

Content:

Human-machine partnership: Let’s write a learning story together..... 2

Te Taputoru ōrite- a sacred threefold framework for Christian educators drawn from Biblical, legislative, and indigenous perspectives. Exploring the navigation of Gender and Sexuality in schools- a site for this hope-filled framework. 3

Indigenising Teacher Education through Teaching and Learning te reo Māori..... 4

Beginning Teachers’ Research and Perspectives: Positioning Teaching as Fundamentally Critical and Intellectual Work..... 5

“Sink or Swim” - Mentoring Beginning Teachers 6

The lived experience of experienced associate teachers in Aotearoa New Zealand 6

A Radical Shift in Education – Consequences for teacher professionalism 7

Re(centring) care within initial teacher education and teachers’ work: Narratives of practice and (student) teacher learning. 9

Associate Teachers: Their role in educational leadership..... 10

Locating initial teacher education for readiness in neurodiversity 11

The Transition to Teaching: What does the Literature Suggest? 11

The design and implementation of a new Bachelor of Teaching Primary Teacher Education pathway, findings from the longitudinal study of this online, bicultural, field-based programme. 12

Changes to Teacher Education in Aotearoa New Zealand 13

Supporting student teachers in implementing te reo Māori when transitioning into early childhood education. 14

Integrating Assessments: Assessment Across Courses..... 15

“Associate Teachers – Let’s discuss Leadership within this role”. 16

Curriculum Change: The challenges of educating pre-service teachers during a time of shifting curriculum conceptions..... 16

TransAcquisition: A culturally sustaining pedagogy embracing Te Tiriti in Initial Teacher Education 17

The complexities of ITE Policy and Practice: Storying innovative practices 18

Ten Years of Partnership: Sustaining school/provider Partnerships to Produce Critically Reflexive Teachers..... 19

Transformative Field-Based ITE in Tāmaki Makaurau 20

Ethical dilemmas on practicum from three perspectives..... 21

Effective Teaching for Pacific Learners: Know Me, Teach Me! 22

Beginning Teachers' Understandings and Experiences of Using Culturally Responsive Pedagogy for their Pacific Learners. 23

Human-machine partnership: Let's write a learning story together

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AI technology is developing fast, and tertiary educators should respond fast to meet this new tool that the students all get access to. Various researchers and education practitioners are exploring the human-machine partnership in the era of AI and trying to support students when learning how to use AI tools legitimately instead of “cheating” in assignments. This study is to explore how Gen-AI can help Early Childhood Education (ECE) student teachers improve their skills in writing learning stories and deepen their understanding of children’s learning and development.

Learning story is seen as a major assessment tool for ECE when documenting children’s learning and development. ECE teachers are highly valued with good skills in writing learning stories that precisely describe, recognise and extend children’s learning. However, not all ECE teachers are good at writing learning stories, nor are all student teachers well-supported in developing these key skills.

With the introduction of ChatGPT 3.5, the students are exploring the use of Gen-AI in various ways, and some are not acceptable in academic studies, such as “cheating”: using AI to do the writing task for them. If teacher educators can guide the students to use Gen-AI in appropriate ways and benefit from this powerful tool, invalid use of AI will become less appealing for the learners. It is the tertiary educators’ responsibility to teach student teachers how to use technology in ethical, healthy, and sustainable ways. An ethical and constructive human-machine partnership is to be built to benefit the student teachers’ developing professionalism. This study contains a practical workshop of teaching student teachers how to collaborate with AI to write a quality learning story, and two questionnaires’ to have the students’ voices heard regarding their experience of working with Gen-AI as partners.

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Te Taputoru ōrite- a sacred threefold framework for Christian educators drawn from Biblical, legislative, and indigenous perspectives. Exploring the navigation of Gender and Sexuality in schools- a site for this hope-filled framework.

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There are multiple voices (Biblical, legislative, and indigenous) contributing to the discourse on adolescent gender and sexuality identity development. You only need to briefly survey the media to note that these voices typically stand in tension with each other. This presentation draws encouragement from the whakatauki: He toka tū moana arā he toa rongonu. Is there a productive place to stand amongst the swirling waters of education within Aotearoa NZ?

Considering Foucault's discourse (1972), that sexuality and disciplinary power are linked, it is perceivable that each school decision making around policies and practices shape the perceptions and experiences of those it seeks to teach. Special character schools can be echo-chambers of their own sexual discourse and disciplinary practices. While Christian schools intend to treat their students with the utmost care and dignity, there is pain written into the stories of some young people in their care.

However, the possibility of a productive relationship between Biblical priorities, cultural competencies, and legislative activity is the hope filled intersection from which this presentation stands. Te Taputoru ōrite; a threefold framework for Christian educators to shape learning environments that are earmarked by safety, equity, and flourishing for all.

This framework was developed through the development and teaching of one of the papers Graduate Diploma of Teaching- Secondary qualification at a small Christian tertiary provider in Tauranga New Zealand. ITE students are invited to consider this framework as a praxis approach (Freire, 1985) to the mandate in Micah 6:8. What does 'doing justice' look like if we were to outwork human rights when shaping our learning environments? How could 'loving kindness' embrace Biblical priorities in how we view students? Might 'walking humbly' encourage us to be culturally competent and consider our classrooms as sites of kinship?

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Kō Daniela tōku ingoa, Nō Romania ōku tīpuna. Otirā, i whāngai ahau kei raro i te whakamaru o Rod rāua ko Jeanette Brown. Nō Ngāti Kahungunu ki Wairarapa a Jeanette. Nō reira, ko Pāpāwai toku marae. Kei te noho au ki Tauranga Moana. Ko te Whare Tauira o Peterehema taku mahi. No Te Hāhi o te Rā Whitu He momo hāhi karaitiana. Ko Ihu Karaiti tōku Ariki me tōku kaiwhakaora.

