

PROGRAMME HANDBOOK 2020

Initial Teacher Education

Bachelor of Education (Teaching)

**Incorporating Early Childhood
Education, Primary and Huarahi Māori
Specialisations**

EPSOM CAMPUS

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KEY DATES FOR 2020

2020 Dates								ECE Teacher Education			Primary Teacher Education including Huarahi Maori						
Week	M	T	W	Th	F	Sat	Sun	UoA Standard Dates	School Terms	Week	ECED BEDTE 1.0	ECED BEDTE 2.0	ECED BEDTE 3.0	Week	PRIM/HRHM BEDTE 1.0	PRIM/HRHM BEDTE 2.0	PRIM/HRHM BEDTE 3.0
1			New Year's Day	Day after New Year's Day	3-Jan	4-Jan	5-Jan		School Holidays	1				1			
2	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	Summer School Lectures Begin Mon 6 Jan	School Holidays	2	Summer School Lectures Begin Mon 6 Jan	Summer School Lectures Begin Mon 6 Jan	Summer School Lectures Begin Mon 6 Jan	2	Summer School Lectures Begin Mon 6 Jan	Summer School Lectures Begin Mon 6 Jan	Summer School Lectures Begin Mon 6 Jan
3	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan	18-Jan	19-Jan		School Holidays	3				3			
4	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan	25-Jan	26-Jan		School Holidays	4				4			
5	Akīd Ann Day	28-Jan	29-Jan	30-Jan	31-Jan	1-Feb	2-Feb		Term 1 Begins	5				5			
6	3-Feb	4-Feb	5-Feb	Waitangi Day	7-Feb	8-Feb	9-Feb		Term 1 Begins	6				6			EDPRAC 305A EDPRACM 302A 3 weeks 28 Jan - 14 Feb
7	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb	15-Feb	16-Feb	Summer School Lectures End 14 Feb	Term 1 Begins	7	Summer School Lectures End 14 Feb	Summer School Lectures End 14 Feb	Summer School Lectures End 14 Feb	7	Summer School Lectures End 14 Feb	Summer School Lectures End 14 Feb	
8	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb	22-Feb	23-Feb	Study Break/Exams	Term 1 Begins	8	Study Break/Exams	Study Break/Exams	EDPRAC 306A 17 Feb - 28 Feb	8	Study Break/Exams	Study Break/Exams	with Associate Director Approval 17 Feb - 28 Feb
9	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb	29-Feb	1-Mar		Term 1 Begins	9	Intro Day Wed 26 Feb	Semester 1 Lectures Begin 24 Feb		9	Intro Day Wed 26 Feb	Semester 1 Lectures Begin 24 Feb	
10	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar	8-Mar	Semester 1 Lectures Begin 2 March	Term 1 Begins	10	Semester 1 Lectures Begin 2 March			10	Semester 1 Lectures Begin 2 March		
11	9-Mar	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar	15-Mar		Term 1 Begins	11			Semester 1 Lectures Begin 9 March	11			Semester 1 Lectures Begin 9 March
12	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar	22-Mar		Term 1 Begins	12				12			
13	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar		Term 1 Begins	13				13			
14	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr	4-Apr	5-Apr		Term 1 Begins	14				14			
15	6-Apr	7-Apr	8-Apr	9-Apr	Good Friday	Holy Saturday	Easter Sunday		End of Term 1	15	In-Centers 30 March - 9 April			15	In-Schools 30 March - 9 April		
16	Easter Monday	UoA holiday	15-Apr	16-Apr	17-Apr	18-Apr	19-Apr	UoA Mid-Semester Break 10 - 27 April	School Holidays	16	UoA Mid-Semester Break 10 - 27 April	UoA Mid-Semester Break 10 - 27 April	UoA Mid-Semester Break 10 - 27 April	16	UoA Mid-Semester Break 10 - 27 April	UoA Mid-Semester Break 10 - 27 April	UoA Mid-Semester Break 10 - 27 April
17	20-Apr	21-Apr	22-Apr	23-Apr	24-Apr	ANZAC Day	26-Apr		School Holidays	17				17			
18	ANZAC day observed	28-Apr	29-Apr	30-Apr	1-May	2-May	3-May		Term 2 Begins	18				18			
19	4-May	5-May	6-May	7-May	8-May	9-May	10-May	Graduation - 4, 6, 8	Term 2 Begins	19				19			
20	11-May	12-May	13-May	14-May	15-May	16-May	17-May		Term 2 Begins	20				20			
21	18-May	19-May	20-May	21-May	22-May	23-May	24-May		Term 2 Begins	21		EDPRAC 202 11 May - 12 June		21		EDPRAC 204 EDPRACM 204 11 May - 12 June	
22	25-May	26-May	27-May	28-May	29-May	30-May	31-May		Term 2 Begins	22			Study Break	22			
23	Queen's Birthday	2-Jun	3-Jun	4-Jun	5-Jun	6-Jun	7-Jun	Semester 1 Lectures End 5 June	Term 2 Ends	23	Gen Ed week	postponed due to Covid-19	Study Break	23	Gen Ed week	postponed due to Covid-19	Study Break
24	8-Jun	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun	14-Jun		Term 2 Ends	24	STUDY BREAK EXAMS			24	STUDY BREAK EXAMS		EXAMS
25	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun	STUDY BREAK EXAMS	Term 2 Ends	25			EXAMS	25			EDPRACM 202B EDPRAC 205B (Early Start) 16 Jun - 26 June
26	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun	27-Jun	28-Jun		Term 2 Ends	26	On Call 22 - 26 June			26	On Call 22-26 June		
27	29-Jun	30-Jun	1-Jul	2-Jul	3-Jul	4-Jul	5-Jul		Term 2 Ends	27			EDPRAC 204E (Early Start) 24 June - 2 July	27	INTER-SEMESTER BREAK		
28	6-Jul	7-Jul	8-Jul	9-Jul	10-Jul	11-Jul	12-Jul	INTER SEMESTER BREAK	School Holidays	28	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK		28		INTER-SEMESTER BREAK	INTER-SEMESTER BREAK
29	13-Jul	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul	19-Jul		School Holidays	29				29	Online Practicum Pre for Intro to Prac		

