



- 254.766 -

Professional Learning Pathways



## ***Welcome to Course 2***

*Please feel free to have your videos ON, and please keep your microphones muted*



## Karakia Timatanga *Opening*

Kia hora te marino  
Kia whakapapa pounamu te moana  
Hei huarahi mā tātou i te rangi nei  
Aroha atu, aroha mai  
Tātou i ā tātou katoa

May peace be widespread  
May the sea be like greenstone  
A pathway for us all in this day  
Let us show respect for each other  
For one another





- 254.766 -

## Professional Learning Pathways



**Ass Professor Mandia Mentis**  
Co-Director Specialist Teaching  
[m.mentis@massey.ac.nz](mailto:m.mentis@massey.ac.nz)

**Nau mai, Haere mai**  
**Welcome to Course 2**

## *Course 2 - Professional Learning Pathways*

### *who's in the waka?*



***Type in the CHAT...***

- *your name*
- *your endorsement*
- *your region*
- *your 'thing'*

## Course 2 - Professional Learning Pathways - Same zoom room

Times	Sessions – Thursday February 10
9.30 - 10.30	OVERVIEW - Mandia
	10.30 - 11.00 <i>morning tea</i>
11.00 – 12.00	AUTISM & NEURODIVERSITY - Maximilliano
	12.00 – 1.00 <i>lunch break</i>
1.00 – 2.00	MODULES & CURRENTS – ST team
	2.00 – 2.30 <i>micro break</i>
2.30 – 3.30	AROMATAWAI, PORTFOLIOS, Q & A - Mandia
	3.30 – 4.00 <i>afternoon tea break</i>
4.00 – 5.00	OPEN ZUI

# Course 2 - OVERVIEW

30 credit | 30 week JOURNEY across 2 DOMAINS



NEURODIVERSITY &  
AUTISM

## DOMAIN 1

8 weeks | 8 credits

### 10 Modules

*Learning Portfolio (APRIL)*



NEURODIVERSITY &  
AUTISM

## DOMAIN 2

22 weeks | 22 credits

### CHOICE Modules | Currents

*Professional Portfolio (OCTOBER)*

# Course 2 - OVERVIEW

Week	Date	ZUI Tues 4-5pm	Course 2 content	Credits
	7-11 Feb		Block course 1 (9,10) Albany campus	
1.	14-18 Feb	15 <sup>th</sup> Modules	<b>Domain 1: Learning Portfolio (7 weeks)</b> Wk 1: Portfolios (.5); Professional Identity (.5) Wk 2: Professional Learning (.5) Wellbeing (.5) Wk 3-5: Autism Overview (2) Neurodiversity (1) Wk 6 & 7: choice of 4 modules for 2 credits (all .5) Policies & Frameworks; Cultural Enhancement Framework, Ethical Practice; Reflective Practice, Evidenced Based Practice; Interprofessional Practice, Inclusion, Assessment.	7
2.	21-25 Feb			
3.	28-4 Mar	1 <sup>st</sup> Autism		
4.	7-11 Mar			
5.	14-18 Mar	15 <sup>th</sup> Neuro		
6.	21-25 Mar			
7.	28- 1 April	29 <sup>th</sup> Modules		
8.	4-8 April		<b>Learning Portfolio 4-8 April (25%)</b>	1
			Mid semester break 11 – 24 April (2 weeks)	
9.	25-29 April	26 <sup>th</sup> Currents		
10.	2-6 May		<b>Domain 2: Professional Portfolio (8 weeks)</b>  3 Compulsory Neurodiversity &Autism Choice of modules Choice of currents	8
11.	9-13 May	10 <sup>th</sup> Modules		
12.	16-20 May			
13.	23-27 May	24 <sup>th</sup> Neuro		
14.	30-3 June			
15.	6-10 June	7 <sup>th</sup> Modules		
16.	13-17 June			
			Mid-year break 20 June – 10 July (3 weeks)	
	11-15 July		Block course 2 (13, 14 July ) Albany campus	
17.	18-22 July	19 <sup>th</sup> Currents	<b>Domain 2: Professional Portfolio (6 weeks)</b>  Choice of modules Choice of currents	6
18.	25-29 July			
19.	1-5 Aug	2 <sup>nd</sup> Modules		
20.	8-12 Aug			
21.	15-19 Aug	16 <sup>th</sup> Modules		
22.	22-26 Aug			
			Mid semester break 29 Aug – 11 Sept (2 weeks)	
23.	12-16 Sept	13 <sup>th</sup> Modules	<b>Domain 2: Professional Portfolio (6 weeks)</b>  Choice of modules Choice of currents	6
24.	19-23 Sept			
25.	26-30 Sept	27 <sup>th</sup> Currents		
26.	3-7 Oct			
27.	10-14 Oct	11 <sup>th</sup> Modules		
28.	17-21 Oct			
29.	24-28 Oct		<b>Professional Portfolio (24 - 28 Oct) 75%</b>	2
30.	31- 4 Nov		Closure week <b>TOTAL CREDITS</b>	30