Daniela has over a decade's experience in secondary school education, with a Bachelor of Teaching and Bachelor of Arts (double major in Music and Art) and a master's in professional Practice within Education. Her research interests (thesis, presentations,

and articles) explore decoloniality and arts-based methodologies. She is currently a programme lead and teaching adolescent identity and development in the Whai Purapura programme and has positioned her teaching from the intersection of Te Aō Māori, current legislation, and a Biblical worldview.

Indigenising Teacher Education through Teaching and Learning te reo Māori

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Since 2019, teachers in Aotearoa New Zealand have been explicitly required to demonstrate competence in te reo Māori to gain and maintain their certification. This provided an opportunity for Victoria University of Wellington (VUW) to re-design initial teacher education programmes to foreground learning te reo Māori to a level of competence never previously required. The focus on learning te reo Māori sits alongside content about mātauranga and tikanga Māori, decolonisation, and white privilege. In this presentation, we critically reflect on the development, design, and implementation of te reo Māori teaching and learning in initial teacher education at one institution. We use Darwin and Norton's (2015) Model of Investment in language learning to analyse a series of narratives and interrogate the affordances and limitations of this approach to indigenising the ITE curriculum. We suggest that learning te reo Māori is strengthened by co-learning uncomfortable knowledge about decolonisation and white privilege as well as mātauranga and tikanga Māori. Together, this promotes deeper understandings about culture, language, pedagogy, equity, and diversity.

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Beginning Teachers' Research and Perspectives: Positioning Teaching as Fundamentally Critical and Intellectual Work

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Our presentation discusses developing a special issue of a peer-reviewed journal written exclusively by authors who were both beginning teachers and first-time academic writers. This involved many dimensions of learning, including deepening our thinking about the role of beginning teachers (and those who support them) in maintaining our profession as a space of organic, non-hierarchical engagement and continual adaptation.

As teacher educators, we see honouring the perspectives of beginning teachers as a means of purposefully interrupting some persistent cultural myths of teacher education. This includes the implicit (and sometimes explicit) belief that an accumulation of years spent employed is the best way to measure teachers' expertise, and whether their voices are worth paying attention to.

Rather than a relational, intellectual profession, teaching is positioned by recent policy developments as a predictable, controllable set of activities to train for. Britzman (2003) called "teacher training" a euphemism for a demand for conformity, which she associated with restricting possibilities for what and who teachers could be, privileging "routinised behaviour over critical action" (p. 46). Conceptualising teacher preparation as training rather than education perpetuates the "neophyte [teacher] as an empty receptacle" (p. 46). We don't see our students, future teachers, as empty receptacles; we don't want them to see their students that way, either. We want to work alongside teachers who see themselves as joining a profession of "transformative intellectuals" (Giroux, 1985); so, we must accept and create opportunities to treat them as such.

Alongside writing for publication, how can teacher educators invite beginning teachers to see themselves as potentially transformative intellectuals from the very start? We are interested in facilitating experiences for student/beginning teachers that normalise doing critical, intellectual work as foundational to being a teacher, not a privilege to be won by first "surviving" a certain amount of time in the classroom.

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Jessica Cira Rubin is a Senior Lecturer in Te Whare Toi Tangata/Division of Education at the University of Waikato where she teaches new and experienced teachers, often (but not exclusively) about literacy and writing pedagogy. Jessica's research explores literacies and teachers' professional learning from perspectives informed by criticality, nonviolence, and affirmative ethics. In addition to blog posts and book chapters, she has written articles published in academic journals like *Teaching and Teacher Education*, *Literacy*, and *Journal of Peace Education*.

Katie Arihia Virtue is a former primary school teacher who is now a Teaching Fellow and PhD student at Te Kura Toi Tangata- Division of Education at the University of Waikato. She Co-leads Pacific education within the division. Her work is situated predominantly within Māori and Pacific Education spaces. Katie's PhD research explores the intersections of mixed Māori and Pacific heritage and the impact of Education.

“Sink or Swim” - Mentoring Beginning Teachers

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This presentation is based on my master's research project (Knight, 2022) which looked at the support that newly graduated teachers receive in enacting the Te Tiriti o Waitangi (TTOW) principle of participation. The master's research project focused primarily on beginning teacher mentoring as it relates to TToW, however, semi-structured interviews with newly graduated teachers revealed that gaps in existing mentoring programmes may not be limited to mentoring around TToW, but may in fact impact on all aspects of the mentoring programme, and this will be the focus of the presentation. Based on the literature and findings of my master's research, I will argue that in order for both teachers to be retained in the sector, and effectively grown as professionals, effective mentoring must be considered and prioritised. Of additional interest is teachers' emotional wellbeing. The research is framed in the 'pūrākau' lens, developed by Wirihana (2012).

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The lived experience of experienced associate teachers in Aotearoa New Zealand

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Associate teachers hold an essential role in educating and supporting student teachers through their practicum placements. There is an extensive body of literature about the 'role of an associate teacher'. However, most previous research focuses on describing and explaining the role. There has been very little work looking at how teachers experience this role. Associate teachers are in a position to teach adult students which is quite different to their everyday practice of teaching children. The role of associate teacher is voluntary requiring no formal learning, informal training or qualifications to mentor student teachers.

In 2016, the Teaching Council of Aotearoa New Zealand (TCANZ) discussed the possibility of a qualification and professional development for associate teachers. This alluded to the importance and value placed on the role. However, by 2022 the language used by TCANZ had shifted to “partnership” between Initial Teacher Education (ITE) and schools as a way to address the needs of associate teachers. This shift is why it is now important to hear the voices of experienced associate teachers.

