

Nau Mai
Haere Mai
Welcome to Year 1

Learning & Behaviour
Massey University 2022



© Rau Karamu Marae



He Ripo

He ripo

He wairua

He wairere

He roimata

He taonga ēnei

Kia ea atu ai

Te aroha tūmanako

Waiata written by Mornvin Te Anatipa
Simon at Parikino Marae – 2012. Music
arranged by Chelsea Manuel and Lynaire
Simon



E ngā mana, e ngā reo, e ngā hau e toru. Anei te hau tuawhā e mihi ana.

Hui-ā-tau 2019 ki te Tai Hauāuru

13 - 15 November - Pōwhiri 10am

Nā tō rourou, nā taku rourou, ka ora ai ā tātau mokopuna.
With your food basket and my food basket our children will thrive.



Whangaehu Marae
Whangaehu, Rangitikei

Whakawhanaungatanga

- Meet the Learning & Behaviour team



Dr Wendy Holley-Boen
Programme | L&B Coordinator
w.holley-boen@massey.ac.nz



Malia Tuala
Pou Pacific | L&B
m.tuala@massey.ac.nz



Rosina Prasad
Pou Pacific | Practicum
R.Prasad2@massey.ac.nz

Overview

TIMES	Session	ZOOM LINK	RECORDING
9.30 – 10.30	Pōwhiri Specialist Teaching Community (Year 2, Year 1, ST Programme Team)	ST Zoom Link	
10.30 - 11.00 MORNING TEA BREAK			
11.00– 12.00	Whakawhanungatanga & Tivaevae Malia Tuala, Rosina Prasad and Wendy Holley-Boen	L&B Zoom Link	
12 - 1 LUNCH BREAK			
1.00 – 2.00	Overview of the Course Wendy Holley-Boen, Malia Tuala and Rosina Prasad	L&B Zoom Link	
2.00 - 2.30 MICRO BREAK			
2.30 - 3.30	Getting Started Rosina Prasad, Wendy Holley-Boen and Malia Tuala	L&B Zoom Link	
3.30 - 4.00 AFTERNOON TEA BREAK			
4.00 - 5.00	STed Talks Watch these in your own time Join us back in the ST Zoom at 4:45	ST Zoom Link	



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2022 Specialist Teaching Handbook

☰ Nau mai, haere mai!

☰ Programme Background

☰ Programme Information

☰ Online Teaching & Learning

☰ Professionalism

Moodle: online TEACHING environment

To find out *how to access and use Moodle* :

- Watch the series of "how to" videos in the tabs below and
- Download the pdf - [Moodle 'HOW TO' Guide](#) - Refer to this often for any HOW TO tech questions

HOW TO - navigating the Moodle site



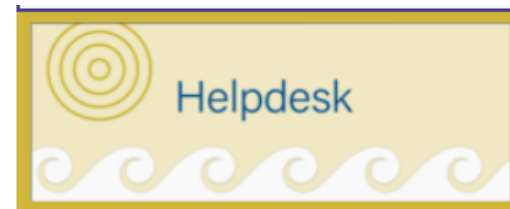
HOW TO - login & change your password



HOW TO - add or edit your profile



HOW TO - use the different tools - Kōrero, Mahi, Badges, submitting portfolios



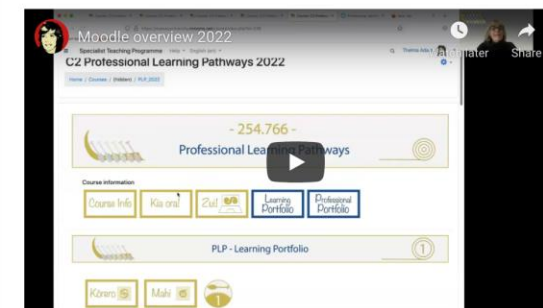
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Specialist Teaching

He waka eke noa



(Courtesy of Ranui School, West Auckland)

Breakout Rooms

- Meet some people in the L&B waka this year by joining a breakout room
- Talk about where you are from
- Share what excites you about starting this learning journey
- Identify and share who is in your waka already e.g. “I’ve started in a cluster where 5 people just completed Year 1” or “I have 3 study buddies”
- Some people might be based at a school without study buddies so who can support you? Perhaps make connections now.

