

Professional Experience: A journey to support quality in teacher education

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Teaching Inquiry

Strategies to support taura

- Learning outcomes for Professional Experience reflective of current courses
- Clear standardised assessment documentation for clarity for Visiting Lecturers (VL), Associate Teachers (AT) and Taura
- Briefings prior to placement to ensure taura understands expectations
- Introducing a physical folder that is more accessible to AT to allow feedback and voice within the assessment
- Introduction of the Key Teaching Tasks (KTT's)

These strategies are informed by the 'High-quality features of professional experience placements' (Teaching Council Aotearoa New Zealand, 2019)

Focusing Inquiry

What do we want taura to achieve?

The purpose of the redesign is to create a coherence between theory and practice which will support taura to become 'work ready' at graduation. Part of this redesign introduces the Key Teaching Tasks (KTT's) required by the *Teaching Council Aotearoa New Zealand*. These are tasks that graduates should be "capable of carrying out as a beginning teacher on day one on the job" (2019, p.35)

Teaching – what kaiako taught prior to placements beginning

- Breaking down the Professional Experience briefings into topics relevant to the assessment requirement so that taura could focus on one aspect at a time
- Support taura and kaiako to understand and use new assessment documentation through briefings, this included the rollout of the new Professional Experience handbook which was written to support VL, AT, and taura to understand their role and responsibilities

Learning – what taura learned during their placements

- Taura began collecting evidence to show how they achieved the Learning Outcomes in practice at ECE centres, this evidence gathering relates to the 'real work' of teachers
- As taura had a physical folder, AT's were able to read through their work easily which meant more relevant feedback for taura as they progressed through their placement. This allowed them to develop and change their ideas as they went along

Is there something I need to change?

- After the first roll-out we updated the forms to consider feedback from both VL's and taura. These changes were able to be done immediately and included changes to ensure clarity
- As this new structure changed the timetable we have included a week one briefing to 'set the scene' for the semester and outline expectations around Field Experience and Professional Experience, again this was implemented immediately
- Creating a Professional Experience team which brought in other kaiako to share their expertise in the briefings, this empowers others to become involved and ensures that taura gain a range of voices

What are the next steps for learning?

- We have been working on recording changes that need to be made to the Professional Experience handbook for the new year. This book will continue to evolve and be developed based on new information/requirements
- Moderation of Visiting Lecturers to support consistency for taura experience while recognising VL's have their own philosophy
- Having a course coordinator for each Professional Course to spread the administrative load as well as ensure knowledge and leadership is shared

Learning Inquiry

- Taura were able to make stronger connections between their practice and the evidence gathered during their Professional Experience placement
- The KTT's were able to be linked to situations that had arisen during the placements through discussions in triadic meetings
- Feedback was gathered from taura at the debrief session which allowed us to look at what we could do differently
- Narrative voice was gathered from the VL, AT and taura to inform our understanding of what was going well and what needed to be considered

Education Council. (2017). Our code our standards: Code of professional responsibility and standards for the teaching profession. Ngā tikanga matatika ngā paerewa: Ngā tikanga matatika mō te haepapa ngaiotanga me ngā paerewa mō te umanga whakaakoranga.

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