This phenomenological research is at the early stages of data collection. It has been designed to give a voice to the associate teachers who may share their trials and needs which could then inform future decisions about the associate teacher role and the place of the role in schools and within ITE. Using the methods of rich pictures and interviews, it intends to gain an insight into the story of the associate teacher.

As a classroom teacher I see and experience the associate teacher role first hand. I will share my insights from my literature review and work to date, however I am also seeking your ideas and contributions on areas of importance and concerns you have for associate teachers and the role they play in ITE.

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I am a Primary trained teacher, having been a classroom teacher, senior teacher and Deputy Principal in my 22-year career. I have taught across Years 1-6 in a range of Auckland schools. This year, I am enjoying teaching a class of Year 4 children. I am a senior teacher and lead teacher for Health and Physical Education and a Within School Leader (for our Kahui Ako) at my school. I have been an associate teacher for the past 19 years and completed my Masters of Educational Leadership and Management in 2011. My own personal experience as a classroom teacher and an associate teacher has influenced my interest in the experiences of other associate teachers. I am a first year PhD student at AUT and have spent the past two years exploring the field of associate teachers as part of an EdD programme and am now embarking on the data collection phase of my research.

A Radical Shift in Education – Consequences for teacher professionalism

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A radical shift to a knowledge rich school curriculum is now underway in New Zealand education, one characterised by a standardised subject-based national curriculum. It follows, and is in reaction to, decades of an alliance between three discredited approaches: constructivism (also known as 'learnification'), culturalism (identity ideology), and 21st century outcomes/competencies approaches. The alliance was made possible by the postmodern relativism that captured many in the social sciences, especially in educational studies and teacher education, from the 1990s.

The new knowledge rich curriculum is driven by a re-commitment to the Enlightenment ideals that informed New Zealand's education system for a century following the 1877 Education Act. These ideals can be seen in the equality of opportunity policies of Peter Fraser

in the 1940s and again in the expansion of secondary education in the 1950s and 1960s. However, Secretary of Education, W.B Renwick's 1979 declaration that 'equality of opportunity' was to be replaced by 'equity' signalled the beginning of the seismic shift that enabled postmodernism to take hold. The subsequent collapse of any commitment to the universal knowledge of humanity and the broad scientific project that underpinned the modern world has led to the rapid decline of New Zealand's educational performance and, ironically to increased inequality.

The shift back to an equality of opportunity ethos and to the teaching of disciplinary derived and accountable academic subjects as the purpose of schooling has huge implications for teachers. They will be required to teach a curriculum very different from the postmodern-driven localised curriculum of the past decades and to deal with fundamental intellectual issues about schooling's purpose and their own role as teachers, not curriculum-makers. This presentation asks about the effects of this seismic shift on the professionalism of teachers.

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She is recognised internationally as a sociologist of education and a curriculum expert. Along with her books and journal publications, she is the designer of the acclaimed Curriculum Design Coherence Model and sole editor of the *Research Handbook in Curriculum and Education*. This major volume, containing 40 chapters by eminent curriculum experts from around the world, was published in April 2024. She currently leads the English Subject Writing Group and is a member of the Charter Schools Establishment Board.

Re(centring) care within initial teacher education and teachers' work: Narratives of practice and (student) teacher learning.

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This research aims to (re)centre understandings of care within early childhood education and care (ECEC). It engages with the conference theme of educating the intellectual as we specifically support student teachers' learning about the ethical and political decision making of practiced teachers. We are responding to developments within ECEC that for many years have been shaped by technicist and neoliberal perspectives, emphasising investment and human capital maximisation - including in relation to children (Biesta, 2007; Moss, 2013). We are exploring how care is fundamental within education provision (Moss 2018), calling for response-able ECEC (Sadownick, 2023) and a re-personalised teaching ethics (Bauman, 1995).

Using co-constructed narratives of practice, written by ourselves and associates/mentors, we explore, practised teachers' intentions, knowledge bases, and reasoning about choices made as they closely interacted with children. Informed consent for human participants was sought and granted with oversight for ethics managed by the researchers' institution. Thematic analysis of interviews, unveiled tacit aspects of teachers' practice making them visible for critical reflection. This reflective process foregrounds the workings of teachers' personal/professional ethics and politics, including how these may shape teaching within ECEC.

Post-foundationalism and critical theory underpin the study as we deconstruct narratives from multiple perspectives to understand the political and ethical choices therein. Sharing the narratives and the teachers' sense making with student teachers later informs student teacher learning as they begin to appreciate the complex and layered processes and considerations playing into the every-day.

Care-full teaching involves the analysis of ordinary moments full of care to explore and understand the myriad considerations informing teacher actions including relations of power, agency, ethics, and politics. Positioned against technical approaches, care-full teaching directs attention to the political and ethical dimensions of care within teaching in ECEC.

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Alex works and conducts research at Te Kura Ākau Taitoka | University of Otago Whakaihū Waka College of Education, ki Ōtepoti. Alex and her colleagues Sonya, Michael and Roberta are involved in this project with mentor and associate teachers of student teachers in Ōtepoti. Alex has the privilege of being presenting author on behalf of the team at this conference.

