni Mentor and student teacher Uni Mentor reports submitted on SONIA 		
26	27 Jun-1 Jul	Student teachers on Break		
27	4-8 Jul	Liaison Teacher payments processed by College of Education on invoice from Liaison Teacher or School		
28	11-15 Jul		School Holidays	
29	18 - 22 Jul			

30	25-29 Jul	Liaison Teacher to distribute Handbook and Observation Forms to Mentor Teachers	TERM 3 (10 weeks) All schools Mon 25 July to Fri 30 September
31	1-5 Aug	Professional Learning 3: The mentoring role	
32	8-12 Aug	Liaison Teachers to fill in Mentor Teachers names and emails on SONIA	
33	15-19 Aug	EDUC 478 Professional Experience 3 (7 weeks)	
34	22-26 Aug		
35	29 Aug-2 Sep		
36	5-9 Sep		
37	12-16 Sep		
38	19-23 Sep		
39	26-30 Sep		
40	3-7 Oct		School Holidays
41	10-14 Oct		
42	17-21 Oct	<ul style="list-style-type: none"> • Mentor payment processed by College of Education using Mentor Teacher reports • Professional Conversations between Uni Mentor and Student teacher • Uni Mentor reports submitted on SONIA 	TERM 4 (up to 10 weeks) All Schools start Mon 17 Oct & finish no later than Tue 20 Dec
43	24-28 Oct	Liaison Teacher payments processed by College of Education on invoice from Liaison Teacher or School	
44	31 Oct-4 Nov	Professional Learning 4: MTchgLn Programme Development	
45	7-11 Nov		
46	14-18 Nov	Curriculum Presentations	
47	21-25 Nov		
48	28 Nov-2 Dec		
49	5-9 Dec		
50	12-16 Dec		
51	19-23 Dec	Programme Ends	
52	26-30 Dec		

SECTION 3: Overview of the MTchgLn (Secondary) Programme

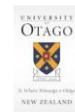
Initial Teacher Education programmes at the University of Otago College of Education are informed and underpinned by our Conceptual Framework. This framework combines the principles of ako, kaitiakitaka, equity, and transformative practice with the central touchstone of āta. This conceptual framework 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 (Secondary) 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.
- Secondary ITE student teachers have quality engagement across 1-2 learning areas of the curriculum and within specialist subjects to grow their pedagogical content knowledge specifically related to that subject area.
- Secondary ITE student teachers are drawn into the professional community of their specialist subjects through the quality of their relationships with their peers, lecturers, Liaison Teachers and Mentor Teachers.
- Secondary ITE student teachers apply Teaching as Inquiry to design programmes for their learners based on the requirements of the New Zealand curriculum.
- Secondary 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.

SECTION 4: 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 in supporting and mentoring the student teachers and their learning and professional experience.

Schools

School Principals

The engagement of school principals is sought in the first instance to give approval to participate as a partner school in the MTchgLn programme. The Principal appoints a Liaison Teacher for the MTchgLn programme and the Liaison Teacher assigns each student teacher to 1-3 suitable and supportive Mentor Teachers.

Liaison Teachers

Each Partner School has a Liaison Teacher. This is the key role for the MTchgLn programme within a school, and includes:

- Supporting the MTchgLn programme – understanding the intent of the programme and how it operates within the school setting;
- Liaising between the school and the University of Otago College of Education, through communicating with the Academic Manager, the Professional Experience Coordinator and administration team, as required;
- Facilitating the arrangements for professional experience within the school. Arranging the observations during the two-week placement (they are not placed with mentors during the two-week block), and working with Mentor Teachers to establish a timetable for the student teacher/s during the 7-week placements;
- Providing the school and Mentor Teachers with information about the programme prior to placement, including access to the observation feedback forms and the Professional Experience Handbook;
- Support the professional learning and pastoral care of student teachers through regular meetings (suggestion is fortnightly), monitoring and managing student teachers' workload, goal-setting;
- Induct them into the school (e.g. start time, dress, management practices, ICT, network of deans and counsellors);
- Work through the Health and Safety Checklist with the student teachers;
- Problem-solving any issues, communicating with the student teacher, Mentor Teachers and the Academic Manager or Professional Experience Coordinator, as needed. Contact secondarypracadmin@otago.ac.nz to be directed to the appropriate person;
- Occasionally an observation may need to be done. If one is undertaken, use the MTchgLn observation feedback form and upload it onto the online portal for professional experience (SONIA);
- Entering the Mentor Teachers names and contact on SONIA so they can be uploaded on the system;
- Completing the Liaison Teacher Report at the end of the professional experience blocks. NB: Part of this report is ensuring the Mentor Teachers have completed their reports.