2020 Dates										ECE Teacher Education					Primary Teacher Education including Huarahi Maori				
Week	M	T	W	Th	F	Sat	Sun	UoA Standard Dates	School Terms	Week	ECED BEDTE 1.0	ECED BEDTE 2.0	ECED BEDTE 3.0	Week	PRIM/HRHM BEDTE 1.0	PRIM/HRHM BEDTE 2.0	PRIM/HRHM BEDTE 3.0	BEDTE TESSOL	
30	20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul		Term 3 Begins	30				30					
31	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul	1-Aug	2-Aug	Semester 2 Lectures Begin 27 July		31	EDPRAC 105 On campus day 21 July 20 July to 21 Aug	Semester 2 Lectures Begin 27 July		31	Intro to Prac 20 Jul - 31 Jul On campus days Dates TBA EDPRAC/M 100 3 Aug to 21 Aug	Semester 2 Lectures Begin 27 July	Semester 2 Lectures Begin 27 July	Semester 2 Lectures Begin 27 July	
32	3-Aug	4-Aug	5-Aug	6-Aug	7-Aug	8-Aug	9-Aug		32					32					
33	10-Aug	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug		33				EDPRAC 306B 20 July - 28 Aug	33					
34	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug		34					34					
35	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug			35	Semester 2 Lectures Begin 24 Aug			35	Semester 2 Lectures Begin 24 Aug				
36	31-Aug	1-Sep	2-Sep	3-Sep	4-Sep	5-Sep	6-Sep			36			Semester 2 Lectures Begin 31 Aug	36					
37	7-Sep	8-Sep	9-Sep	10-Sep	11-Sep	12-Sep	13-Sep	UoA Mid-Semester Break 7 - 18 Sept		37		UoA Mid-Semester Break 7 - 18 Sept		37			EDPRAC 302B EDPRAC 305B 24 Aug - 25 Sept	UoA Mid-Semester Break 7 - 18 Sept	
38	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep		38				38						
39	21-Sep	22-Sep	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	Graduation - 22	Term 3 Ends	39				39					
40	28-Sep	29-Sep	30-Sep	1-Oct	2-Oct	3-Oct	4-Oct			40	Mid Semester Break 28 Sept - 9 Oct		Mid Semester Break 28 Sept - 9 Oct	40	Mid Semester Break 28 Sept - 9 Oct	Mid Semester Break 28 Sept - 9 Oct On campus preprac day on 1 or 2 Oct	Mid Semester Break 28 Sept - 9 Oct		
41	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct		School Holidays	41				41					
42	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct		Term 4 Begins	42				42					
43	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct	24-Oct	25-Oct			43				43					
44	Labour Day	27-Oct	28-Oct	29-Oct	30-Oct	31-Oct	1-Nov	Semester 2 Lectures End 30 Oct		44		EDPRAC 202 12 Oct - 13 Nov		44		EDPRAC 201/101 EDPRAC 201 12 Oct - 13 Nov		Semester 2 Lectures End 30 Oct	
45	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov	7-Nov	8-Nov			45				45					
46	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov	14-Nov	15-Nov	STUDY BREAK EXAMS		46	STUDY BREAK EXAMS		Semester 2 Lectures End 13 Nov	46	STUDY BREAK EXAMS	*On-campus prac debrief session - prep for EDPRAC	STUDY BREAK EXAMS	STUDY BREAK EXAMS	
47	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov			47			STUDY BREAK EXAMS	47		STUDY BREAK EXAMS	STUDY BREAK EXAMS		
48	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov	28-Nov	29-Nov			48				48					
49	30-Nov	1-Dec	2-Dec	3-Dec	4-Dec	5-Dec	6-Dec			49				49	EDPRAC/M 100 COVID-19 extension to address prac requirements	EDPRAC 201/101 EDPRAC 201 COVID-19 extension to address prac requirements	EDPRAC 305/EDPRAC 302 COVID-19 extension to address prac requirements		
50	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec	12-Dec	13-Dec			50				50					
51	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec	19-Dec	20-Dec		Term 4 Ends - Prim/Sec	51				51					
52	21-Dec	22-Dec	23-Dec	24-Dec	Christmas Day	Boxing Day	27-Dec			52				52					
53	Boxing Day observed	29-Dec	30-Dec	31-Dec	1-Jan	2-Jan	3-Jan			53				53					

*Semester One Practicums from March were postponed due to Covid-19.