Associate Teachers: Their role in educational leadership

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A comprehensive literature review has been undertaken to dissect and understand the complexities an Associate Teacher (AT) faces in the role of supporting students in Initial Teacher Education (ITE) programmes within the Aotearoa New Zealand context. A distinct lack of direction seems to exist between ITE and AT. Although much relies on the successful relationship between student teacher and AT, the capability of ATs to show educational leadership and facilitate a relationship conducive to learning can be left to chance. The literature review was guided by two questions: *How is the role of Associate Teachers as educational leaders understood in the context of Aotearoa New Zealand ECE Initial teacher education?* And *What support is offered to ATs to perform/exercise their role and responsibilities as educational leaders in supporting ITE students' practica in ECE settings?* According to Aotearoa New Zealand Education Council (2018), educational leadership is recognised as influencing others in purposeful, observable ways that promote learning and development for children and teachers. Therefore, it is of considerable importance to the ECE profession to build and support the leadership capability of all involved in and impacting learning and development for children and teachers. ATs have the role and responsibility to support ECE student teachers who are future ECE professionals to be leaders of learning and development in ECE. Given the significance of the role of ATs as educational leaders in ITE, the aim of the literature review was to explore the positioning of ATs as educational leaders in student teacher practicum in ITE and understand the essential component of their role, which includes leading learning in a complex ITE system and supporting ECE student teachers generally. As ATs are responsible for supporting the development ECE students, future leaders in ECE, supporting the development of ATs' leadership practices can be viewed as investing in the development of the leadership capacity in the sector. The literature review aims to contribute to ATs' conceptualisation of leadership in their work, supporting ECE students in ITE. In doing so, attention must be paid to how ATs are supported to understand and manage the complexity of their role within ITE and educational leadership.

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Locating initial teacher education for readiness in neurodiversity

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Initial teacher education is a multi-disciplinary field that equips individuals with the knowledge, skills and attitudes required to become kaiako. The preparedness thus aims for a readiness to work with and advocate for a range of diversity. From an ecological theoretical perspective, the author examines publications contextually and globally to locate teacher education programmes in finding the kōrero around neurodiversity. A literature review was conducted in the EBESCO database, limiting the search to peer-reviewed articles published in the last twelve months (2023-2024). Three key words for research were Teacher Education, Neurodiverse and Early Childhood Education. In April 2024, the search found 203 articles, which were explored to understand the current trends. The literature finds neurodiversity to be viewed as “challenging” or “needing intervention”, with a few celebrating the success stories. The relevance to initial teacher education was often minimal and co-explored with other concepts of diversity. The globalisation and movement around diversity have impacted some areas of early childhood teacher education, although many of the curriculum areas are untouched concerning integrating and adapting concepts of neurodiversity. With the increase in the diagnosis of neurodiversity and the social awareness of success and failure, this study may provoke lecturers /teacher education professionals to think of and reflect on their teaching from a critical perspective.

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Tahera Afrin is a Senior lecturer and part of the Unitec Early Childhood Education (ECE) teaching team. She has 17 years of career as a teacher educator in ECE in Aotearoa New Zealand. She has been active in research through this teaching period. Her researcher self sees research as the means of connecting to her teaching. Most of her research therefore is on Initial Teacher Education (ITE) curriculum, higher education, tertiary teaching, reflective practice and adult learners. Her general interest in people, culture and diversity has motivated her to explore the relationships between teacher educators and student-teachers, tangled with the complexity of diversity. With the lived family experience, her future research is aimed to focus on inclusive practice for neurodiverse tamariki.

The Transition to Teaching: What does the Literature Suggest?

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This talk is based on a systematic literature review of 113 empirical studies from 1990-2020 focusing on the transition from initial teacher education (ITE) to early career teaching. These studies generally aim to define and describe the effects of ITE on early career teacher socialization, practice, and career ambitions. They span the globe, representing 23 countries and are located in a variety of subject discipline specializations.

This talk will describe how researchers have conceptualized the relationships among the beliefs and biographies of preservice teachers; the contextual realities of the school environments during both ITE and the beginning teacher job experience; and elements of the ITE programme designed to achieve specific outcomes related to learning to teach. Often, this relationship conceived as a linear one based on the expectations of cause and effect over time. Some studies, however, depict the transition to teaching as a social system that must be negotiated. A fundamental question for teacher education researchers is whether these studies represent a programme of research that can guide future research and policy setting or do they represent a collection of one-off studies within individual ITE courses?

Three paradoxes were identified in this review and will be used as provocations for exploring the theme of “educating the professional or training the worker.” These are: the identity paradox (developing a beginning teacher’s professional identity while they work within constraints of school organizational structures and cultures); the epistemic paradox (simultaneity of the desire for mastery of an instructional repertoire and a desire for reflective and inquiry practices that sustain career-long learning); and the practice paradox (simultaneously prioritising learning about teaching for preservice teachers and successful learning of the learners). Each paradox raises foundational questions about how we design ITE and early career support across the distinct spaces of preparation and career teaching.

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The design and implementation of a new Bachelor of Teaching Primary Teacher Education pathway, findings from the longitudinal study of this online, bicultural, field-based programme.

Melvin N¹, Jones F¹, Fisher A¹

¹Te Rito Maioha

Design aspects of a primary Initial Teacher Education programme (ITE) need to ensure that graduate teachers have the knowledge and skills to engage in evidence based and research informed teaching practice. Such a programme requires high quality teaching experiences alongside a strong theoretical approach that facilitates growth and development of the graduate’s teaching practice over their three-year qualification. This learning requires a deliberate interweaving of programme elements and teaching practice with strong partnerships between the Taubira, sector and ITE provider.

Data for this presentation was gathered as part of a longitudinal study of a new field-based, online, bicultural Bachelor of Teaching Primary Programme. This presentation will discuss the strengths and weaknesses of key design elements- being field-based, its bicultural practices, the critique/reflection and implementation of own practice considering literature, and the impact of these design elements through the gathered voice of student teachers/taura, associates/kaiako, principals/ tumuaki and lecturers.

The data demonstrated that the key design features with the strong links between field-based practice and theory have provided the graduates with the opportunity to critique their own and others' practice and gain insight and understanding of their role as a teacher.