Mentor Teachers

Student teachers will be timetabled for specific classes with 1-3 Mentor Teachers, depending on student teachers' subject/curriculum specialisations and what the school can support.

- Give regular formative feedback using the positive/advice template for lesson observation. Ensure the student teacher receives a copy.
- Fill out a Mentor Teacher report relating to:
 - Evidence statement summary on learning outcomes of EDUC 478.
 - Examples of how the student teacher is working towards the Values, Commitment Codes and Standards for the Teaching Profession.
 - Key Teaching Tasks.
 - If you are the Mentor Teacher during Professional Experience B, make a judgement about whether the student teacher is ready to pass, or needing further support in Professional Experience C.
- Complete the Mentor Teacher report on the online portal for professional experience (SONIA) and submit by the final day of professional experience. Share your report with the student teacher prior to submission.

For support and instructions on how to use SONIA and communication re: issues please contact secondarypracadmin@otago.ac.nz

A Mentor Teacher provides an effective model of teaching that demonstrates effective pedagogy as described in *The New Zealand Curriculum* (pp. 34-35):

- Creating a supportive learning environment;
- Encouraging reflective thought and action;
- Enhancing the relevance of new learning;
- Facilitating shared learning;
- Making connections to prior learning and experience;
- Providing sufficient opportunities to learn;
- Teaching as inquiry.

Mentor Teachers play a crucial role to guide and support student teachers to:

- Develop their confidence and skills in planning and delivery of learning experiences, and the assessment of students' learning;
- Develop a sense of professional responsibility;
- Implement teaching as inquiry;
- Develop a culturally responsive, inclusive approach to their teaching;
- Engage with the wider professional community of their learning area.

To achieve this, Mentor Teachers are expected to:

- Provide student teachers with a range of opportunities for guided teaching practice;
- Observe the Teacher and give regular oral and written feedback;
- Communicate with the student teacher openly, constructively and honestly;
- Complete professional experience reports in a timely manner (see Section 5);
- Contribute to the partnership professional learning community – through liaison with the Liaison Teacher, Uni Mentor, and the PDP;
- Participate in end of professional experience Professional Conversations as appropriate.

College of Education

Uni Mentors

Each student teacher is assigned a Uni Mentor. The role involves acting as a pastoral and professional support for the student teachers during the programme, although it has particularly emphasis during professional experience. The role includes supporting student teachers to:

- establish themselves in the school setting;
- develop their teaching practice through addressing their goals;
- reflect on their placement through the final Professional Conversation and evaluation of evidence for progress with the Practising Teacher Standards;
- Conduct professional conversations
- Write two summative Uni Mentor reports on SONIA; one after each of Professional Experience Blocks B and C.

The Uni Mentor will formally observe student teachers teaching once during the 6 week block and at least once during the 7 week block.

In liaison with the student teacher, Uni Mentors will:

- Arrange observation visits and inform the Liaison Teacher of the arrangement;
- Observe the student teacher teaching, and facilitate oral feedback with the student teacher and complete a summative report in SONIA (see Section 4 and Appendix D - *Positive and Advice Outline and Feedback Template*);
- Expect the student teacher to have his/her professional experience documentation available at the start of the lesson for reviewing (lesson plans, supporting resources etc);
- Meet with the Mentor Teachers to gain feedback (positive and advice) about the student teacher's progress.