**DOMAIN 1** 8 weeks | 8 credits

**10 Modules**

*Learning Portfolio (APRIL) 25%*

**DOMAIN 2** 22 weeks | 22 credits

**CHOICE  
Modules |Currents**

*Professional Portfolio (OCTOBER) 75%*

## ***Course 2 - OVERVIEW***



***Let's visit the site...***  
**[Specialistteaching.ac.nz](http://Specialistteaching.ac.nz)**



## Course 2 - CHECKLIST... Have you

1. Added PROFILE bio & photo →
2. Posted a kōrero REPLY →
3. Registered for ePortfolio →
4. Noted Zui & submission dates →



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4.00 – 5.00	OPEN ZUI





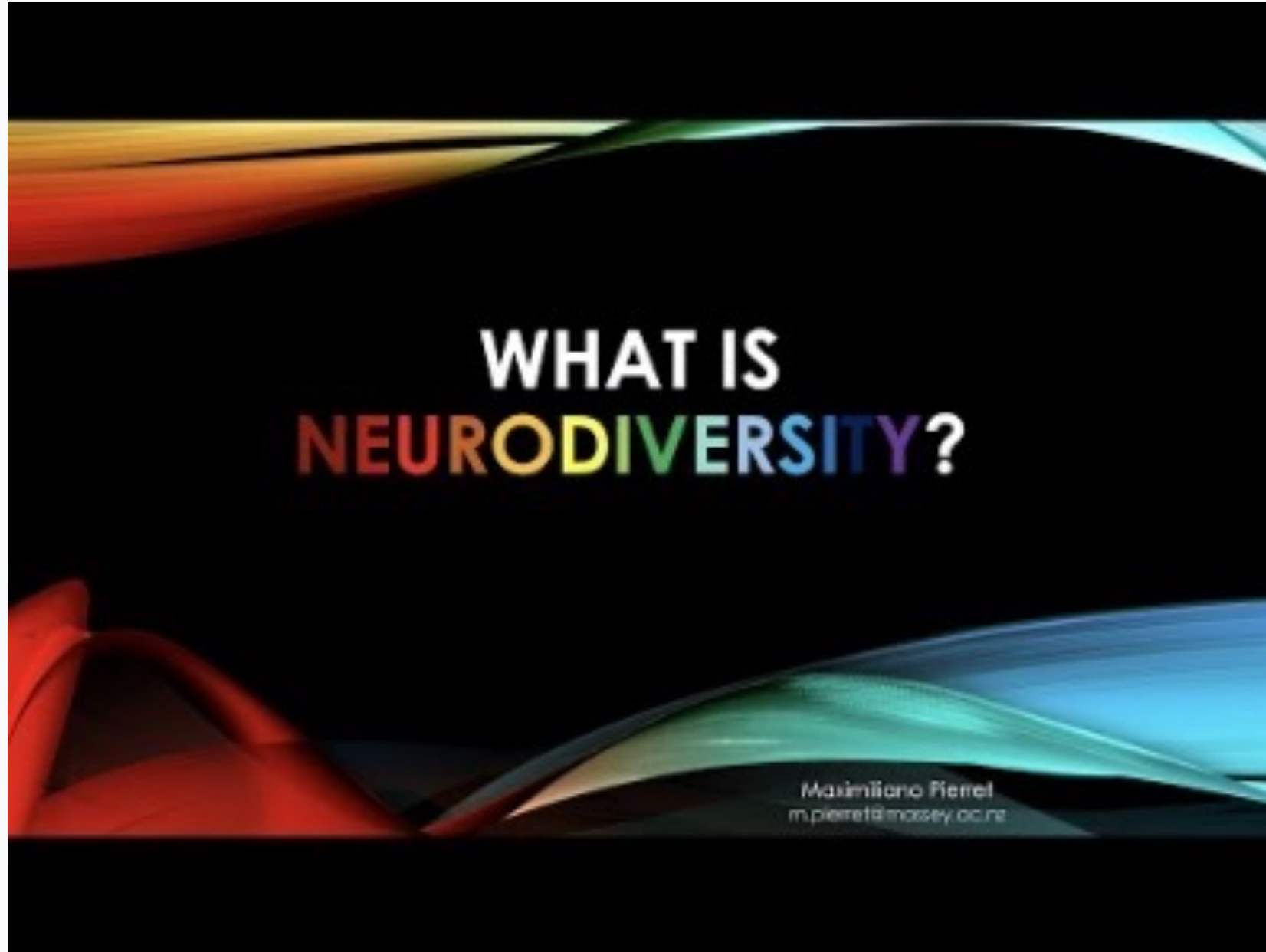
# ***Course 2 – Autism & Neurodiversity***



## **Maximiliano Pierret**

- Specialist Teaching 2020 graduate
- Lecturer in Neurodiversity and Inclusive Education in IoE
- Course 2 coordinator of Autism/Neuro strand