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Changes to Teacher Education in Aotearoa New Zealand

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Some of the significant challenges university-based teacher education faces are the emerging discourses and practices relating to Initial Teacher Education that echo changes in the UK and Australia. The current discourse on teacher education is increasingly hostile, with many policymakers, politicians, and members of the public viewing universities as ineffective and expensive teacher training providers. This perception has led to a decline in the status of teacher education in universities, with many institutions facing significant challenges in maintaining the quality of their programmes.

University-based teacher education programmes provide students with a deep understanding of educational theory, research, and practice. Yet, they are increasingly criticised and devalued by sections of the education community.

In contrast, school-based teacher education programmes are in vogue with their focus on practical skills and classroom management techniques in school settings. The dynamic environments of schools and classrooms are seen as providing prospective teachers with opportunities to learn on the job, in real and changing circumstances, about what it means to teach. Yet, they are coming to be seen as a replacement for the comprehensive knowledge base provided by university-based teacher education programmes. The trend towards school-based teacher training implies that professional wisdom lies exclusively in schools, which is problematic.

These changes suggest a shift in New Zealand towards schools as the primary source of pedagogical expertise and innovation. Instead of favouring one approach over the other, we

should advocate a balanced approach acknowledging the importance of practical experience and teacher mentoring in schools. At the same time, students should have the opportunity to explore the evidence behind emerging pedagogical practices or discourses in schools and the extent to which this evidence has come from university research. Continued access to evidence, questioning assumptions, and debating goals and methods should remain available to those studying teaching and education.

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Supporting student teachers in implementing te reo Māori when transitioning into early childhood education.

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Kaiako in Aotearoa make a commitment to Our Code, Our Standards (Education Council, 2011) the first of these standards being Te Tiriti o Waitangi partnership, where kaiako make a commitment to practice and develop their use of te reo Māori and tikanga Māori. Furthermore, in honouring Te Tiriti o Waitangi, kaiako are expected to embed te reo Māori in their practice *Te Whāriki*, (Ministry of Education, 2017) our national bicultural curriculum for Early Childhood Education (ECE) also emphasises the importance of kaiako weaving te reo Māori me ōna tikanga throughout their everyday curriculum. To support Te Tiriti-honouring practice, there is an expectation for pre-service kaiako to develop te reo Māori and cultural competence throughout their programme of study and implement these skills during their practicum experiences. Qualitative research presents findings within a small focus group of pre-service and in-service Kaiako, specifically experiences of how each participant incorporates te reo Māori me ōna tikanga are into ECE centres. The findings reveal participants identified the need for more Māori speaking kaiako, clearer leadership, and professional learning and development to support authentic implementation of te reo Māori in ECE. The findings also highlight the importance of taking a team approach to avoid tokenism and increase teacher confidence.

ABOUT THE AUTHOR(S)

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Ko Mataatua, ko Te Arawa ōku waka
Ko Putauāki, Ko Ruawāhia ōku maunga
Ko Ohinemataroa, Ko Tarawera o te atua ōku awa.
Ko Ngāti Awa, Ko te Arawa ōku iwi
Ko Chrissie Keepa tōku ingoa.

I am a senior academic staff member at Toi Ohomai, Te Pūkenga currently teaching in the Bachelor of Teaching Early Childhood Education and Master of Teaching Early Childhood Education. I am passionate about the growth and implementation of te reo Māori within the education sector for the betterment of our country and the identity of future generations.

Integrating Assessments: Assessment Across Courses

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Helping Initial Teacher Education [ITE] students change from a receiver of education to a facilitator of learning is an early step in supporting them in developing an understanding the role of a teacher. There is often a limited understanding about what being a teacher involves when students first begin their journey to becoming a teacher. Few students are aware of what is involved in 'teaching' a lesson. Engaging students in an assessment activity that required them to think and work as if they were the teacher enabled them to develop an understanding of what underpins a teacher's delivery of a lesson in a classroom. This presentation looks at an integrated assessment, across three first year courses (English, Mathematics and Science) that provided an opportunity for students to start thinking as a teacher.

It shares our journey of how we developed one assessment across three courses to address student workload during COVID to how we are using the ideas and structure developed in the three-paper assessment in the current undergraduate Primary Bachelor of Education assessment tasks. Both the successes and challenges (some of which are still evident today) are discussed along with some of our ideas of where to next.

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Pamela is currently Programme Leader for the Primary BEd programme at AUT. She comes from a primary teaching background and has a particular interest in self-regulation, student's voice along with the mathematics and reading language learning areas. This has led her to explore what mathematical knowledge Pasifika children bring when first entering primary school, Year 7/8 student's perceptions of what makes someone successful in learning mathematics and researching the mathematical knowledge pre-service teachers bring to their first-year undergraduate course. She has a strong interest in students voice, identifying what they consider important and challenging them to take responsibility for changing their learning behaviour. She also explores the use of children's literature in supporting learning across all NZC learning areas at both early childhood and primary / intermediate levels.

“Associate Teachers – Let’s discuss Leadership within this role”.**Woolston, D.J. and Maxwell, A.***Te Rito Maioha Early Childhood New Zealand, New Zealand*debbie.woolston@ecnz.ac.nzavril.maxwell@ecnz.ac.nz

Practicum is a critical part of initial teacher education, and associate teachers play a vital and influential role guiding and supporting student teachers during these experiences. This presentation focuses on some of the findings of a study which considered the ways associate teachers viewed their role, such as developing respectful relationships, being able to communicate openly; to be reflective and provide feedback; to be able to question, listen and to be supportive. The areas of leadership, mentoring and giving back to the early childhood community, were identified in the study as key reasons for taking on and continuing in the role of an associate teacher.

The presentation will also outline how early childhood teachers can use and develop mentoring skills and demonstrate leadership through their role as an associate teacher during the practicum experience.