Visiting Lecturers

For each of the 7-week blocks, the student teacher will be visited by two College of Education staff members (four visits in total) to conduct formal observations within the classroom. The Visiting Lecturer will be part of the MTchgLn programme, and will be the student teachers' Uni Mentor, a Curriculum Lecturer or a generalist Visiting Lecturer.

In liaison with the student teacher, the Visiting Lecturer will:

- Arrange observation visits and inform the Liaison Teacher of the arrangement;
- Observe the student teacher teaching, and facilitate oral feedback with the student teacher;
- Expect the student teacher to have his/her professional experience documentation available at the start of the lesson for reviewing (lesson plans, supporting resources, e-portfolio);
- Meet with the Mentor Teachers to gain feedback (positive and advice) about the student teacher's progress;
- Complete a Visiting Lecturer report in SONIA (see Section 5 and Appendix C: *Positive and Advice Outline and Feedback Template*);

Other Roles at the College of Education

Role		Person and contact details
Coordinator of EDUC 478 Professional Experience (Secondary)	This includes overall responsibility and coordination of Professional Experience, including requirements and preparation, student teacher placements, and problem solving on placements.	Iain McGilchrist iain.mcgilchrist@otago.ac.nz
Secondary Programme Coordinator	Coordinates the MTchgLn programme	Iain McGilchrist iain.mcgilchrist@otago.ac.nz
Professional Experience Administrators	Student teacher placement administration, collation of student teachers' professional experience reports, Liaison Teacher Payment, Mentor Teacher payment for professional experience, SONIA	Melissa Bell Academic Manager melissa.bell@otago.ac.nz Administration Team secondarypracadmin@otago.ac.nz 03 479 4225
College Lecturers	These are the group of staff working with the student teachers on their College of Education course work. There are five courses the student teachers have to do in addition to Professional Experience. Many of the College Lecturers are also Uni Mentors and/or Curriculum Lecturers.	
Curriculum Lecturers	These are College Lecturers who are working with our student teachers on the individual curriculum subjects. The student teachers get around 100 hours of specialised curriculum lecturing. Many of these lecturers are school-based.	
Head of Teacher Education	Overall responsibility for teacher education across early childhood, primary and secondary programmes.	Dr Naomi Ingram naomi/ingram@otago.ac.nz
Dean	Overall responsibility for the College of Education	Associate Professor Vivienne Anderson vivienne.anderson@otago.ac.nz

SECTION 5: Personalised Professional Experience for Student Teachers

The focus of professional experience is to provide student teachers with the opportunity to become confident, competent and critically reflexive secondary school teachers. The emphasis is on a personalised learning approach.

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

In this personalised approach to professional experience the student teacher will set directions for their learning journey to meet the learning aims and objectives of professional experience, supported by their Uni Mentors, and the Liaison Teachers and Mentor Teachers of their placement schools.

Student teachers are briefed about the expectations for professional experience prior to going out to schools. This briefing includes:

- Attendance at school for the full day, including periods where they are not teaching (to prepare and evaluate lessons, peruse resources, participate in form times/assemblies/meetings, be available for feedback meetings with Mentor Teachers and Liaison Teachers;
- Professionalism in school settings - personal conduct and presentation, punctuality, importance of using initiative and self-responsibility, being respectful of colleagues and school environment, acting thoughtfully and judiciously, dressing appropriately, and reserving judgement about staff, students or school policies;
- Introduction to the *Our Code Our Standards* (Teaching Council New Zealand, 2017, <https://teachingcouncil.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>)
- Contextual background to assist them in understanding the contemporary secondary school context;
- Knowing that they will be supported and mentored by a range of professionals from the school and College of Education.