# *Course 2 – Autism & Neurodiversity*



VIDEO 1: What is Neurodiversity?  
<https://youtu.be/2AX5ZDAV224>

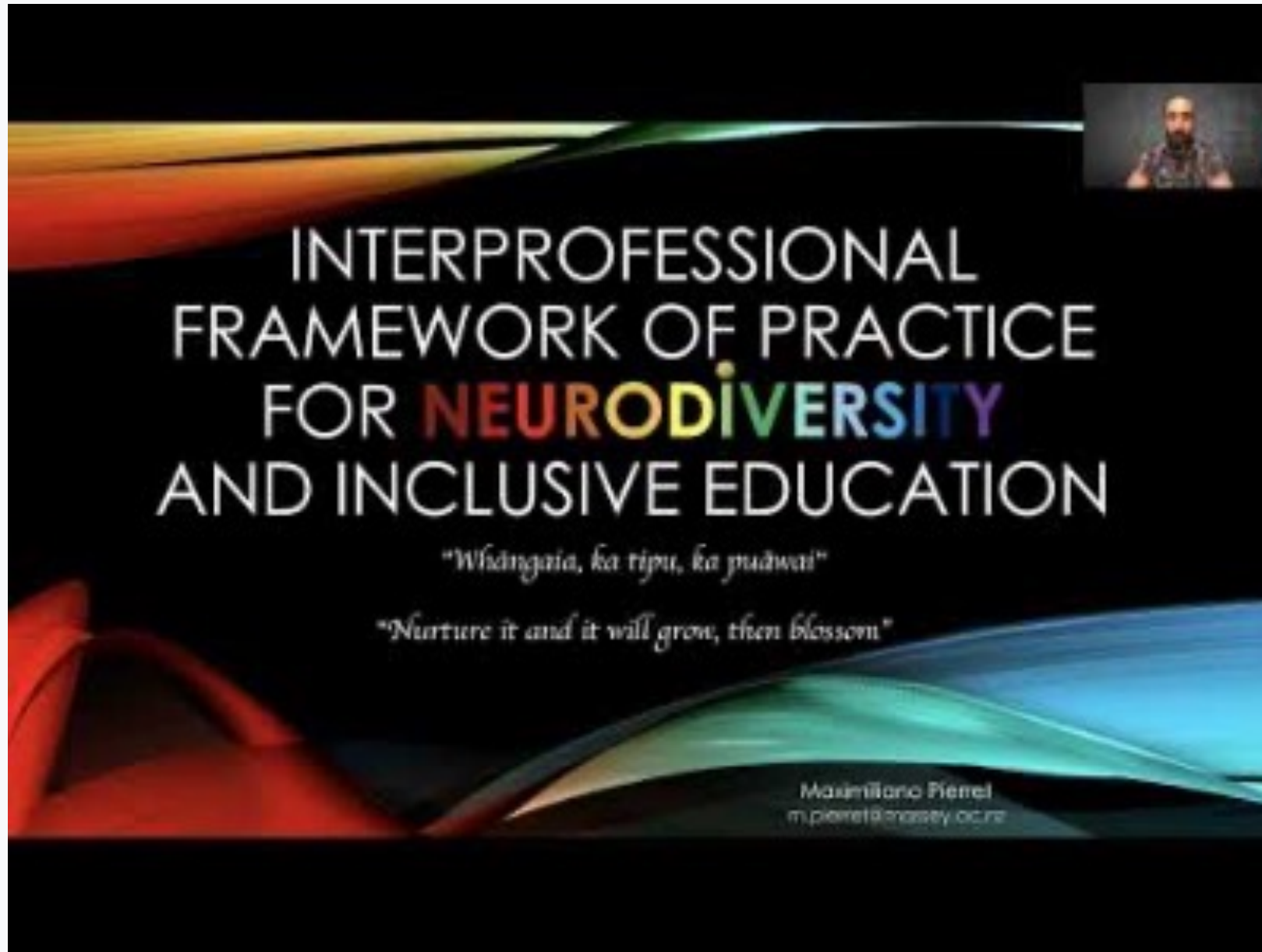
## *Course 2 – Autism & Neurodiversity*

### **BREAKOUT ROOM (8 min)**

Reflect on the following questions and discuss them with your group

1. Can you identify some of your possible unconscious bias when it comes to “normality” and neurodiversity?
2. What are some of the implications for your practice that the Neurodiversity paradigm brings to light?