This presentation aims to offer some practical knowledge and skills to teachers/kaiako around the key aspects of their role as associate teachers including relationships, support, mentoring and leadership.

ABOUT THE AUTHOR(S)**Woolston D¹, Maxwell A**¹Te Rito Maioha Early Childhood New Zealand

Debbie Woolston is a lecturer with the Whangarei Regional Education Centre of Te Rito Maioha Early Childhood New Zealand and has been with the organisation for nine years. She completed her Master of Education at Waikato University in 2017, wherein she looked at the role of associate teachers in early childhood education. Her research interests tend toward better understanding and improving the practicum experience in initial teacher education and viewing the associate teacher role as leadership in the early childhood education sector.

Avril Maxwell has worked in initial teacher education for 30 years, most recently with Te Rito Maioha as Regional Education Leader in Te Taitokerau. A key part of ITE is engagement with associate teachers and students whilst completing their practicum. Avril will contribute to this presentation drawing on lived experiences gained whilst supporting associate teachers in their role.

Curriculum Change: The challenges of educating pre-service teachers during a time of shifting curriculum conceptions

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Pre-service teachers’ understandings of curricula are critical for their delivery of effective teaching and programme planning but current contestations and uncertainties over the nature of a revised or ‘refreshed’ curriculum create challenges in providing suitable guidance. This

presentation considers what pre-service teachers may need to understand about the nature of curricula in New Zealand within the context of global trends in curricula design, theoretical positions and ideological standpoints. The presentation also discusses the shifts towards decolonisation of the curriculum evident in Te Mātaiaho and examines what a ‘knowledge-rich’ curriculum, proposed by the Minister of Education (29 April 2024), might mean. Through an analysis of the current New Zealand Curriculum and ‘curriculum refresh’ documents, examples of the complexities of curricula are identified to illustrate the challenges faced by pre-service teachers. As teacher educators we need to guide pre-service teachers in their understandings of the various conceptions of curricula and empower them to effectively implement curricula at a time when there are uncertainties over the form and nature that any future curriculum in New Zealand may take.

ABOUT THE AUTHOR

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Barbara Ormond is the Director of Secondary Programmes in the Faculty of Education and Social Work at the University of Auckland. She lectures in teacher education in curriculum, pedagogy and assessment and specialises in the disciplines of history, art history, classical studies and social studies. Barbara researches and publishes on curriculum design, standards-based assessment and history education, with a particular focus on how historical knowledge is selected and framed. She is currently involved in a project developing resources for Auckland’s histories for the Aotearoa New Zealand Histories curriculum. Barbara also publishes on pedagogies for teaching history students how to interpret visual evidence. Barbara is a member of the Subject Expert group developing the new NCEA standards for Art History.

TransAcquisition: A culturally sustaining pedagogy embracing Te Tiriti in Initial Teacher Education

Dr Tauwehe Tamati
Veronica Peri
Krystal Worters
Jasmine Wilson

The ‘Huarahi Māori’ initial teacher education (ITE) program at the University of Auckland integrates Māori language proficiency development with specialist preparation in Māori-medium curricular knowledge and second language acquisition (Stewart et al., 2018). The Huarahi Māori program aligns to the Education Council (2018) TātaiReo language competencies for graduands of Māori-medium ITE programs. Our presentation specifically relates to the language competency that requires student teachers to use “second language teaching pedagogy for effective teaching and learning through te reo Māori” (Education Council, 2018, p. 31). This presentation focuses on the use of TransAcquisition pedagogy (Tamati, 2023; Tamati & Erlam, 2024) in a Huarahi Māori course to grow the student teachers’ knowledge and understanding for the development of bilingualism and biliteracy in Māori-medium learners. TransAcquisition (Tamati, 2016) was conceived and trialled in Kura Kaupapa Māori and found to be effective in developing and improving the kura students’ academic language, academic understanding, and reading comprehension in English. The

structured Read-to-Retell-to-Revoice-to-Rewrite sequence of TransAcquisitional tasking, which is both cumulative and diagnostic in the biliterate teaching of Year 5 to 8 Māori-medium learners, will be unpacked in this presentation. As two lecturers of the course with two students enrolled in the course, we will each share our experiences in using TransAcquisition as a linguistically and culturally revitalising pedagogy (McCarty & Lee, 2014) to promote educational achievement while affirming our culture and identity as Māori. Our presentation supports Ell's (2021) confidence in the transformative power of indigenous Māori frameworks and worldviews to enable English-medium ITE to produce teachers who can teach in ways that are culturally responsive (Clarke, McFarlane & Macfarlane, 2018) and culturally sustaining (Averill & McRae, 2019). As our English-medium schools become more ethnically diverse, we need to reevaluate our teaching methods to put an end to widespread racism (Education Review Office, 2021).

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Kia ora, as a practitioner and researcher in Bilingual Education, I conceived and developed TransAcquisition Pedagogy (TAP) in my doctoral study. TransAcquisition accelerates biliterate development in emergent bilingual/multilingual students to enrich their reading comprehension and lift their academic achievement. TransAcquisition uses the Read-to-Retell-to-Revoice-to-Rewrite tasking sequence to empower linguistically and culturally diverse students to use concepts in their home language(s) to acquire the academic language of English. In the TAP tasking sequence, students use meta-shuttling, word surfing and 3on3 mapping to improve their reading and writing in English while deepening their conceptual understanding across all their languages. TransAcquisition Pedagogy (TAP) is being used in English-medium schools to teach te reo Māori and with bi/multilingual students to fast-track their literacy development in English.