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 as appropriate with a combination of Mentor Teachers, Liaison Teachers, Uni Mentor and Visiting Lecturers about aspects of their own professional experience;
- Negotiate opportunities to teach with Mentor Teachers;
- Seek support and guidance from Mentor Teachers for planning and teaching learning experience, while acknowledging expectations for increased self-responsibility and independence;
- Act on the advice of Mentor Teachers, Liaison Teachers and Uni Mentors;
- Engage in professional conversations with Uni Mentor after each 7-week placement regarding progress in professional experience;

- **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 secondarypracadmin@otago.ac.nz and Uni Mentor. 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 may not be approved. Students are enrolled in a professional programme. As they enter a profession they commit to a set of professional and ethical obligations. On completion of the programme the College is required to attest to the Teaching Council students’ fitness to be a teacher. This is evidenced by:
 - Professional behaviour
 - Commitment to being fully prepared for professional experience
 - Engagement with colleagues
 - Reliability and trustworthiness

Should exceptional circumstances arise regarding attendance, in the first instance, students need to contact College Reception – phone 479 4914; or email secondarypracadmin@otago.ac.nz as soon as possible.

For further information, refer to [Information for University of Otago College of Education Students Enrolled in Teacher Education Papers](#).

The 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 EDUC 478 (see the course outline) and the Teaching Council’s *Our Code Our Standards*.

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

Professional Experience Documentation

There are two types of evidence the student teachers need to assemble throughout their time on Professional Experience.

1. 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;
 - Health & Safety Plan in the workplace report;
 - Goals and professional experience plan for each professional experience
 - Student teacher/mentors contracts;
 - Reflections on any observations the student teacher made of school staff (other than Mentor) teaching;
 - Planning and lesson evaluations (only for 7-week blocks);
 - Observation feedback (using the observation feedback template) from Mentors, visiting lecturers and Uni Mentor.
2. Throughout the year, develop an e-portfolio linked to meeting the requirements for Graduating Teacher Standards, see Appendix B: *Standards for the Teaching Profession*. More information will be given about this in EDUC 478.

Expectations for Professional Experience 1 (2 weeks)

In Professional Experience 1, student teachers are not placed with Mentor Teachers. Rather, it is an observation period. The focus is on observation, building relationships and belonging to the school community.

During the two-week block the student teachers will have a range of opportunities and experiences depending on the individual school context. We would like student teachers to:

- Experience the way in which a secondary school begins the year and establishes the academic tone, expectations and goals within its school community;
- Observe the ways in which relationships are built between teachers and students, including aspects of orientation programmes for Year 7 and/or Year 9 students;
- Observe/follow a junior student in timetabled classes for a day;
- Observe/follow a senior student in timetabled classes for a day;
- Observe a range of classes in their teaching subjects and, where possible, in contrasting subjects;
- Observe/follow a teacher through their classes in the student teacher's teaching subjects for a day, and, where possible another teacher in contrasting subjects.

The student teachers will have some guiding questions to focus their observations and reflections over the two weeks. These include questions related to:

- Getting to know the school community and its environment (e.g. Who are its students? 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 range of subjects is offered to students, at what levels?);
- The structures, roles and processes that support students academically and pastorally (e.g. How does the pastoral care/guidance network work? What data is used to track progress/target interventions?);
- Relationship building (e.g. How are relationships established between staff and new students? How are existing relationships 're-established' at the start of the year with senior students?);
- Establishing the academic tone and expectations within classes (e.g. How do teachers convey the expectations and set out the learning programme for the year? Are there differences in the way this is done with junior/senior classes?);
- Routines (e.g. What classroom routines are evident in learning areas to manage time, behaviour, resources, digital devices, safety?);
- Teaching and learning (e.g. How is a lesson structured and its purpose conveyed to students? What range of learning experiences take place within a lesson? How are they sequenced? In what ways do students interact with the teacher and their peers during a lesson? How do lessons begin/conclude?).

Expectations for Professional Experience 2 (7 weeks in Term 2)

By the end of the first seven-week placement student teachers will have:

- Demonstrated a willingness to take opportunities to teach by working with Mentor Teachers to
 - build effective relationships with all learners;
 - maintain a positive, safe, culturally responsive learning environment;
 - display enthusiasm, passion, and interest in their teaching subjects;
 - have an appropriate and confident classroom presence;

- self-reflect, acknowledge and act upon advice.
- Observed Mentor Teachers and their classes to gain knowledge of engaging and supporting student learning;
- Planned and implemented a teaching activity (e.g. starter, reflection or conclusion) for at least five lessons for each class;
- Planned and taught at least 30 full lessons in Weeks 4 - 7, including four full consecutive lessons with at least two classes.