MIDDAY each day - virtual kai - kōrero, talanoa, meet & greet

Take time to connect and engage with each other over virtual lunch.

Māori Hui		
hosted by Eru and Sonja		
Tuesday 12 - 1	Wednesday 12 - 1	Thursday 12-1
Kai and Kōrero Year 2	Combined Hui Fono	Kai and Kōrero Year 1
Zoom Link	Zoom Link	Zoom Link

Pacific Fono		
hosted by Mallia and Rosina		
Tuesday 12 - 1	Wednesday 12 - 1	Thursday 12-1
Lunch Fono Year 2	Combined Hui Fono	Lunch Fono Year 1
Zoom Link	Zoom Link	Zoom Link

Open Zui - Meet & Greet		
Tuesday 12 - 1	Wednesday 12 - 1	Thursday 12-1
Open Meet & Greet	Open Meet & Greet	Open Meet & Greet
Zoom Link	Zoom Link	Zoom Link



- 249.753 -

Theory and Practice of Learning and Behaviour



Session 2

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Overview

- The L&B journey
- The L&B Moodle Site
- Modules
- Aromatawai portfolios





2022 Specialist Teaching Handbook

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☰ Programme Background

☰ Programme Information

☰ Online Teaching & Learning

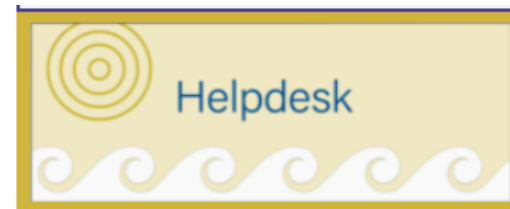
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HOW TO - login & change your password	+
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Specialist Teaching

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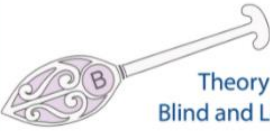


Specialist Teaching

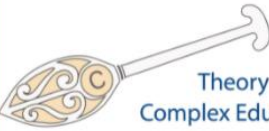
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- 254.766 -
Professional Learning Pathways



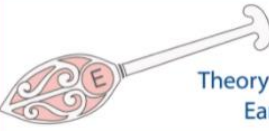
- 249.746 -
Theory and Practice of
Blind and Low Vision - RTV