The complexities of ITE Policy and Practice: Storying innovative practices

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This presentation navigates the important aspects of the voyage within our Nouka of what ITE Policy asserts in today's learning and teaching of adult learners. The Nouka as the conceptual framework guides our teaching training at ICL. This talanoa asserts a reconceptualization of how ITE policy is viewed in practices for the 21st century early childhood education contexts in Aotearoa New Zealand as an exploration of a path for pending research journeys. Using the Tivaevae methodology accompanied by international and national methods, a mixed methods approach is shared of our narratives. The questions posed are: what is a good teacher? what does authentic leadership involve? How does critical spiritual pedagogy support mentorship of adult learners? As researchers we affirm our quest to serve those who seek another way of learning within our shores is complex. By storying innovative practices we note the complexities of ITE policy and practices and offer some areas for future research considerations.

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Meripa Toso is Senior Lecturer Programme Manager for the Graduate Diploma in Teaching (ECE) at ICL Graduate Business School, ICL Group in Tamaki Makaurau, Aotearoa New Zealand. Research interests are: critical spiritual pedagogies, Pasifika and Maori indigenous knowledge; adult education, curriculum, early childhood education, leadership. Meripa has presented and published in national and international forums and journals.

Bindu Bansal is Senior Lecturer, Practicum Manager for the Graduate Diploma in Teaching (ECE) at ICL Graduate Business School, ICL Group in Tamaki Makaurau. Research interests are: curriculum, practicum, early childhood education and policy; leadership; innovative practices.

Hemal Manaktala is Lecturer for the Graduate Diploma in Teaching (ECE) at ICL Graduate Business School, ICL Group in Tamaki Makaurau. Research interests are: leadership; curriculum; Kaupapa Maori; early childhood education and policy; innovative practices.

Ten Years of Partnership: Sustaining school/provider Partnerships to Produce Critically Reflexive Teachers

Nelson E¹

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Initial teacher education (ITE) providers have been required to develop authentic partnerships with key partners in the design and implementation of ITE programmes since 2019. The requirement is designed to foster the integration of theory and practice and promote shared responsibility for student teacher success. However, how ‘authenticity’ is perceived by these key partners, and how these partnerships play out in practice over time, is under-researched.

Te Aho a Māui | Eastern Institute of Technology has been co-delivering a practice-based undergraduate primary teaching degree in partnership with local schools in Hawke’s Bay and Te Tairāwhiti since 2013, well before the advent of the 2019 ITE requirements. As part of ten-year celebrations in 2022, Hawke’s Bay partnership school principals and mentor teachers came together to reflect on what they had learnt about co-delivering ITE with EIT. This presentation explores key considerations for sustaining partnership in the initial teacher education ecosystem that emerged from the ‘10 Years of Partnership’ qualitative survey completed by 25 current principals and mentor teachers. It presents how the partnership is perceived as authentic, challenges such partnership work involves and advice school-based partners offer schools and providers looking to adopt a similar model.

This session will discuss the research findings in relation to emerging contemporary policy discourses around ‘improving teacher training’, and uncritical views of ‘more time in school’ as a panacea to preparing new teachers ready to teach. Perhaps unsurprisingly I conclude something more is needed and it can be found, at least partially, in sustained partnerships between school-based partners and providers working together to produce critically reflexive teachers.

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Associate Professor Emily Nelson is Programme Coordinator of EIT's Bachelor of Teaching (Primary) degree. Her research interests include: partnership-based initial teacher education; student voice; and the impact of innovative learning environments on practicum for preservice teachers. Emily is an Executive member of TEFANZ and thoroughly enjoys advocating for quality initial teacher education in as many forums as possible.

Transformative Field-Based ITE in Tāmaki Makaurau

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This presentation discusses the implementation and deliberate disruption of the Initial Teacher Education (ITE) landscape by a new, primary field-based initial teacher education programme. Despite numerous approaches to address the shortage of teachers in the primary sector, there are limited options for students to complete face-to-face teacher training in South Auckland. The Bachelor of Education (Primary, Pasifika) programme is a level 7 course developed specifically to respond to the distinctive needs of this unique community, while being of value across Tāmaki Makaurau.

Imperative to the development of the programme is the recognition of diversity. Therefore, this talanoa highlights the process of embedding a Pasifika cultural conceptual framework, that is deeply rooted in school and community partnerships. The Fatugātiti framework integrates Pacific values fostering a culturally responsive approach to ITE, unique to our community. Few initiatives genuinely engage in transformative change alongside the communities they aim to serve. This presentation voices the benefits students have experienced as they progress through the programme, including tangible outcomes and success stories.

The aim of this presentation is to present a journey of agentic praxis through authentic partnerships. We invite you to embark on a voyage through the heart of our programme. By sharing our insights from the programme, we seek to promote discourse towards more practical and culturally responsive initial teacher education practice. The Bachelor of Education (Primary, Pasifika) is a testament to the power of education to catalyse meaningful change, one student, one community at a time.

ABOUT THE AUTHOR(S)

Zeba Ali, Kriya Patel, Fatma James, Jayne Jackson
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Zeba Ali is a Senior Lecturer at MIT for the School of Education, for the Bachelor of Education (Primary, Pasifika) programme. Transitioning recently from school leadership, Zeba is particularly interested in the dialogue around culturally responsive Initial Teacher

Education models amidst the teacher shortage crisis. As an emerging researcher, Zeba has contributed to research in the field of literacy and language development. She has had an expansive career, teaching and leading in South Auckland schools. Zeba is passionate about fostering educational growth in diverse communities, especially focussed in the South Auckland area.

Kriya is a Senior Lecturer at MIT for the School of Education, for the Bachelor of Education (Primary, Pasifika) programme. Kriya is an emerging researcher and experienced primary school teacher, having taught and lead in various roles across her career, from ECE to secondary school contexts. She is passionate about working in diverse communities, particularly in South Auckland. Kriya currently leads Practicum which has sparked her interest in exploring the practical nature of Initial Teacher Education. Her strengths extend to mathematics, Hauora, the arts and physical education.