Expectations for Professional Experience 3 (7 weeks in Term 3)

By the end of the second seven-week placement student teachers will have demonstrated their ability to:

- Build effective and equitable relationships with all learners;
- Develop and maintain a positive, safe, cultural, emotional and physical learning environment;
- Take a leadership role in the classroom under the guidance of the Mentor Teacher;
- Plan and teach a series of consecutive lessons using evidence informed teaching decisions with multiple classes (at least 45 lessons over Weeks 4-7);
- Participate in assessment, such as practice marking, moderating processes at junior and senior levels;
- Critically self-reflect, acknowledge and act upon advice and guidance; and,
- Display enthusiasm, passion, and interest in their teaching subjects.

In Term 3, we understand there may be more emphasis on junior classes. We encourage the assigning of student teachers to senior classes, but understand the time of year may be difficult. The teaching could be of a small group within a class, or doing revision activities, but must involve the student teacher in planning and implementing a series of lessons.

Key Teaching Tasks

KTTs – MTchgLn Secondary Education		Emerging capability	Consistently capable with support	Consistently independently capable
These are the critical tasks that any graduate of our programme can be entrusted to be demonstrate 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 the Teaching Profession. To pass professional experience student teachers need to be able to (in a supported environment):		Note: a mark on the continuum to the right of the line in the 'consistently' criteria indicates your assessment of the student as capable		
1.	Integrate te ao Māori in planning and practice. <i>Te Tiriti o Waitangi Partnership, Professional Relationships, Design for Learning, Teaching</i>	-----		
2.	Use culturally responsive strategies in planning and practice. <i>Te Tiriti o Waitangi Partnership, Professional Learning, Design for Learning, Teaching</i>	-----		
3.	Plan learning experiences that align with <i>The New Zealand Curriculum</i> and cater for the development of individual learners. <i>Te Tiriti o Waitangi Partnership, Design for Learning, Teaching</i>	-----		
4.	Use formative and summative assessment, including standards-based assessment and use this data to reflect critically on student learning and inform subsequent and future planning and teaching.	-----		

	<i>Learning focussed culture, Design for Learning, Teaching</i>	
5.	Demonstrate robust content knowledge of learning area/s and continue to develop this knowledge. <i>Professional Learning, Learning focussed culture, Design for Learning, Teaching</i>	
6.	Effectively and appropriately communicate with students, community and education professionals. <i>Te Tiriti o Waitangi Partnership, Professional Relationships, Teaching</i>	
7.	Establish and maintain positive and professional relationships with students, teachers and the wider educational community. <i>Te Tiriti o Waitangi Partnership, Professional Relationships</i>	
8.	Use a range of effective pedagogical practices to focus on learning and engage students. <i>Learning focussed culture, Design for Learning, Teaching</i>	
9.	Lead learning within a well-managed, safe and equitable learning environment. <i>Te Tiriti o Waitangi Partnership, Learning focussed culture, Teaching</i>	
10.	Critically reflect on professional learning and feedback from students, community and educational professionals to inform teaching practice. <i>Professional Learning, Professional Relationships, Teaching</i>	

See SONIA reports for further details.

Student Teachers' Involvement in Wider School Life

During Professional Experience 2 and 3, the student teachers are expected to take up opportunities to contribute to the wider life of the school; for example in co-curricular activities, EOTC experiences and department or professional learning meetings (without impacting on their campus-based commitments).

Co/Extra Curricular Activities

Involvement in these activities must be under the guidance and support of a school-based staff member and the student teacher should not assume responsibility for the activity without supervision. The student teachers may also have part-time employment in order to meet study and living expenses. Therefore, a 'fair arrangement' is encouraged so that the student teachers' participate and contribute within the school community while also recognising their University course workload and possible part time employment commitments.