INTRODUCTION TO THE PROGRAMME

Nau mai rā ki Te Kura Akoranga me Te Tauwhiro Tangata, otirā, ki Te Whare Wānanga o Tāmaki-makaurau. Kia ora, talofa lava, mālō e lelei, kia orana, fakaalofa lahi atu, namaste, 你好 nǐ hǎo

Welcome to the Faculty of Education and Social Work at the University of Auckland and the Bachelor of Education (Teaching) Programme. The BEd(Tchg) programme is part of the faculty's Teacher Education programmes.

We are very pleased to welcome you to the teaching profession, a profession that we hold in high esteem. Teachers have a very important role in society and especially in the communities that they serve. The significance of the teaching role means that you need to be carefully prepared – and that is why you are here.

To be a teacher you need to know things and be able to do things – but you also need to have attitudes, values and dispositions that allow you to work collaboratively and respectfully with a wide range of people; people who are often from different backgrounds, or who speak different languages from you. A key disposition is the willingness to work in partnership with Māori. Open-mindedness, curiosity, respect for others, a collaborative mindset, a willingness to listen and the ability to allow others space to be themselves are all important aspects of learning to be a teacher. You should expect your teacher education journey to introduce you to new knowledge, to give you experiences that develop your skills and to grow you as a person, challenging your assumptions and looking into what makes you 'tick' and what that means for your teaching.

Our teacher education programmes are situated in Central Auckland, South Auckland and in Northland. While you are studying a nationally, and internationally, recognised qualification, you are also learning and teaching in particular local communities. Context makes a difference to what and how we teach. You are also studying at a research university, so you can expect to learn from our researchers and our research findings about the principles and patterns that underpin the choices we make in education settings.

Our teacher education programmes are accredited by the Teaching Council of New Zealand, which means that when you graduate you are eligible to register and to practice as a teacher here. The Teaching Council has set six standards for the teaching profession, and provides a code of professional responsibility that describes teachers' obligations and [behaviours](#). The six standards are the same for all teachers: from beginners like you, through to principals and teacher educators. These standards provide the organising themes of your qualification, and you will be able to trace your progress towards them through your courses and your practicum experiences in education settings. We have grouped the six standards into three themes that summarise their intent: partner, design and inquire. These three key ways of working will shape your experience of learning to teach. Below are the Teaching Council's Standards for the Profession, organised by the three themes.

Partner

Graduating teachers need to be able to partner with families, learners, hāpu and iwi, with significant cultural and linguistic communities in their schools and with their colleagues to support the learning and wellbeing of ākonga. To do this they will need to be open-minded, curious, respectful and aware of their own cultural positioning. They will also need to be excellent communicators, able to listen and to share respectfully and adjust their communication to suit their partners. To be able to take up their role as partners with Māori learners and their families they will need to understand Te Tiriti o Waitangi, its history and its implications.

Standard 1: Te Tiriti o Waitangi partnership

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Standard 2: Professional relationships

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Design

The use of the word 'design' implies deliberate choices. This aspect of teacher professionalism positions teachers as significant agents in choosing what will be learned and how. These decisions are about equity and access and are critical to improving learner outcomes. Graduate teachers need to design learning for themselves and for their learners, using the same principles of evidence-based inquiry and collaboration to choose among actions and approaches.

Standard 3: Professional learning

Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Standard 4: Design for learning

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

Inquire

The third element of teacher professionalism encapsulated in our interpretation of the standards is 'inquire'. By this we mean that both teaching and promoting a learning focused culture are driven and sustained by seeing teaching as inquiry. To progress learning and to develop a culture focused on learning demands adaptive and responsive ways of working, which are central to seeing teaching as inquiry. Graduate teachers need to work from evaluating their impact on learning and on classroom culture to make change in enacting both of these standards.

Standard 5: Teaching

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Standard 6: Learning focused culture

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

We look forward to guiding your development towards meeting these standards and being able to teach in ways that make a positive difference for ākongā, their families/whānau, and the education settings and colleagues you work with.

PROGRAMME PATHWAYS AND STRUCTURE

The Bachelor of Education (Teaching) qualification consists of 360 points and is available to study both full-time (3 years) and part-time, up to six years. The full-time course of study currently involves eight 15 point courses per year, four per semester.

The Bachelor of Education (Teaching) programme of study leads toward teacher registration and has three specialisations, all of which are grounded in the teacher education outcomes.

These specialisations are:

Early Childhood Education Specialisation

The early childhood specialisation is designed to prepare student teachers to be effective early childhood teachers. This specialisation has components integral to the qualification that acknowledge the generic nature of some aspects of teaching and are therefore, generic to all sectors. The specialisation, however, also acknowledges the unique aspects and special nature of early childhood education, which is evidenced in the structure of the specialisation where fifteen of the twenty-four courses have been written specially for the early childhood context.

Huarahi Māori Specialisation

The Huarahi Māori specialisation is designed to prepare student teachers to teach effectively in Māori medium classrooms, including Kura Kaupapa Māori, immersion bilingual and enhancement and enrichment classes. The specialisation is underpinned by three broad philosophical drivers. These are:

1. Responding effectively to the needs and aspirations of Māori learners and communities (Tino rangatiratanga focus).
2. Developing skills, dispositions and knowledge of tikanga Māori, te ao Māori and te reo Māori (Bicultural focus).
3. Improving educational outcomes for Māori learners on the basis of evidence about learning and achievement (Article 3 – Equity focus).