- 249.760 -
Theory and Practice of
Complex Educational Needs




- 249.740 -
Theory and Practice of
Deaf and Hard of Hearing




- 249.747 -
Theory and Practice of
Early Intervention




- 249.756 -
Theory and Practice of
Adviser on Deaf Children




- 249.758 -
Theory and Practice of
Te Kaupapa o Te Kōhanga Reo



- 262.751 -
Theory and Practice of
Gifted and Talented



- 249.753 -
Theory and Practice of
Learning & Behaviour



- 249.753 -
Theory and Practice of
Learning & Behaviour



The L&B Journey

Curriculum Map - 249.753 Theory and Practice of Learning and Behaviour					
Graduate Profile	On successful completion of the PG Dip Specialist Teaching (Learning and Behaviour) programme, graduates should be able to: - Personal capabilities: Work collaboratively as part of a wider community of interprofessional practice. - Discipline-specific competencies: Critically consider literature and other sources of evidence to develop specialised knowledge in the Learning and Behaviour. - Professional Attributes: Apply in practice specialised knowledge in the area of Learning and Behaviour. - Ethical and social attributes: Practice in an inclusive and Te Tiriti o Waitangi informed way to promote equity in education.				
Prescription	An advanced study of the theory and practice of specialist teachers in the area of Learning and Behaviour.				
Learning Outcomes	1. Demonstrate specialised knowledge in the area of Learning and Behaviour. 2. Demonstrate an understanding of effective professional practice in the area of Learning and Behaviour.				
Assignments	1. Learning Portfolio (50%) 2. Professional Portfolio (50%)				
Domains (+ 2 credits for portfolio)	PREPARING FOR THE JOURNEY D1: Looking Inward (5 credits/50 hours) <ul style="list-style-type: none"> Locate yourself (1) Practising fiercely (1) RTLB: Agents of change (1) Privilege, bias, microaggressions (1) Microskills of practice (1) D2: Looking Outward (5 credits/50 hours) <ul style="list-style-type: none"> Equity in education (1) Te Tiriti-led RTLB practice (1) Pacific sustaining RTLB practice (1) RTLB frameworks (1) NAVIGATING THE CHANGING EDUCATIONAL LANDSCAPE D3: Universal Approaches (5 credits/50 hours) <ul style="list-style-type: none"> Zoom Out - Ecological practice (1) Working ecologically (1) Wellbeing and mental health (1) UDL and RTLB practice (1) D4: Targeted Approaches (5 credits/50 hours) <ul style="list-style-type: none"> He Ara Mahi Tahī (1) Supporting school processes (1) Supporting effective teaching (1) Understanding behaviour (1) Situational analysis (1) D5: Individual Approaches (4 credits/40 hours) <ul style="list-style-type: none"> Transition (1) Student, Whānau & Aiga voice (1) LEARNING FROM THE JOURNEY D6: Stepping up, Giving back (4 credits/40 hours) <ul style="list-style-type: none"> Mana Motuhake Empowering Others (1) RTLB Leadership (1) Supervision & mentoring (1) Job Crafting (1) 				