## Course 2 – Autism & Neurodiversity



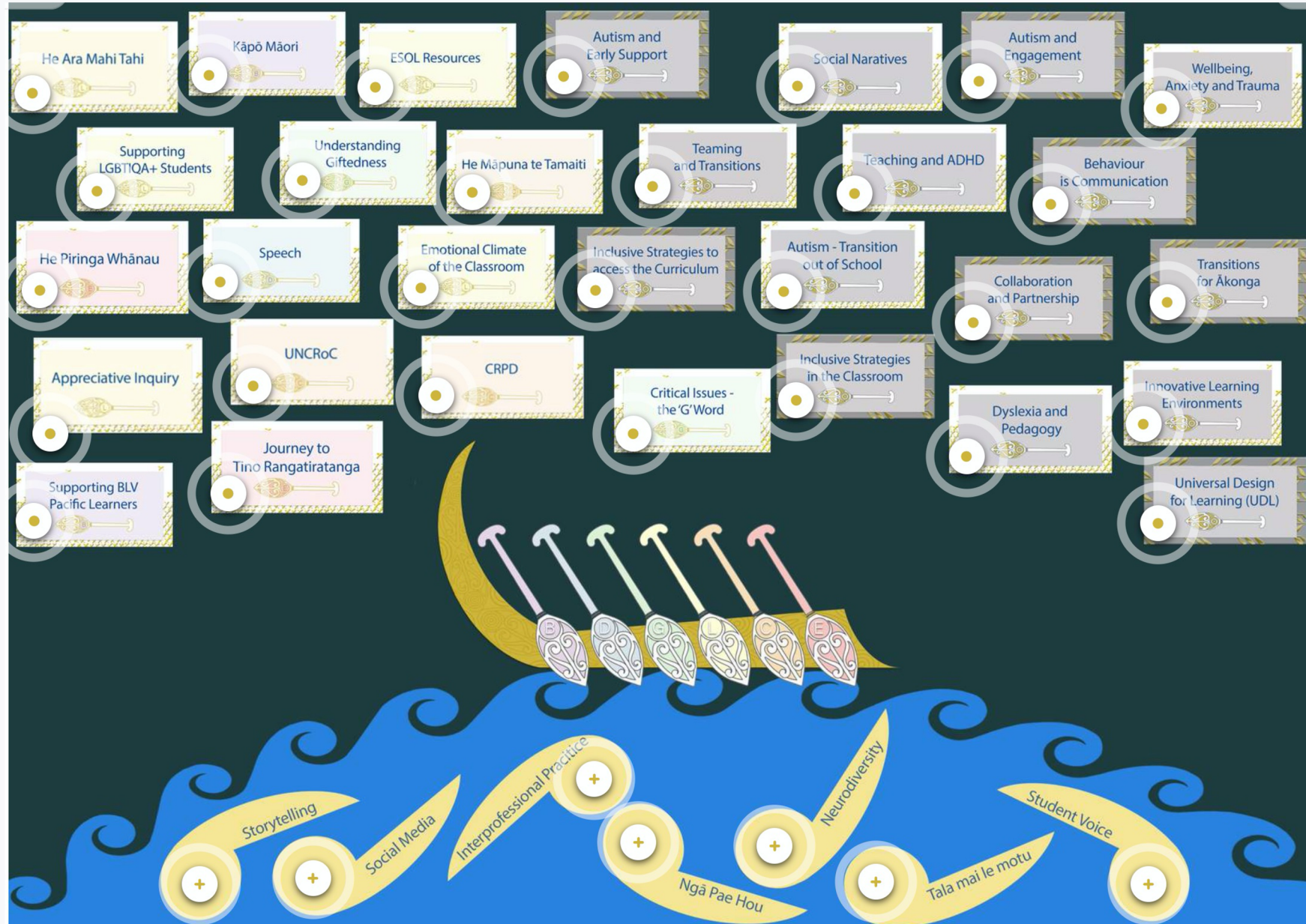
VIDEO 2: Neurodiversity Framework  
<https://youtu.be/fwWxWs-LFls>

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# Course 2 – Modules & Currents



# Course 2 - Modules



LINK TO SITE

<https://youtu.be/6JSfI-OSRYc>

## Course 2 - Currents



The video player displays a presentation slide on the left and a video feed of a man on the right. The slide features a circular profile picture of a man with a beard, the name 'Maximiliano', a 'Neurodiversity' logo with a yellow checkmark, and the text 'How can we integrate theory and practice in meeting the NEURODIVERSITY of learning needs present in educational settings?'. The video feed shows the same man speaking, with a yellow checkmark icon in the top left corner of the feed.

Maximiliano

Neurodiversity

How can we integrate theory and practice in meeting the NEURODIVERSITY of learning needs present in educational settings?



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# Course 2: (*pick your own*) Professional Learning Pathway

## *Navigate your journey ...*



Complete COMPULSORY modules & CHOICE modules/currents in **MOODLE**

Document your learning along the way

- On site (Kōrero & Mahi) AND/OR In your setting



Curate your **PORTFOLIO** (aromatawai)  
& submit with your Arotake (self-assessment)

1. April (Learning Portfolio)
2. October (Professional Portfolio)



# Course 2 – Aromatawai

## ARO



**ARO - to consider**  
(knowledge)

*Narrate your learning*

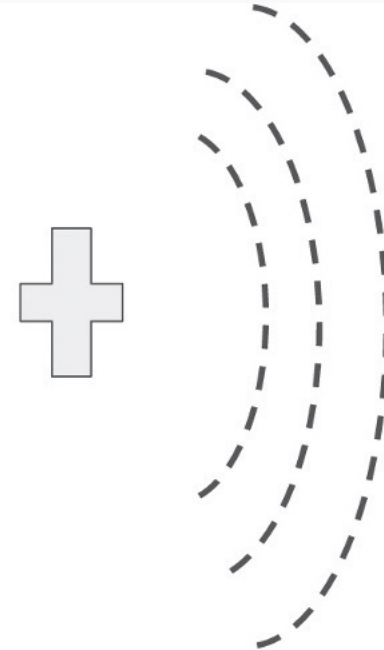
## MATA



**MATA - surface**  
(context)

*Apply to your context*

## WAI



**WAI - water/song**  
(ripple effect)

*Making a difference*

# Aromatawai

Criteria below show 1 compulsory (ARO) and remaining choices with marks within each level of learning					
ARO Learning options		MATA Learning options		WAI learning options	
50	<b>COMPULSORY</b> Completion of D1 (7 credits) with narration & evidence of learning (curation).	5	Curated evidence & reflection of application to practice (mahi) online or in work context.	5	Evidence overall of ripple of impact/ transformation/ change for others
5	Narrative of professional identity, context & learning journey.	5	Curated evidence & reflection of sharing with others, co-construction (Kōrero).	5	Evidence of significant contribution to transformation own practice/ work context.
5	Critical reflection of D1 learning with links to literature.	5	Critical reflection of application to practice linking to literature.	5	Critical reflection of impact and transformation linking to literature