EOTC Experiences

A student teacher may be offered opportunities to extend their teaching to incorporate education outside the classroom (EOTC) experiences or participate in a range of EOTC activities or events as part of the wider school life. If it involves time outside school hours or staying away from the student teacher's home, such participation is to be voluntary. Student teachers are encouraged to engage with these experiences, as long as:

- Approval has been granted in advance by the Programme Coordinator. Requests for EOTC activities or events that involve overnight stays must be made by either the student teacher, Mentor Teacher or Liaison Teacher directly to the Programme Coordinator;
- The experience relates to the learning of a class that the student teacher is associated with, or the student teacher's subject, or is a co-curricular activity the student has been associated with;
- The student teacher has opportunities to gain teaching experience during the activity;
- The student teacher's involvement is observed, commented on and reported as part of their overall professional experience;
- Legal and safety requirements are met for the proposed activity as per individual schools' Health and Safety policies. Student teachers must not assume the responsibilities of a member of the school staff during the activity; and,
- There are no costs charged to the College of Education or to the student teacher for travel or accommodation.

Managing Problems during Professional Experience

During a student teacher's seven week placements there may be times where problems or concerns arise.

Concerns for the student teacher may include:

- allocation of classes and opportunities to teach in subject areas/year levels;
- relationship challenges with Mentor Teachers;
- progress towards achievement of Learning Outcomes for Professional Experience;
- expectations and parameters for teaching and/or involvement in the wider life of the school;
- health concerns.

Concerns for the Mentor Teacher may include:

- the student teacher's professional conduct (e.g. appropriateness, professionalism, relationships with school students);
- readiness and willingness to accept opportunities to teach;
- availability to discuss lesson preparation & feedback;
- teaching presence and leadership within the classroom.

Concerns for the Liaison Teacher may include:

- the student teacher's engagement and conduct as a professional within the school setting;
- awareness of relationship challenges between student teacher and Mentor Teacher;
- unforeseen or planned extended absences of a Mentor Teacher or student teacher;
- Mentor Teacher unwilling to continue as a Mentor Teacher (while hosting a student teacher).

In the first instance, any problems or concerns should be discussed between those involved (e.g. Mentor Teacher and student teacher, Liaison Teacher and student teacher). The Liaison Teacher and Uni Mentor also play an important role in trouble-shooting concerns in the early stages and devising strategies to mitigate them.

If the situation is not satisfactorily resolved between those directly involved, the next step is to discuss the matter with the Liaison Teacher (student teacher/Mentor Teacher) or the Uni Mentor (student teacher/Liaison Teacher). The Liaison Teacher and Uni Mentor are expected to communicate openly and professionally about situations that have the potential to become problematic (or are currently causing concern). Collaboratively, the Liaison Teacher and Uni Mentor should decide on the actions and strategies to resolve the situation. This may involve:

- Document the concern/s, recommended strategies and actions to take;
- Meet (face to face) with the stakeholders concerned to resolve the situation;
- Seek advice from another stakeholder (e.g. Curriculum Lecturer – if related to the student teacher’s content or pedagogical content knowledge as it relates to her/his professional experience), Programme Coordinator (progress towards meeting the learning outcomes for professional experience, professional conduct/disciplinary).

All stakeholders have a responsibility to identify when a problem emerges or looks likely to emerge, and to ‘front foot’ it to stop it becoming problematic or a serious matter. Determine the nature of the problem and who is best to support, guide or advise to help resolve it.

SECTION 6: Course-related Assignments that Involve Professional Experience

Semester 1

	Requirements	Possible Assistance In School
EDUC 477 Secondary Curriculum 1	Linked lessons / unit planning-focused assignments that are subject-specific and linked to curriculum modules.	Student teachers may choose their topic based on what they are doing or about to do if they choose.