The Huarahi Māori specialisation's overarching whakataukī, "**Kia tū tangata te tauira i te ao Māori, i te ao mātauranga whānui tonu**" echoes its commitment to the development of teachers who are: proficient and reflective speakers of te reo Māori; knowledgeable about effective pedagogy including second language learning theory and methodology; knowledgeable about curriculum (Te Marautanga o Aotearoa and its intent, content and implementation); inquiring, reflective and open-minded (Māori knowledge and knowledge of wider world); committed to the sustenance of te reo Māori, tikanga Māori (Māori ways of being and doing) and mātauranga Māori (Māori knowledge).

Primary Specialisation

The primary specialisation is designed to prepare student teachers to teach effectively in primary and intermediate schools. In addition to broader knowledge, skills and dispositions, the primary specialisation will develop graduates who are well grounded in the curriculum requirements of primary schools.

REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (TEACHING)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this degree, students are required to be in various teaching environments which will bring them into contact with children and young persons.

Admission

- 1 To be admitted to this programme a student must have demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional certification and passed numeracy and literacy skills assessments.
- 2 Students who have a qualification gained at an overseas institution may be required to provide evidence of language proficiency.
- 3 To be admitted to the Huarahi Māori specialisation must have passed a Te Reo Māori competency assessment and met the University Entrance Literacy requirements in Te Reo Māori or equivalent.

Notes:

- (i) Applicants will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014.
 - (ii) Personal references and an interview will be required.
- 4 Admission to this programme is at the discretion of Senate or its representative.

Duration and Total Points Value

- 5 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points unless credit is granted under the Credit Regulations.

Structure and Content

- 6 Of the 360 points required for this degree, a student must pass:
 - a at least 345 points from one of the specialisations listed in the Bachelor of Education (Teaching) Schedule

and

 - b 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ENGLISH 121G to fulfil their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education.

English Language Requirements

- 8 A student enrolled for this degree must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in EDPRAC 304 or 307 or EDPRACM 300.

General Education Exemptions

- 9 a A student is exempted from the requirements to pass courses offered in the General Education Schedules who has:

either

 - (i) completed an undergraduate degree at a tertiary institution

or

 - (ii) commenced study for this degree at a tertiary institution before 1 January 2006

or

 - (iii) been admitted to this degree having completed 120 points or more of degree-level study at another tertiary institution.

- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 15 points from courses approved by the Dean of Faculty of Education and Social Work.
- c A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

Practical Requirements

- 10 a In any course that has a practicum and non-practicum component, a student must pass both the practicum and non-practicum component in order to have passed that course as a whole.
- b Re-enrolment in any practicum course after failing that course requires the permission of the Dean or nominee.
- c At the discretion of Senate or its representative, a student who does not pass a practicum course may be declined permission to re-enrol for this degree.

Professional Requirements

- 11 a In order to complete the requirements for this degree, a student must be able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand.
- b A student who, after enrolment, ceases to be able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand must immediately notify the Dean or nominee.
- c If the Dean or nominee has reason to believe that a student does not meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand the Dean or nominee shall advise the student and take into account any written response from the student.
- d If the Dean or nominee is satisfied that the student is not able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand then they will notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 11e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment

- 12 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by the Dean of the Faculty of Education and Social Work and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by the Dean of Faculty of Education and Social Work from attending lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 12a may appeal from that decision to the Council or its duly appointed delegate.

Reassignment

- 13 In exceptional circumstances, and with the approval of Senate or its representative, a student may apply to reassign Stage II or II courses passed for this degree to the Graduate Diploma in Education.

Variations

- 14 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

- 15 These regulations came into force on 1 January 2020. The 2006 regulations for the Degree of Bachelor of Education (Teaching) were thereby repealed.

GRADUATE PROFILE FOR THE BACHELOR OF EDUCATION (TEACHING)

At the completion of the Bachelor of Education (Teaching) graduates will have developed the following capabilities:

Disciplinary knowledge and practice

- Able to draw on thinking, research and theory from a range of disciplines as they build increasingly deep and insightful understandings about learning and teaching
- Able to draw on a range of knowledge bases for teaching, making informed, evidence-based decisions that address valued outcomes.

Critical Thinking

- Able to identify and evaluate the premises, conditions and contexts of knowledge claims with a view to critically appraising societal, school and classroom practices that reproduce inequity
- Able to critically engage with ideas, information, theory and evidence with a view to informing and enhancing professional practice.

Solution Seeking

- Able to recognise and define problems of practice with regard to their significance and ethical implications, employ an inquiry stance, draw on appropriate theory and fit-for-purpose techniques, to systematically generate thoughtful solutions and outcomes.

Communication and Engagement

- Able to express information and ideas clearly, coherently, and professionally in a variety of forms, to diverse audiences, for a range of purposes.
- Able to develop and refine the skills that enable them to build and sustain productive relationships with ākongā, colleagues and communities

Independence and Integrity

- Able to monitor, control and regulate their thinking, behaviour and emotions as they work to achieve personal and professional goals
- Able to make principled and ethical decisions that demonstrate a respect for academic and professional ethics and scholarly activity.