Common Content	Choose 1 from: <ul style="list-style-type: none"> Conversational Te Reo Māori (1) Tikanga Māori ((1) Working in Māori-Medium (1) Bilingual Language Settings (1) Choose 3 from: <ul style="list-style-type: none"> Innovative learning environments (ILE) (1) Appreciative inquiry (1) Classroom Climate (1) Mindfulness (1) Choose 3 from: <ul style="list-style-type: none"> ESOL (1) Social & emotional development (1) Alternative education (1) Restorative practice (1) Trauma-Informed Practices (1) Choose 4 from: <ul style="list-style-type: none"> Collaborative plans (1) Everyone's In (1) Bilingual Assessment (1) LGBTQIA+ (1) Youth justice pathways (1) Teacher aides Kaiāwhina (1) Supporting ākonga Māori (1) Inclusive Literacy Practices (1) 				
Choice Content					

Theory & Foundations L&B			SPECIALIST TEACHERS' 2022 Year Plan	
Week	Date		Course 1 content	30 weeks (300 hrs / 10 hrs per week) 30 credits
1.	8-9 Feb	Looking Inward (D1)	Locate yourself	Block course (8 & 9 February) Albany campus
2.	14 Feb		Practising Fiercely: Professional Identity & Wellbeing as an RTLB	
3.	21 Feb		RTLB: Agents of Change, Spheres of Influence	
4.	28 Feb		Privilege, Bias and Microaggressions: Looking Inward	
5.	7 Mar		Microskills of practice	
6.	14 Mar		Equity in Education: Looking Outward	
7.	21 Mar		Te Tiriti-led RTLB practice	
8.	28 Mar		Pacific sustaining RTLB practice	
9.	4 Apr	Looking Outward (D2)		Mid semester break 11 – 24 April 2021
10.	25 Apr		Pacific sustaining RTLB practice	
11.	2 May		RTLB Frameworks: LSDM, He Pikorua, He Urunga Tū & RTLB Toolkit	
12.	9 May		Choice Modules	
13.	16 May		Zoom Out - Ecological practice + Choice module (one)	
14.	23 May		Working effectively at every layer of the ecology	
15.	30 May		Wellbeing & mental health	
16.	6 June		Universal Design for Learning (UDL) as part of RTLB practice	
17.	13 June	Universal (D3)		Learning Portfolio due 13 – 17 June 50% 1 credit
18.	18 July			
19.	25 July			
20.	1 Aug			
21.	8 Aug			
22.	15 Aug			
23.	22 Aug			
24.	23 Aug			
25.	13 Sept	Targeted (D4)		Mid-year break 20 June – 10 July 2022 Block course (13 & 14 July) Albany Campus
26.	20 Sept		He Ara Mahi Tahī + Choice module (one)	
27.	27 Sept		Supporting effective school processes	
28.	4 Oct		Supporting effective teaching practices	
29.	11 Oct		Understanding Behaviour + Situational Analysis	
30.	18 Oct		Choice modules (two)	
31.	25 Oct		Transition	
32.	1 Nov			
33.	13 Sept	Individual (D5)		Mid semester break 29 Aug – 11 Sept 2022
34.	20 Sept		Student, whānau and aiga voice	
35.	27 Sept		Choice modules (two)	
36.	4 Oct		Choice modules (two)	
37.	11 Oct		Choice modules (two)	
38.	18 Oct		Mana Motuhake Empowering Others	
39.	25 Oct		RTLB Leadership	
40.	1 Nov		Supervision, cultural supervision, mentoring and coaching	
41.	1 Nov	Stepping Up (D6)		Professional Portfolio due 31 October – 4 November
42.	1 Nov			
43.	1 Nov			
44.	1 Nov			
45.	1 Nov			
46.	1 Nov			
47.	1 Nov			
48.	1 Nov			