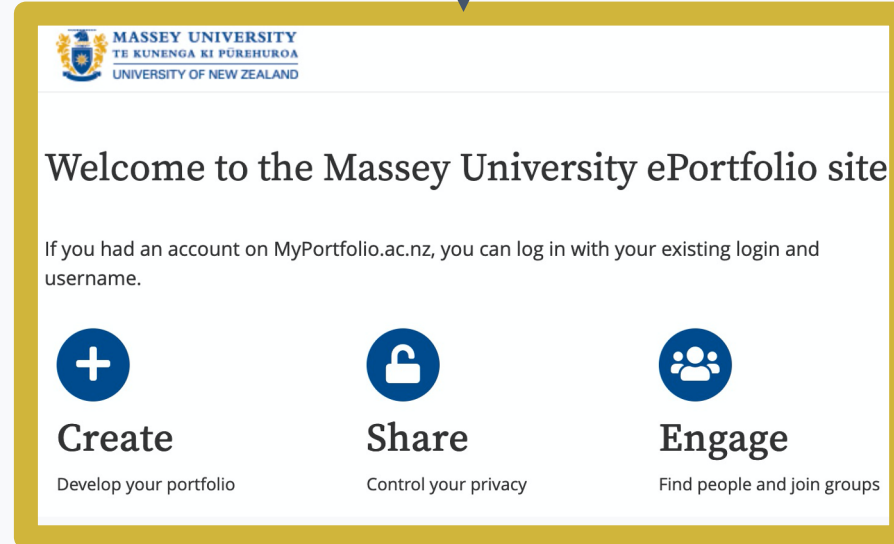
Compulsory ARO to pass

Pick your pathway

Add up for your AROTAKE (self-review)  
  
Validated by team

Format	Choice of e-Portfolio (MyPortfolio; Word or PDF; Google sites or docs etc)
Size	Maximum word-count 5,000 words (or equivalent if video/audio). And consider “less is more”
Arotake Self-Review	Self-review is a <b>compulsory component</b> of this assignment and the self-review (Arotake) form is to be submitted along with the portfolio assignment.
Grade	Your grade is based on marks from the criteria chosen to evidence your ARO, MATA and WAI learning: 50 = C-   <u>55</u> = C   60 = C+   65 = B-   70 = B   75 = B+   80 = A-   85 = A   90 = A+

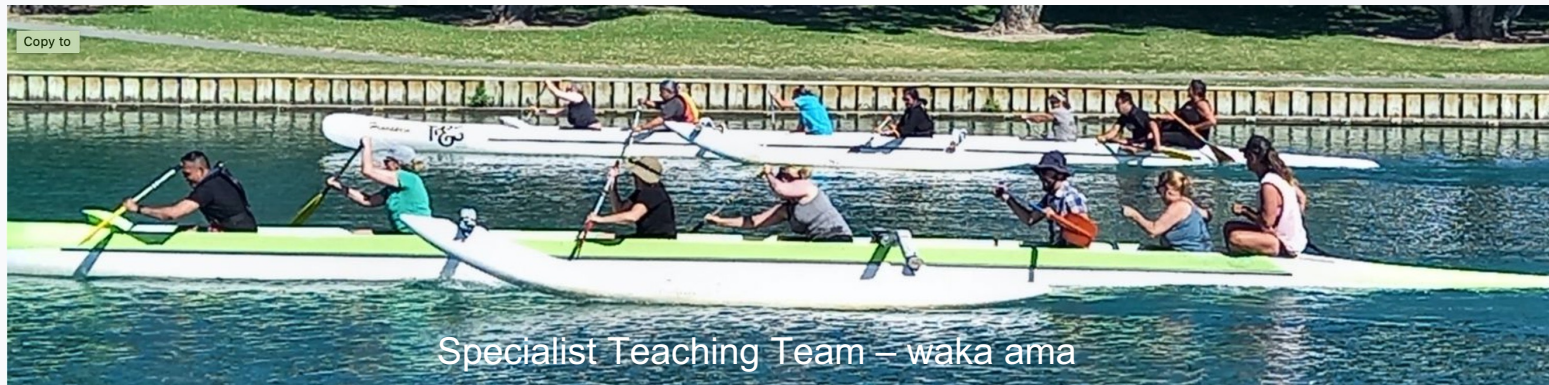
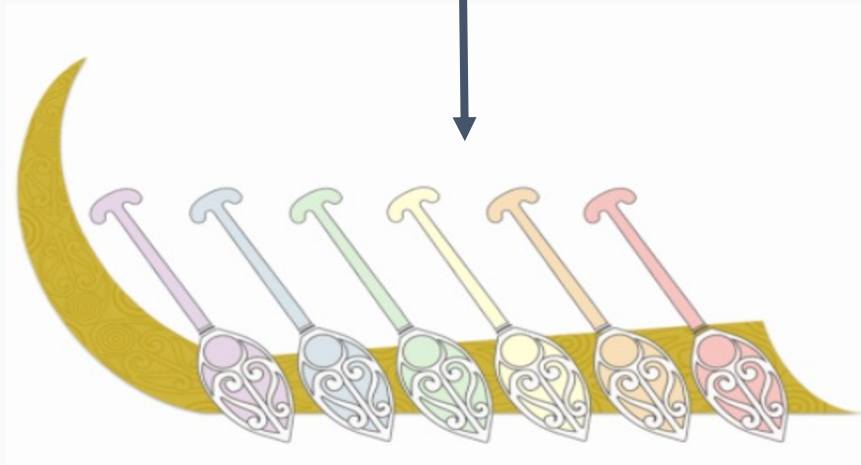
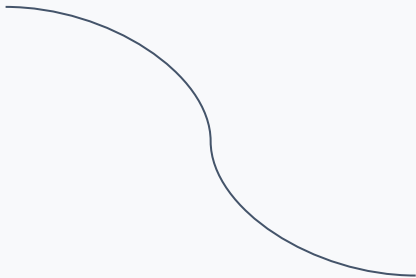
# Course 2 – PORTFOLIO