Social and environmental responsibilities

- Able to recognise and understand their particular social and cultural location in relation to Te Ao Māori and the Treaty of Waitangi
- Able to respond to and promote Māori world views, knowledge, ways of being and aspirations through teaching practice
- Able to acknowledge and value difference, show respect for diversity and reflect critically on the principle of inclusion in educational settings.

DELNA (DIAGNOSTIC ENGLISH LANGUAGE NEEDS ASSESSMENT)

What is DELNA for?

In professional programmes, students need well-developed academic English language skills to meet the graduating standards of their particular programme. All undergraduate students at the Faculty of Education and Social Work are required to complete the DELNA language requirements.

Orientation Day

Complete the mandatory 20-minute **DELNA screening** on Orientation Day. The result will show if you need to develop your knowledge of academic English **OR** if your level is already sufficient.

Students who need further language assessment: DELNA process

Complete a **DELNA diagnosis** (2 hour pen and paper assessment) and make an appointment with an adviser to discuss results and what ongoing English language support you need. Advisers give individual plans (IP).

You must do all of the above **within three months** of the **beginning of Semester One** of your course.

More information about the DELNA process

- Students' individual plans (IP) are linked to online modules of the *Academic Language Enrichment* programme on Canvas. Students complete the modules as soon as possible.
- **Post DELNA:** Students who receive the lowest scores in the DELNA Diagnosis will be required to complete another assessment once they have accessed support. This is called a **Post DELNA assessment**.
- Students who have a diagnosed **Learning Disability** and have had special conditions approved, can make an appointment with **Student Disability Services** to access accommodations for DELNA.
- Regular meetings with an Academic Language adviser are necessary for success.

DELNA completion is linked to a zero point paper **EDUCSW 199**. Students enrolled in the BEd(Tchg), BSporthPE and BSW programmes will be required to pass EDUCSW 199 before they will be able to enrol in the specified course in the 3rd year of their programme.

Students enrolled in the one-year Graduate Diploma of Teaching (Secondary, Primary and ECE) are also required to pass the **EDUCSW 199** paper. **Before** Grad Dip students attend their final practicum in schools, they should have completed the entire DELNA process.

OVERVIEW OF THE BACHELOR OF EDUCATION (TEACHING) PROGRAMME

For all course pre-requisites please see the University of Auckland Calendar 2020 – www.calendar.auckland.ac.nz

EARLY CHILDHOOD EDUCATION SPECIALISATION: COURSE OVERVIEW

Listed below are the specialisations in this degree and their relevant courses for 2020.

Programme for students who commenced the BEd(Tchg) ECE on or before 2019

Year Two

EDCURRIC 114 Music in the Early Years	EDPRAC 202 Practicum Early Childhood 2	EDPROFST 200 Infant Care and Education	EDPROFST 206 Early Childhood Assessment	EDCURRIC 111 Experiencing Technology	EDCURRIC 211 Languages and Literacies	EDCURRIC 212 Mathematics in the Early Years	EDPROFST 204 Te Whāriki for Diverse Learners
Semester One	Semester One	Semester One	Semester One	Semester Two	Semester Two	Semester Two	Semester Two

Year Three

EDCURRIC 112 Hauora: Early Years Movement	EDCURRIC 213 Social Sciences Education	EDPRAC 306A Practicum: Enabling Achievement Early Childhood	EDUC 321 Politics, Philosophy and Education	EDCURRIC 110 Dance/Drama in the Early Years	EDPRAC 306B Practicum: Enabling Achievement Early Childhood	EDPROFST 304 Play: Theory and Practice	EDPROFST 313 The Professional Teacher
Semester One	Semester One	Semester One	Semester One	Semester Two	Semester Two	Semester Two	Semester Two

Programme for students who commenced the BEd(Tchg) ECE in 2020

Students required to take the AELR will replace their general education course in Semester One with [ENGLISH 121G](#).

Year One

EDPROFM 100 Te Ao Māori – Te Kākanō	EDPROFST 103 Inquiry into Practice 1	EDPROFST 104 Early Childhood Education in Aotearoa	ENGLISH 121G OR General Education	EDCURRIC 118 Young Children and Early Learning Environments	EDPRAC 105 Practicum 1	EDUC 106 History of Education and Society	SOCWORK 111 Professional Communication Skills
Semester One	Semester One	Semester One	Semester One	Semester Two	Semester Two	Semester Two	Semester Two

HUARAHI MĀORI SPECIALISATION COURSES

Listed below are the pathways in this degree and their relevant courses for 2020.

Programme for students who commenced the Huarahi Māori specialisation on or before 2019

Year Two

EDCURRM 101 Ngā Toi: He Whakatakinga	EDPRACM 201 Noho ā kura: Te Taiao Ako	EDPROFM 209 Te Whiringa Pūmau o Te Reo	EDPROFM 214 Te Aromatawai mō te Ako me te Whakaako	EDCURRM 103 Te Whaiora	EDCURRM 105 Pūtaiao: He Whakatakinga	EDCURRM 106 Tikanga-ā-iwi: He Whakatakinga	EDPROFM 205 Te Whakatairanga Paetae mo te Ākongā
Semester One	Semester One	Semester One	Semester One	Semester Two	Semester Two	Semester Two	Semester Two

Year Three

EDCURRM 202 Te Reo Matatini: Te Puanga	EDCURRM 204 Pāngarau: Te Whakaako	EDPRACM 302A Noho ā kura: Te Whakatairanga Paetae Mātauranga	EDUCM 321 Te Ao Tōrangapū me te Mātauranga	EDCURRM 304 Tū Tangata	EDPRACM 302B Noho ā kura: Te Whakatairanga Paetae Mātauranga	EDPROFM 305 Te Pouako Ngaio	EDPROFM 309 Te Pae Tawhiti kia Tata
Semester One	Semester One	Semester One	Semester One	Semester Two	Semester Two	Semester Two	Semester Two

Programme for students who commenced Huarahi Māori specialisation in 2020

Students required to take the AELR will replace their general education course in Semester One with [ENGLISH 121G](#), students at Tai Tokerau will enrol in ENGLISH 121G for their General Education course.