The L&B Site and Modules

Group A	<p>Julie Barnett (jbarnett@rtlb25.school.nz), Kathryn Brown (kjbrown018@gmail.com), Kelly Cowan (kellyc@rtlb4.org.nz), Roderick Crichton (roderick.crichton@gmail.com), Hannah Devery (hannahdevery90@gmail.com), Cherie Horne (cherieh@pillanspoint.school.nz), Wendy Kirkbeck (wendyk@rtlbcluster10.school.nz), Rakesh Lachaiya (ASD) (lachaiyarakesh@live.com), Sootuli Lailu (corriea@rtlbcluster10.school.nz), Theresa Lim (t.lim@rtlbcluster12.school.nz), Penelope Low (penelopelow1@gmail.com), Angela Paton-Hungerford (ahungerford@tewhirikoko.ac.nz), Nicola Roberts (nicsteve@xtra.co.nz), Christine Smit (xtine.smit@gmail.com), Miriama Smith (miriama-smith@hotmail.com), Olivia Tinkler (oliviaticler@gmail.com), Mei-yin Tung (meitung81@gmail.com), Joanna Whittington (jow@rtlb4.org.nz)</p>
Group B	<p>Mark Bell (rtlb.mbell@mi.school.nz), Meredith Blackman (meredithb@rtlbcluster5.ac.nz), Jo Brandli (job@rtlbcluster10.school.nz), Natasha Cardoza (tashcardoza@gmail.com), Anne-Marie Cassidy (cassdudds@gmail.com), Mark Everson (marke@rtlb20.school.nz), Angela Hagoort (angela.ncrtlb@gmail.com), Josephine Howe (jose.howe65@gmail.com), Adrian Humm (adrian.humm@rtlb.school.nz), Josephine Jacobsen (josephine.jac1@gmail.com), Susan Nuttall (suenuttall79@gmail.com), Deborah Perring (Deborahp@RTLB7.school.nz), Sarah Perryman (sperryman0507@gmail.com), Bernadette Stoddard (bernstoddard@gmail.com), Kim Thackray (kimthackray@hotmail.co.nz), Marie Wai-Poi (wai-poi@pakurangaint.school.nz), Rebecca Walker (rebeccaw@rtlb4.org.nz)</p>
Group C	<p>Bruce Ashton (bruce.ashton@yahoo.com), Joanne Crabbe (jocrabbenz@gmail.com), Stacey Gerritsen (gerritsen2000@gmail.com), Sophie Hickmer (sophiehickmer@gmail.com), Samantha Jenna Higgo (samanthahiggo@gmail.com), Gina Keating (ginamaree33@hotmail.com), Erinna Law (erinnal@rtlb4.org.nz), Amy Lee (amy.lee@xtra.co.nz), Stephanie Mcewen (Steph.mcewen@npbhs.school.nz), Justine Menzies (justmax@xtra.co.nz), Jane Morrison (jtm_36@hotmail.com), Shayne Nation (shayne_nation@hotmail.com), Judith Rea (maryr@rtlbcluster5.ac.nz), Julie Maree Smith (julsmith711@gmail.com), L&B Student (test1@hotmail.com), Kathrine Claire Sutcliffe (kath.sutcliffe@wellingtonrtlb.school.nz), Bernadette Woffenden (bernadette.woffenden@rtlb36.school.nz)</p>
Group D	<p>Thomas Anderson (tom.anderson@rtlbcluster21.school.nz), Heidi Ashton (heidiashton1@gmail.com), Leonie Austin (leonie.austin@remutakartlb.co.nz), Fran Beullens (schmidtbeullens@gmail.com), Suz Booth (booth@pakurangaint.school.nz), Margaret Cassidy (margaretc@farnorthrtlb.co.nz), Michelle Connell (connell32009@gmail.com), Kiri anne Douglas (Weir) (kiriweir@gmail.com), Serena Holm (serena.holm@rtlb36.school.nz), Sharlane Kelliher (kelliher@live.com), Andrea Nathan-Welch (nathan-welch@pakurangaint.school.nz), Jacqui Paterson (jacquip@cobden.school.nz), Kelly Shallow (kelly.shallow@gmail.com), Nishana Sunker (nsunker@otahuhuint.school.nz), Kahu Tukere (ktukere@rtlbcluster16.co.nz), Angel Vercoe (a.vercoe@rtlbcluster12.school.nz), Karen Vincent (karenvincent@windowslive.com)</p>
Group E	<p>Thelma Adams (mmm@gmail.com), Mira Atkinson (mira.hasenfuss@gmx.de), Elizabeth Clarkson (lizzieclarkson@gmail.com), Jemma Field (jemmafield30@gmail.com), Grace Gough (gemurraycawte@gmail.com), Lynda Hill (lynda.hill@npbhs.school.nz), Tara Holland (tarah@rtlb4.org.nz), Bernadette Hurley (colleen.brent.hurley@gmail.com), Emma Klokke (e_klokke@pukekoheint.school.nz), Luzette Phillips (luzettephillips@gmail.com), Shelley Potter (shelleyp@rtlbcluster5.ac.nz), Kirsten Reid (kirstenereid@gmail.com), Rhonda Smith (rsmith@tukitukirtlb.org.nz), Lisa Stratford (lisateach68@hotmail.com), Richard Suter (rsuter@cortlb.school.nz), Catherine Sweeney (csweeney@rtlbcluster16.co.nz), Beverley (Bev) Turilli (bev.turilli@rtlbcluster17.co.nz)</p>
Group F	<p>Jemma Anwell (janwell@rtlbcluster16.co.nz), Fiona Barnes-Duckmanton (fiona.barnes@xtra.co.nz), Anne Batchelor (annebatchelorstudy@gmail.com), Leigh Bourne (leighbourne72@gmail.com), Emma Christensen (emzemyuzo@hotmail.com), Louise Creegan (louise@rtlb7.school.nz), Leif Hansen (leifhansen@gmail.com), Amanda Hurley (ahurley@tukitukirtlb.org.nz), Pravin Maharaj (pmaharaj@otahuhuint.school.nz), Verinia Naidoo (mrsvmitchell13@gmail.com), Jenni Slater (jencatjen@gmail.com), Nicola Stephens (nicky.stephens@npbhs.school.nz), May Tan (eaglewings-99@hotmail.com), Cassandra Torrey (cassandratorey@gmail.com), Teariki-apaira-o-akaina Tuau-Strong (apairat@jamesstreet.school.nz), Glenys Turu (gturu@tewhirikoko.ac.nz), Karen Wilson (kwilson@auroracollege.school.nz)</p>

Kōrero Introductions

- Take some time today to introduce yourself in kōrero.
- Where are you from?
- What is your role/context?
- What are you looking forward to this year?
- Share something important to you.