## Course 2 - Waka 'calls'

**Kia rite** | get ready >> **Hoea** paddle forward >> **HUP** change >> **Kia Mau** Stop >> **Power** pick up pace



Specialist Teaching Team – waka ama

## *Course 2 - Waka 'calls'*

**Kia rite** | get ready >>

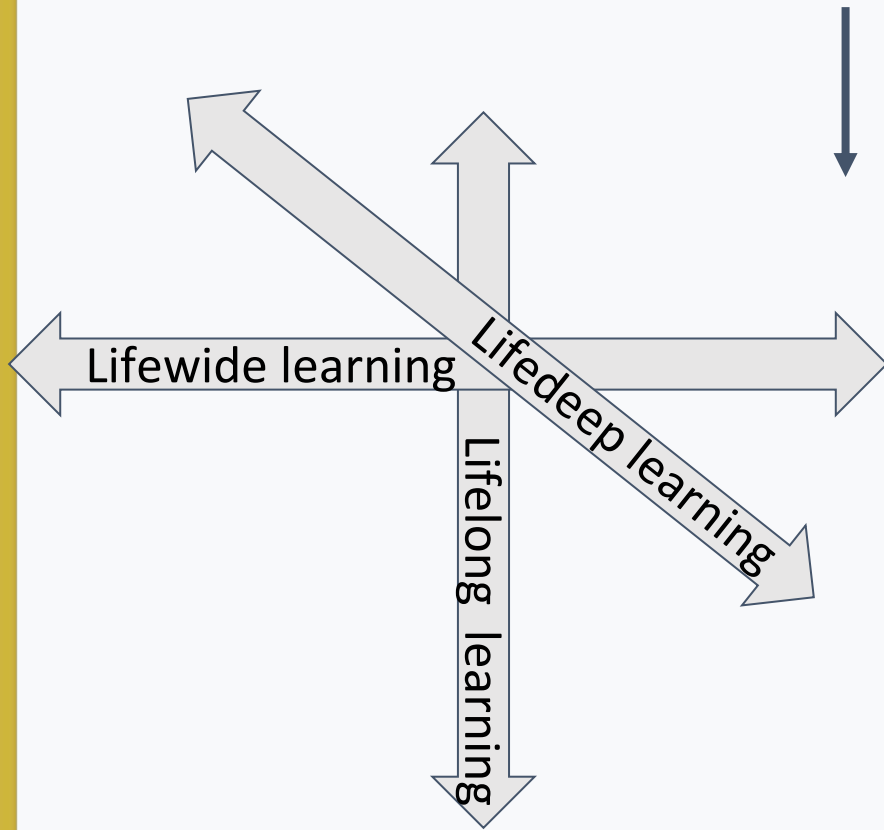


Know your  
**WHY?**



## Course 2 - Waka 'calls'

**Hoea** - paddle forward



Kia whakatōmuri te haere whakamua

*My past is my present is my future  
I walk backwards into the future  
with my eyes fixed on my past?*