Year One

EDCURRM 117 Ngā Toi: He Whakatakinga	EDPROFM 101 Te Reo Māori 1	EDPROFM 102 Pakirehua Ngaio –Te Ako	ENGLISH 121G OR General Education	EDCURRM 108 Pāngarau: He Whakatakinga	EDCURRM 109 Te reo Matatini 1: Te Pihinga	EDPRACM 100 Noho ā kura 1	EDUCM 106 He Tirohanga ki te Mātauranga I Aotearoa
Semester One	Semester One	Semester One	Semester One	Semester Two	Semester Two	Semester Two	Semester Two

PRIMARY SPECIALISATION COURSES

Listed below are the pathways in this degree and their relevant courses in 2020. Please note that courses offered at each campus differ slightly.

Third year options are replaced with compulsory courses for Tai Tokerau students.

Programme of study for students who commenced the Primary specialisation on or before 2019

Year Two

EDPROFST 214 Assessment for Learning and Teaching Semester One	EDPRAC 201 Primary Practicum 2 Semester One	EDCURRIC 103 Health and Physical Education E – Sem 1 or 2 SA / TT – Sem 1	EDCURRIC 106 Social Studies Education Primary E – Sem 1 or 2 SA – Sem 2 TT – Sem 1	EDCURRIC 105 Science Education Primary E – Sem 1 or 2 SA / TT – Sem 2	EDCURRIC 107 Technology Education Primary E – Sem 1 or 2 SA – Sem 1 TT – Sem 2	EDCURRIC 204 Primary Mathematics and Statistics Education 2 Semester Two	EDPROFST 205 Promoting Achievement for Diverse Learners Semester Two
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Year Three

EDCURRIC 202 Languages and Literacy Education Primary 2 Semester One	EDPRAC 305A Practicum: Enabling Achievement Primary Semester One	EDUC 321 Politics, Philosophy and Education Semester One	OPTION (E / SA) EDCURRIC 339 (TT) Semester One	EDPRAC 305B Practicum: Enabling Achievement Primary Semester Two	EDPROFST 305 The Reflective and Ethical Teacher Semester Two	OPTION (E / SA) EDPROFST 300 (TT) Semester Two	OPTION (E / SA) EDCURRM 301 (TT) Semester Two
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Programme for students who commenced the Primary specialisation in 2020

Students required to take the AELR will replace their general education course in Semester One with [ENGLISH 121G](#), students at Tai Tokerau will enrol in ENGLISH 121G as their General Education paper.

Year One

EDPROFM 100 Te Ao Māori – Te Kāhano E – Sem 1 or 2 SA / TT – Sem 1	EDCURRIC 108 Mathematics and Statistics 1 Semester One	ENGLISH 121G OR General Education Semester One	EDPROFST 102 Inquiry into Practice 1 Semester One	EDPRAC 100 Practicum 1 Semester Two	EDUC 106 History of Education and Society Semester Two	EDCURRIC 109 Languages and Literacies 1 Semester Two	EDCURRIC 117 Arts Education E – Sem 1 or 2 SA / TT – Sem 2
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Key: E – Epsom campus students
SA – South Auckland Campus students
TT – Tai Tokerau campus students

Sem 1 = Semester One course
Sem 2 = Semester Two course

PRACTICUM

EDPRAC/EDPRACM courses comprise an on-campus classes and practicum placements.

Full attendance at both the on-campus classes and the practicum is a requirement of the course learning outcomes, refer to the Non Attendance section below.

Practicum Placements

Before enrolling in a practicum course, students must ensure that they have accrued the required number of pre-requisite points, met their DELNA requirements and have passed the necessary pre-requisite courses. Students can check their status with the Education Student Centre or online at Student Services Online (go to 'Advisement').

Below is the course information for the 2020 practicum courses.

Practicum Course	Pre-requisite points required	Pre-requisite course required
EDPRAC 100 EPRAC 105 EDPRACM 100	Co-requisite: EDPROFST 102/103, EDPROFM 102 Restriction: EDPRAC 101/102, EDPRACM 101	Nil
EDPRAC 201 EDPRAC 202 EDPRACM 201	Any 75 points in the BEd(Tchg) schedule Any 75 points in the BEd(Tchg) schedule Any 45 points in the BEd(Tchg) schedule	EDPRAC 101 EDPRAC 102 EDPRACM 101
EDPRAC 305 A/B EDPRAC 306 A/B EDPRACM 302A/B	Any 180 points in the BEd(Tchg) schedule	EDPRAC 201 EDPRAC 202 EDPRACM 201

If a student is out of synchrony with his/her cohort due to failure, deferral, withdrawal, being part-time or for any other reason, they must confirm with the Education Student Centre that they are eligible to enrol and can be placed on practicum at a time that does not affect their attendance during other courses. Out-of-schedule placements may be made in exceptional circumstances, and only after consultation with the Practicum Course Coordinator. Students cannot assume that out-of-schedule placement times available in previous years will be available in the current year. Students should consult with the relevant Practicum Placement Coordinator and confirm their enrolment arrangements before making any personal arrangements in order to avoid the possibility of conflicting commitments.