Aromatawai Portfolios

Aromatawai



Course 1 – Learning & Behaviour 2022– Learning Portfolio

LEARNING Portfolio 50%		
Outcomes: The learning outcome for this Learning Portfolio: 1. Demonstrate specialised knowledge and understanding in relation to common and choice learning modules from the first three domains of the Theory & Practice: Learning & Behaviour course. 2. Apply knowledge and understanding from learning modules to professional practice in area of Learning & Behaviour.		
Outline: Submit a <i>Learning Portfolio</i> that evidences your learning journey through Domains 1, 2 and 3 of the L&B Course. You can <i>CHOOSE</i> to do this across and within 3 levels: 1. ARO - Mapping Learning (<i>knowing</i>) - narrating your learning across D1, D2 and D3 2. MATA - Connecting to practice (<i>doing</i>) – applying learning to your context & sharing with others 3. WAI - Enacting change (<i>transforming</i>) - impacting others and significant growth		
ARO (consider) Learning/ knowing/ wayfinding Map your Learning Journey	MATA (surface) Doing/ connecting/ relating Connect to practice	WAI (water) Becoming/ transforming/ serving Enact change
Narrating & curating D1, D2 & D3 module learning: • Complete D1, D2 & D3 (to earn 3 badges); narrate and evidence your learning from each domain (curation). • Narrate your journey overall (a 'from the mountain' perspective from each domain) in relation to <u>your learning</u> with links to literature. • Outline next steps learning with links to literature; professionally presented and APA referenced.	Narrating and evidencing D1, D2 & D3 application to practice: • Curate high-quality evidence (across the domains) of my <u>successful application to practice</u> . • Narrate your journey overall (a 'from the mountain' perspective from each domain) in relation to <u>your practice</u> with links to the literature. • Provide peer validations of your mahi (at least one per domain).	Narrating and evidencing ripples of impact and transformation: • Articulate your professional stance (e.g. using the five components of the Practising Fiercely framework or another framework). • Curate examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> . • Provide peer validations of how you've made a difference <u>for others</u> .
Criteria below show 1 compulsory (ARO) and remaining choices with marks within each level of learning		
ARO Learning	MATA Learning options	WAI learning options
50 COMPULSORY Completion of D1, D2 and D3 (to earn 3 badges) and narration and evidence of <u>your learning</u> from each domain (curation).	5 Curation of high-quality evidence (across the domains) of your <u>successful application to practice</u> .	5 Professional stance is articulated (e.g. using the five components of the Practising Fiercely framework or another framework).
5 Narrative of your journey overall ('from the mountain') in relation to <u>your learning</u> with links to literature.	5 Narrative of your journey overall ('from the mountain') in relation to <u>your practice</u> with links to the literature.	5 Curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> .
5 Outline of next steps learning with links to literature; professionally presented and APA referencing.	5 Evidence of peer validation (at least one per domain) of your mahi.	5 Evidence of peer validations of the difference you have made <u>for others</u> .

Arotake - Self review Learning Portfolio

Complete this self-review and submit with your Learning Portfolio
CHOOSE your learning – INDICATE YES or NO for each criteria – and then add marks for each learning level