Semester 2

	Requirements	Possible Assistance In School
EDUC 476	Case study Student teachers should develop an understanding of schooling from one student's perspective, and a critical awareness of how broader factors shape students' experiences of school.	Assistance identifying a student with whom the student teacher could work would be appreciated. If possible, we would like student teachers to have an opportunity to develop a professional relationship with an appropriate student. <i>Please note: EDUC 476 coordinators are very happy to discuss this assignment with Mentor Teachers.</i> NB – student teachers will bring Information and Consent forms for this
EDUC 577 Secondary Curriculum 2	<ol style="list-style-type: none"> Annotated unit plan Research of a current issue and initiative in one curriculum area. 	<ol style="list-style-type: none"> The student teachers need to have the opportunity to teach a unit (at least five consecutive lessons) so that they can annotate it for this assignment. No assistance needed from Mentor Teachers or work required on placement, although the student teacher may wish to get ideas for a possible topic.
EDUC 579 Evidence-based Inquiry	Teaching as Inquiry in practice Critical reflection of a teaching inquiry, with thorough justification of teaching decisions and practices for selected students. Critical reflection on chosen teaching approaches and impact on students' learning. Student teachers reflect on their own professional learning during the inquiry process, and document this reflectively.	Student teachers could benefit from some time with mentor for reflective conversations about the inquiry. Discussion could be about gathering a range of relevant evidence about selected students' learning, deciding on valued outcomes for selected students, making quality judgements and decisions about teaching approaches that are likely to be effective, and adapting teaching for them, based on evidence.

SECTION 7: 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.

Teaching staff (Liaison and Mentor Teachers) and College of Education staff (Uni Mentors) will meet via zoom, given our schools are spread far and wide. These meetings do not involve student teachers.

Further to this, current Mentor Teachers and Liaison Teachers of the MTchgLn can apply for access to 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 at the beginning of the year.

		Zoom Meeting 4.00-5:00 pm
Term 1	Prior to Professional Experience 1	Professional Learning 1: The Liaison Teacher Role
	Prior to Professional Experience 2	Professional Learning 2: The Mentor Teacher Role
Term 3	Prior to Professional Experience 3	Professional Learning 3: The Mentor Teacher Role
Term 4	Post-Professional Experience	Professional Learning 4: MTchgLn Programme Development

APPENDICES

Appendix A: Features of the Master of Teaching and Learning

<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 (Cunliffe, 2004) helps to get student teachers thinking about what they are doing and how they are doing it, and how they can adapt it. 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>The New Zealand Curriculum</i> (2015):</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 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).
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References:

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STANDARDS FOR THE TEACHING PROFESSION

It is understood that high-quality practices will generate naturally occurring evidence that can be used for discussion and analysis. For the purposes of appraisal, it is not expected that teachers would need to identify evidence of individual elaborations; however, the evidence of the quality of their practice would need to be sufficient to reflect the standard.

STANDARD	ELABORATION OF THE STANDARD
 <p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
 <p>Professional learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
 <p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.

STANDARDS FOR THE TEACHING PROFESSION

STANDARD	ELABORATION OF THE STANDARD
 <p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
 <p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.
 <p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Appendix C: Summary for Mentor Teachers

Mentor Teachers

Student teachers will be timetabled for specific classes with 1-3 Mentor Teachers, depending on student teachers' subject/curriculum specialisations and what the school can support.

- Give regular formative feedback using the positive/advice template for lesson observation. Ensure the student teacher receives a copy.
- Fill out a Mentor Teacher report relating to:
 - Evidence statement summary on learning outcomes of EDUC 478.
 - Examples of how the student teacher is working towards the Values, Commitment Codes and Standards for the Teaching Profession.
 - Key Teaching Tasks.
 - If you are the Mentor Teacher during Professional Experience B, make a judgement about whether the student teacher is ready to pass, or needing further support in Professional Experience C.
- Complete the Mentor Teacher report on the online portal for professional experience (SONIA) and submit by the final day of professional experience. Share your report with the student teacher prior to submission.