Procedures

Practicum placements are organised by the Faculty's Practicum Office.

Students may **not** approach a school or centre to organise their own placement. Student may only approach a school or a centre when a confirmed placement has been emailed to their student email address.

Please note while every endeavour will be made to place you in your area of choice, it is the responsibility of the Practicum Placement Coordinator to assign you to a designated school/centre. You may therefore be required to travel.

Once enrolled in a practicum course, you will be provided with the link to allow you to complete a practicum form: <https://placements.education.auckland.ac.nz>.

Once you are directed to the Practicum Form:

Early Childhood - Students complete an online form indicating preference of geographic zone for each placement. You will be asked to indicate a range of centres that you can travel to.

Primary – You will be provided with a list of school zones. You will be asked to identify a range of zones that you can travel to so that the Practicum Office can use this information when making placement arrangements for each course. Student teachers are placed in schools in pairs or groups, wherever possible.

If you experience a problem using the online system, please contact the relevant Practicum Placement Coordinator at Epsom or Tai Tokerau.

Please note that practicum placements are likely to require some travel.

A practicum placement is an official arrangement between the faculty and the school. Faculty requests for your practicum placement must be made to schools/centres within stated timeframes, so it is important to complete your practicum form promptly (when requested). Students who do not submit a

request for placement in schools/centres/zones within the stated timeframe may have their placement delayed or arranged for them without consultation.

Students will be advised of their school/centre placement in advance of their practicum. **Requests for any changes must be made through the Practicum Course Coordinators.** After placement requests have been made to schools/centres, no changes can be considered except in exceptional circumstances.

Should no requested schools or centres be able to confirm a student's placement, the student will be informed via their student email and asked to make contact with the appropriate Practicum Placement Coordinator.

When a change in a student's circumstances means that s/he is unable to proceed with a placement that has been confirmed, the student **must contact** the appropriate Practicum Course Coordinator immediately.

Placement Requirements/Restrictions

Students will not be placed for practicum in a school/centre where:

1. A member of their family attends as a student or staff member;
2. The student or their family has been or is currently employed in any paid or voluntary capacity;
3. The student has submitted an application and/or is under consideration for a teaching position;
4. The student or a member of their family has a personal relationship with any member of the school/centre staff or Board of Trustees or Management Committee.

Practicum Placement Areas

For the purposes of practicum placement:

- Auckland is defined as an area between and inclusive of Pōkeno in the south and Warkworth in the north.
- Tai Tokerau is defined as north of and inclusive of Warkworth.

Practicum Courses

There are pathway specific requirements for practicum placements:

➤ **Bachelor of Education (Teaching) Early Childhood Education Programme**

Placements will include:

- practicum in a care and education centre with young children.
- practicum with infants and toddlers.
- practicum in a kindergarten service.
- practicum in an ECE service that feeds into a school with decile 1-5.

➤ **Bachelor of Education (Teaching) Primary Programme**

The faculty works with schools in a range of localities and works closely with Normal Schools and other partner primary schools. The Practicum Office assigns each student teacher to practicum placements across a range of learner age and community settings.

➤ **Bachelor of Education (Teaching) Huarahi Māori Programme**

Each student should receive TWO placements in a Māori-medium classroom setting (see Ministry of Education definition of Māori-Medium). Each student should experience practicum across a range of levels (i.e., years 1-3; years 4 -6; years 7-8).

Placement out of zone must be made by written request to the appropriate Kaikōtuitui noho ā kura (Practicum Course Coordinator).

Attendance during Practicum

Full attendance is expected during practicum. Non-attendance will put a student's ability to meet learning outcomes at risk. Once practicum dates are confirmed, an agreement exists between the student, the faculty and the school/centre in which the student is placed. No alteration is made to dates without the consent of all parties. (Refer to the Practicum Handbook for more detail.)

Requests for Leave during Practicum

At times, students require leave during practicum. In all cases, the Practicum Course Co-ordinator has oversight over leave that is approved. Applications for leave are made on the [Request for Leave during Practicum](#) form, also available online from the practicum course Canvas page. Note: supporting documentation must be attached to support this request

Leave is **not** granted to attend work-related commitments (including interviews). Leave, known in advance, must be applied for through the Practicum Course Co-ordinator and will be granted only in exceptional circumstances. Important note: It is the University of Auckland's responsibility to confirm that graduates meet criteria for registration and provisional certification by the Teaching Council. The university must have confidence that graduates are reliable (e.g., can "take on responsibilities with due regard for time and place") and professional (e.g., is unlikely to be "absent from duty without valid excuse").

Non attendance

On-campus classes are structured to prepare you for your practicum experiences in schools. These classes are an important and integral part of preparing you for practicum and your future in the teaching profession. In our experience, students who miss lectures and/or workshops are often inadequately prepared for their practicums. **We reserve the right to not allow you a place in practicum where we determine that you are not sufficiently prepared.** This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, students need to contact their practicum course lecturer directly as soon as possible.