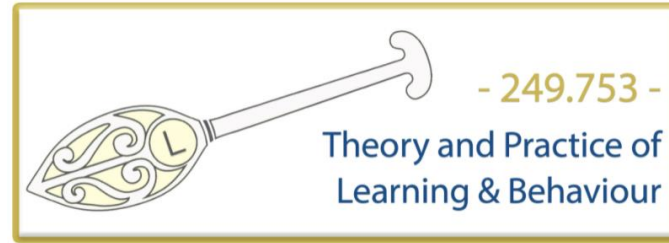
Name: _____

Criteria	ARO level learning	MATA level learning	WAI level learning	Add total
1. Completion of D1, D2 and D3 (to earn 3 badges) and narration & evidence of (curation). 2. Narrative of your journey overall ('from the mountain') in relation to <u>your learning</u> with links to literature. 3. Outline of next steps learning with links to literature; professional presentation and APA referencing.	Have I completed D1, D2 and D3 (3 badges) and narrated & evidenced my learning from each domain? (compulsory) Have I narrated my journey overall ('from the mountain') in relation to <u>my learning</u> with links to literature? (yes/no) Have I outlined next steps learning with links to literature; professional presentation and APA referencing? (yes/no)	Have I completed D1, D2 and D3 (3 badges) and narrated & evidenced my learning from each domain? Have I narrated my journey overall ('from the mountain') in relation to <u>my learning</u> with links to literature? (yes/no) Have I outlined next steps learning with links to literature; professional presentation and APA referencing? (yes/no)	Have I completed D1, D2 and D3 (3 badges) and narrated & evidenced my learning from each domain? Have I narrated my journey overall ('from the mountain') in relation to <u>my learning</u> with links to literature? (yes/no) Have I outlined next steps learning with links to literature; professional presentation and APA referencing? (yes/no)	50 compulsory 5 Yes/No 5 Yes/No 5 Yes/No /60
4. Curation of high-quality evidence across domains of your <u>successful application to practice</u> . 5. Narrative of your journey overall ('from the mountain') in relation to <u>your practice</u> with links to the literature. 6. Evidence peer validation (at least one per domain) of your mahi.	Have I curated high quality evidence (across the domains) of my <u>successful application to practice</u> ? (yes/no) Have I narrated my journey overall ('from the mountain') in relation to <u>my practice</u> with links to the literature? (yes/no) Have I evidenced peer validation (at least one per domain) of my mahi? (yes/no)	Have I articulated my professional stance (e.g. using the five components of the Practising Fiercely framework or another framework)? (yes/no) Have I curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> ? (yes/no) Have I evidenced peer validations of the difference you have made <u>for others</u> ? (yes/no)	Have I articulated my professional stance (e.g. using the five components of the Practising Fiercely framework or another framework)? (yes/no) Have I curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> ? (yes/no) Have I evidenced peer validations of the difference you have made <u>for others</u> ? (yes/no)	5 Yes/No 5 Yes/No 5 Yes/No /15
7. Articulate your professional stance (e.g. using the five components of the Practising Fiercely framework or another framework). 8. Curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> . 9. Evidence peer validations of the difference you have made <u>for others</u> .	Have I articulated my professional stance (e.g. using the five components of the Practising Fiercely framework or another framework)? (yes/no) Have I curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> ? (yes/no) Have I evidenced peer validations of the difference you have made <u>for others</u> ? (yes/no)	Have I articulated my professional stance (e.g. using the five components of the Practising Fiercely framework or another framework)? (yes/no) Have I curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> ? (yes/no) Have I evidenced peer validations of the difference you have made <u>for others</u> ? (yes/no)	Have I articulated my professional stance (e.g. using the five components of the Practising Fiercely framework or another framework)? (yes/no) Have I curated examples (at least one per module) of the ways you've <u>enacted your stance in your practice</u> ? (yes/no) Have I evidenced peer validations of the difference you have made <u>for others</u> ? (yes/no)	5 Yes/No 5 Yes/No 5 Yes/No /15
ADD TOTAL to indicate your FINAL GRADE C- 50% C- 55% C- 60% B- 65% B 70% B+ 75% A- 80% A 85% A+ 90%				/15

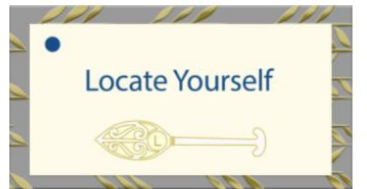


Session 3

Getting Started



Modules



Where would I start?

- ST site – Learning & Behaviour,
- Spend some time exploring Domain 1

Comfortable to start at the first module



A modern office interior featuring a glass-walled breakout room on the left, a long wooden table with white chairs in the center, and large windows on the right. The space is well-lit with natural light and modern pendant lights. A potted plant sits on the table in the background.

Breakout Rooms

Choose and explore a module in Domain 1 together