Fatma James is a Senior Lecturer at MIT, overseeing curriculum development for the Bachelor of Education (Primary, Pasifika) programme. With over 15 years of experience in education and five years at MIT, Fatma's expertise extends from early childhood through tertiary education, emphasising a comprehensive educational approach. Currently, she is actively exploring research avenues focusing on the correlation between student mental health and academic outcomes, including learning, motivation, and engagement. This pursuit reflects her recognition of the fundamental connection between mental well-being and educational achievement.

Jayne Jackson began her career as a primary teacher, and currently works as a Senior Lecturer at Manukau Institute of Technology, teaching in the Bachelor of Education (Primary, Pasifika) programme. She has varied research interests focussing on wellbeing including; quilt making, reading for pleasure and Healthy Active Learning. This presentation has allowed her to inquire further into the impact of her teaching.

Ethical dilemmas on practicum from three perspectives

Dr Paul Heyward,
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Practicum is central to initial teacher education. 'More practicum' is often the call for improving teacher education programmes. However, practicum is not unproblematic – for student teachers, associate teachers or professional supervisors. Anecdotes abound, but there is little research evidence about ethical dilemmas experienced on practicum and how they are resolved. This paper reports on a qualitative study that asked twelve student teachers, six associates, and six professional supervisors about ethical dilemmas they had experienced in practicum situations, how they decided what to do to resolve the dilemma and what the consequences of this decision were. Two frameworks were used to understand the interview responses: a typology of dilemmas developed by Heyward (2019) which built on Shapira Lishchinsky (2011), and the Teaching Council Code and Standards (2017), which is the current policy expression of the teaching profession's ethics in Aotearoa. All three participant groups could readily identify ethical dilemmas on practicum. Ethical dilemmas were found to have a deep impact on participants, be significantly problematic and often unresolved.

Results suggest that ITE providers need to attend specifically to ethical decision making and ways to handle difficult situations when they prepare student teachers, associate teachers and professional supervisors for practicum.

ABOUT THE AUTHOR(S)

Dr Paul Heyward,

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Dr Paul Heyward is Associate Dean and Head of Initial Teacher Education at Waipapa Taumata Rau, the University of Auckland, where he has worked since 2005. Paul's research interests include the ethics of teaching, teacher identity, effective professional supervision and drama in education. He has led initial teacher education programme developments, directed an initial teacher education Graduate Diploma programme, and taught across a range of courses in education, professional studies and the arts.

Effective Teaching for Pacific Learners: Know Me, Teach Me!

Sililoto, V

University of Auckland

This presentation draws from my Masters' Research Project about what effective teaching looks like for Pacific learners. A discourse analysis of 3 Ministry of Education policy documents: *The Pasifika Education Plan 2013-2017 (PEP)*, *The Action Plan for Pacific Education 2020 – 2030 (APPE)*, *Tapasā Cultural competencies framework for teachers of Pacific learners and Our Code Our Standards Code of Professional Responsibility and Standards for the Teaching Profession* was carried out to explore what effective quality teaching looks like for diverse learners, particularly Pacific learners. The aim of the research was to highlight how these documents help to inform and strengthen teacher practice when working with Pacific learners. Moreover, the research sheds light on what some of these effective culturally responsive practices look like enacted in a classroom for all teachers. In this presentation I will share four key findings that contribute to the positive engagement and motivation of Pacific learners' learning. The presentation serves merely as a reminder to all in the education sector about the importance of knowing our learners and questions how ITE might better prepare teachers to know learners.

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Va'ai Sililoto is a PhD student in the Faculty of Education and Social Work, Waipapa Taumata Rau University of Auckland. Va'ai has 22 years' of teaching experience serving 19 in the primary sector and 3 in secondary. Va'ai's research interests are Pacific education, Pacific learners and initial teacher education.

Beginning Teachers' Understandings and Experiences of Using Culturally Responsive Pedagogy for their Pacific Learners.

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The academic underachievement of Pacific learners in New Zealand has been an ongoing problem for decades. Hence, the ongoing policy focus on improving the effectiveness of teachers to ensure quality teaching for all students, particularly those underserved by the education system. It is critical therefore that beginning teachers (BT) have the knowledge, skills, and attitudes to teach Pacific learners. While research suggests that culturally responsive pedagogy (CRP) can be effective with culturally linguistically and ethnically diverse students, there appears to be a lack of NZ research in this area, particularly concerning Pacific learners and BTs. This study aimed to address these gaps.

This exploratory study explored BTs' understanding of using CRP for their Pacific learners. Ten BT participated in this study. Data were gathered using semi-structured interviews and analysed using reflexive thematic analysis.

The findings revealed BT working in Auckland schools understood CRP for their Pacific learners grounded in reciprocal relationships, foundational for nurturing a culture of care within their classrooms. Pacific student's heritage languages and cultures were normalised to make learning relevant. BTs' prior experiences with diverse settings provided frames of reference for using CRP with their Pacific learners. BT faced enablers and barriers to enacting CRP throughout the Covid-19 lockdowns. BT in the study expressed a genuinely vested interest in equitable outcomes for their Pacific learners.

The findings suggest that further research is needed on initial teacher education programmes, PLD opportunities for BTs' effective practice for PL, and adequate and appropriate access to Pacific-focused teaching and learning resources, whose content is relevant to the lived experiences of PL in today's classrooms.

ABOUT THE AUTHOR(S)

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Born and raised in Auckland to immigrant parents from the Pacific, including maternal ancestral connections to Europe. I completed both my Diploma in Teaching, and my Master of Education at the Epsom Campus. I am an early career Pacific education researcher.