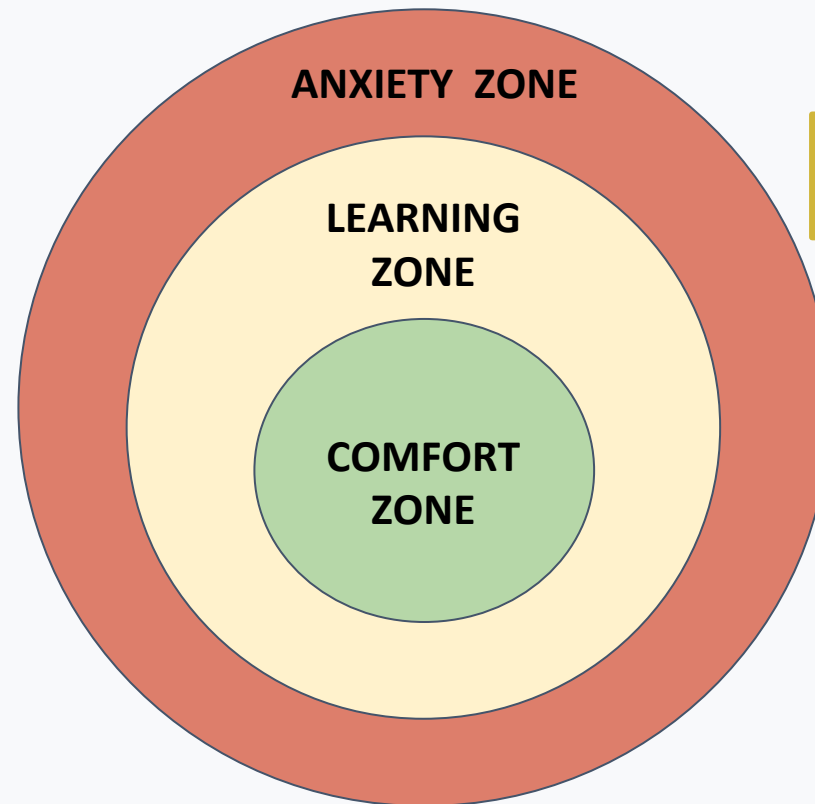


## *Course 2 - Waka 'calls'*

**HUP** change



**STAY in the YELLOW zone!**



## Course 2 - Waka 'calls'

what overthinking looks like 🤔



@themindmotive

**Kia Mau** Stop >>



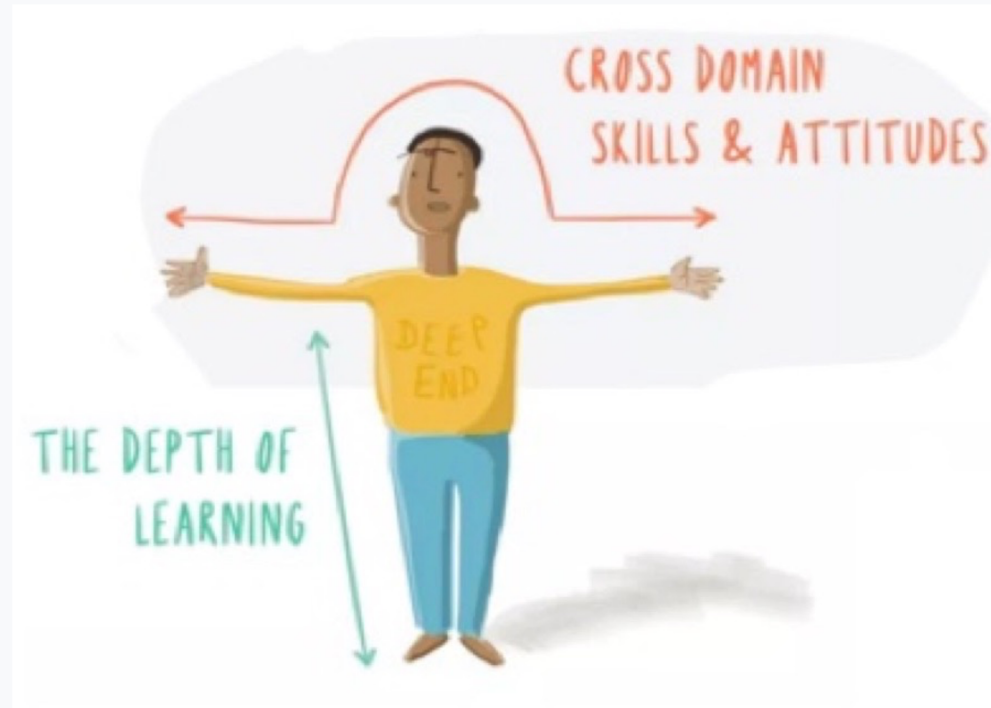
**DONT** overthink it!!

## Course 2 - Waka 'calls'

**Power** pick up pace



He waka eke noa



# *Course 2 .. let's get started*

- HANDBOOKs
- Moodle *How to*
- Portfolio *How to*

Pathway map



## *Course 2*

# *Q & A*

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Online Contact Workshop - February 2022

Tuesday 8th | Wednesday 9th

Year 2  
Returning Students

Wednesday 9th | Thursday 10th

Year 1  
New Students

Tuesday 8th  
Course 3  
Practicum All Endorsements

Wednesday 9th  
Course 4  
Community-based Practice

Wednesday 9th  
Course 1  
Theory & Practice All Endorsements

Thursday 10th  
Course 2  
Professional Learning Pathways

CLICK on the tiles below to access RESOURCES before the online contact workshop

Tikanga

The ST Community

Course Handbooks

Network Space

CLICK on the tiles below to access OPEN ZOOM ROOMS during the online contact workshop

Helpdesk

Connect with Co-ordinators

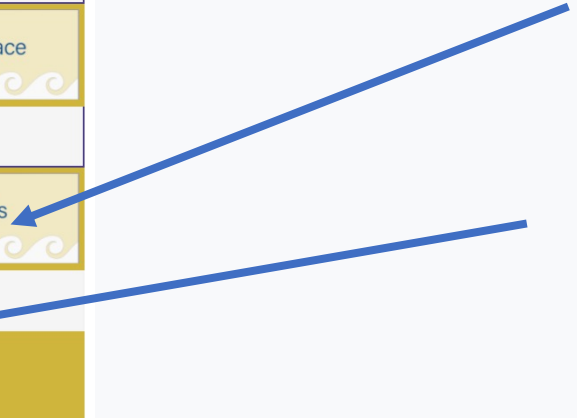
Midday Café

STed Talks

CLICK on the Year 1 or Year 2 tiles below to claim your badge and give online workshop feedback