For support and instructions on how to use SONIA and communication re: issues please contact secondarypracadmin@otago.ac.nz

A Mentor Teacher provides an effective model of teaching that demonstrates effective pedagogy as described in *The New Zealand Curriculum* (pp. 34-35):

- Creating a supportive learning environment;
- Encouraging reflective thought and action;
- Enhancing the relevance of new learning;
- Facilitating shared learning;
- Making connections to prior learning and experience;
- Providing sufficient opportunities to learn;
- Teaching as inquiry.

Mentor Teachers play a crucial role to guide and support student teachers to:

- Develop their confidence and skills in planning and delivery of learning experiences, and the assessment of students' learning;
- Develop a sense of professional responsibility;
- Implement teaching as inquiry;
- Develop a culturally responsive, inclusive approach to their teaching;
- Engage with the wider professional community of their learning area.

To achieve this, Mentor Teachers are expected to:

- Provide student teachers with a range of opportunities for guided teaching practice;
- Observe the Teacher and give regular oral and written feedback;
- Communicate with the student teacher openly, constructively and honestly;
- Complete professional experience reports in a timely manner (see Section 5);
- Contribute to the partnership professional learning community – through liaison with the Liaison Teacher, Uni Mentor, and the PDP;
- Participate in end of professional experience Professional Conversations as appropriate.

Appendix C: Summary for Mentor Teachers (continued)

'Positive and Advice' Feedback Outline and Template

What is 'Positives and Advice' Feedback?

This is a process that is akin to a conversation between the student teacher and the person observing. The template is a means of recording teaching observations, and acts as a basis for feedback on that teaching, utilising both observer and participant observations. The process can work like this:

During the lesson:

- Observer records comments under each of the headings;
- 'Positive' (reasons to compliment what is going well);
- 'Advice' (areas to think about, act on or to implement next time).

After the lesson:

- Give the student teacher time to write down or recollect what they would record as 'Positive' and 'Advice' for themselves;
- Ask the student teacher which they want to start with ('Positive' or 'Advice') – and ask them to articulate their points for that side only;
- Listen and resist interruptions – record what they say or tick it on your sheet if they repeat points you have noted;
- Then – offer your observations for that same side – asking the student teacher not to interject;
- Then – repeat the process for the other side of the conversation ('Positive' or 'Advice') – first the student teacher followed by the observer and in the same manner.

Note:

- Use a pleasant and assertive tone – no excuses, no apologies;
- Avoid blending 'Positive' with 'Advice';
- 'Advice' means 'advice' – not criticism or negative – therefore think about helpful prompts like 'Next time think about ...';
- Student teacher can ask for clarification of a point (and observer can ask for the same) – but points are not up for discussion or debate and do not need to be justified;
- One or other can disagree with points made without argument;
- On-going issues or major points for discussion can be re-visited later;
- Make sure both observer and student teacher keep running records of observation notes.

Appendix D: Health and Safety in the Workplace Checklist



College of Education
Te Kura Akau Taitoka

Health and Safety in the Workplace

STUDENT TEACHER [Click here](#)

SCHOOL/CENTRE [Click here](#)

ASSOCIATE/MENTOR [Click here](#)

DATE [Click here](#)

Action these items, complete and sign this form as confirmation.
File in your Practicum folder.

Induction to premises

Click/tick box
to confirm

General introduction to the site covering Health and Safety

Introduction to the Hazard / Risk register. Any notable hazards or risks in the environment, and controls in place to mitigate them, have been discussed

Emergency evacuation processes have been discussed

Knowledge of locations of assembly areas

Procedures for flooding or severe weather

Fire system

Are there smoke detectors or a sprinkler system installed?

Location of: Fire alarm points
Fire extinguishers

Medical help procedures

Procedures for medical situation in classroom or centre discussed

Knowledge of who and where the first aiders are

Knows where the first aid kits are located and who can administer assistance?

Personal safety

In the event the student teacher feels unsafe while working:

They know who they can talk to at the school / centre

They will contact their Visiting Lecturer or Programme Co-ordinator at Otago University

Signed _____

School/Centre Co-ordinator

Signed _____

Student