Y1  
Feedback Survey

Y2  
Feedback Survey







Helpdesk



Connect with  
Co-ordinators

Midday Café

STed Talks

**Wendy Holley-Boen**  
**Job Crafting**

This presentation draws on Wendy's doctoral research as well as ST team research into the lifelong practice journeys of Specialist Teachers. In both studies, resource teachers crafted their roles – in terms of tasks, relationships and meaning – to make their practice more meaningful and impactful. Wendy will overview the notion of job crafting, with examples of how this looks in their daily work.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Jo Arnold**

**Systems Work as part of your Daily Practice**

In this presentation, Jo highlights some of the different ways you as resource teachers can support systems work within your endorsement area. Through her presentation, you will have the opportunity to reflect on the ways you can ensure that systems work is an integral part of your learning journey and not something 'extra' just for study.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Mike Sleeman**  
**Identifying Dyslexia and other Reading Difficulties**

What is dyslexia? How does it vary from other reading difficulties? How are reading difficulties identified? This session addresses these questions and other questions related to the identification and support of children with reading difficulties with reference to recent New Zealand research. It concludes by providing viewers with an opportunity to apply what they have learnt to two sets of student data.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Nicola McDowell**  
**Cerebral Visual Impairment (CVI) Related Visual Issues (part 1)**

Cerebral visual impairment is the most common cause of vision impairment affecting children in the developed world, with a prevalence rate of 3.4% in mainstream education. Historically, children with CVI have been supported by RTV, but with a large portion of the 3.4% having normal or near normal visual acuity, all specialist teachers working in learning support need to be aware of CVI related visual issues and how they impact a child in an educational context.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Maximiliano Pierret**  
**Neurodiversity - Reflections and Considerations**

Neurodiversity is a complex and ever-evolving concept that is hard to summarise in one single definition. In this presentation, Maximiliano Pierret who comes from a practitioner's background but is also basing a good part of his research on Neurodiversity as it relates to inclusive education, gives his take on this important and unresolved question: What is Neurodiversity?

Please note: This presentation is preferably for year two students. Year one students will see the same content in a live presentation Max is doing during the contact workshop.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Philippa Butler**

**Challenging "one in five": How many children have additional needs?**

There is very little understanding in Aotearoa New Zealand of exactly how many children have additional or complex needs, or whether this number has changed over time. In this presentation, Philippa describes research that used Ministry of Education and Health data to try and reach an understanding of the prevalence of additional needs. The research challenges the common notion that "one in five" children in New Zealand schools have some kind of additional need.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Rosina Prasad (followed by Q&A with Malia Tuala)**  
**A Pacific Approach To Research**

In this presentation Rosina Prasad discusses her Masters research from a Pacific perspective. A talanoa approach was used to inquire into Pacific teachers' use of humour with Pacific students in Auckland secondary schools. However, the "good intention" of applying talanoa to research was met with a personal and indigenous dilemma: how to balance "doing talanoa" with doing traditional academic research. Listen to Rosina as she talks about the findings of her small scale research from her Pacific perspective.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Nicola McDowell**  
**Identifying CVI Related Visual Issues (part 2)**

In part two of this series on CVI related visual issues, Nicola introduces her research and the app she has developed to help identify children with CVI related visual issues. Currently, many children with these kinds of visual difficulties go undetected or they get misdiagnosed with other developmental conditions. Nicola's app, the 'Austin Assessment' helps to identify children who may have CVI related visual issues who need further assessment. She is currently undertaking research to validate this assessment.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Deb Walker**

**From Practitioner to Researcher: a journey into gifted education and research**

This presentation shares a journey from a classroom teacher in a low-socioeconomic intermediate school to a University employee embarking on their PhD. Deb's journey, although set in a gifted education context, the journey unpacks the opportunities opened once a specialist teaching pathway was undertaken. Deb also unpacks her Masters research which focused on gifted learners in a withdrawal programme like-minds together and the value this adds to learning and wellbeing.

**PRE-RECORDED PRESENTATION**  
**Q & A**

**Eru Findlay**

**Ngā Kōti Rangatahi & Wellbeing**

In this presentation Eru Findlay discusses his PhD research on the way in which Ngā Kōti Rangatahi or Marae Youth Courts engage with rangatahi (Māori youth aged 14 – 16 years) and their whānau. Ngā Kōti Rangatahi has been running since 2008 and is a judicial forum held on marae throughout Aotearoa New Zealand that observes Māori protocol and practice. In his PhD research Eru specifically explored the effects of Ngā Kōti Rangatahi on the health and wellbeing of rangatahi and their whānau.

**PRE-RECORDED PRESENTATION**  
**Q & A**



# Karakia Whakamutunga - *Closing*

Kua mutu a mātou mahi  
Mō tēnei wā  
Manaakitia mai mātou katoa  
O mātou hoa  
O mātou whānau  
Āio ki te aorangi

Our work has finished  
For the moment  
Bless us all  
Our colleagues  
Our families  
Peace to the universe