Concerns during Practicum

If a situation of concern arises within the school/centre you must remain at the school/centre until the situation has been dealt with. Students should not leave the school/centre without confirmation (from the Practicum Course Co-ordinator or Professional Supervisor or Principal/Centre Manager) that this is the appropriate course of action. Leaving the school/centre without confirmation under any circumstances may amount to voluntarily terminating the practicum and may result in a failure for the course.

As a student teacher, you are placed in the school/centre on the basis of an invitation from the school/centre. If, for any reason, the school/centre wishes to rescind your invitation and to terminate your placement, this may also be grounds for a failure in the practicum course.

Resolving Concerns during any Practicum

Where students have concerns during practicum they must contact their Professional Supervisor in the first instance, and follow the procedures as outlined in the practicum handbook. A copy of the current practicum handbook is provided as a course resource in Canvas. Professional behaviour/responsibility is expected at all times.

Discontinuation of practicum

A decision to discontinue a practicum will result in a DNC (Did Not Complete) grade and require students to repeat the practicum placement. (Please refer to Repeated Fails).

Withdrawal from practicum courses

Where exceptional circumstances exist that require a student to withdraw from a practicum, the student **must** contact the appropriate Practicum Course Co-ordinator (Epsom, Huarahi Māori, and Tai Tokerau) **and** seek advice from appropriate Education Student Centre personnel with regard to the formal withdrawal process to be followed (Refer [University Calendar – Enrolment and Programme Regulations](#)).

While it is important to advise the Associate Teacher, Professional Supervisor, and Practicum Course Co-ordinator of a decision to withdraw, this does not constitute an official withdrawal from the course. A student must action a withdrawal from a course through [Student Services Online](#) and complete the appropriate form. Students may seek advice about this process from the Education Student Centre advisors.

Assessment of a practicum involving school or centre placement

Practicum credits are awarded on successful achievement of practicum learning outcomes. It is a Teaching Council requirement that the practicum has specific learning outcomes that are supervised and assessed by the professional supervisor, recognising the advice and feedback provided by the associate teacher.

Summative assessment of the student teacher's learning in the practicum will be based upon professional judgement in relation to their achievement of the learning outcomes and assessment criteria for each course. To gain a pass in the practicum, student teachers must achieve **all** of the learning outcomes.

Towards the end of the practicum, student teacher performance is jointly reviewed by the associate teacher, the student teacher, and the professional supervisor. The contribution of all parties to this summative assessment discussion is particularly important. For primary students, a follow-up meeting with the Professional Supervisor is required at the end of the practicum to confirm the assessment decision.

At the discretion of the Practicum Course Co-ordinator, a student who has narrowly failed to meet a small number of performance criteria for a practicum course may be invited, at no extra cost to the student, to complete additional time on practicum of no more than two weeks duration to demonstrate achievement of these criteria. Where satisfactory achievement is not demonstrated, no extension to this additional placement will be granted and the student must apply for permission to re-enrol in the course.

For all EDPRAC courses the ultimate responsibility for a student teacher's assessment rests with the Faculty of Education and Social Work. Final assessments are moderated/confirmed by the practicum coordinator and course director at the end of the semester prior to release of grades.

Students with Family Responsibilities

It is **not** permissible to take babies and young children on practicum. Students must either make their own private arrangements for the care of their babies and young children during practicum or defer their practicum to a more suitable time.

Confidentiality during Practicum

The Privacy Act (1993) controls how agencies (i.e., individuals or organisations) collect, use, disclose, store, and give access to personal information. There are twelve Information Privacy Principles which set out rules and exceptions to those rules. In schools/centres, as individuals and organisations, we must be informed about and adhere to the requirements of the Privacy Act. For students on practicum, Principle 1 - Purpose of Personal Information, Principle 4 - Manner of Collection of Personal Information, Principle 10 - Limits on Use of Personal Information, and Principle 11 - Limits on Disclosure of Personal Information are particularly relevant. (Refer: <http://www.legislation.govt.nz/act/public/1993/0028/latest/whole.html>)

Students should familiarise themselves with and adhere to school/centre policies that relate to confidentiality and the Privacy Act. In particular the following should be noted:

- Students wishing to photograph, audiotape, or videotape school/centre colleagues and staff, children or their work must ensure that the associate teacher is consulted in the first instance and that school/centre policy is strictly adhered to. Early childhood students must ensure that ethical procedures are followed as outlined in the practicum handbook.
- Information gained about children, their family/whānau, staff, other student teachers while on practicum must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.

Please note that this does not preclude disclosing information through the appropriate channel regarding any concerns about the life or health of children (Principle 10d, (i) and (ii)) or; using the information in a form in which the individual concerned is not identified (Principle 10f, (i)).

Student Teachers' Professional Conduct and Expectations during Practicum

Student teachers must demonstrate professional behaviour and responsible practice through all of their practicum experiences. Student teachers are expected to be fully involved in the life of the school/centre and demonstrate collaboration with others, equitable practices, and positive involvement. They should preserve confidence at all times. Student teachers should refer to the Teaching Council's Code of Professional Responsibility and Standards for the Teaching Profession (2019).

Students are required to show student (photo) ID as proof of identity when entering the school/centre.

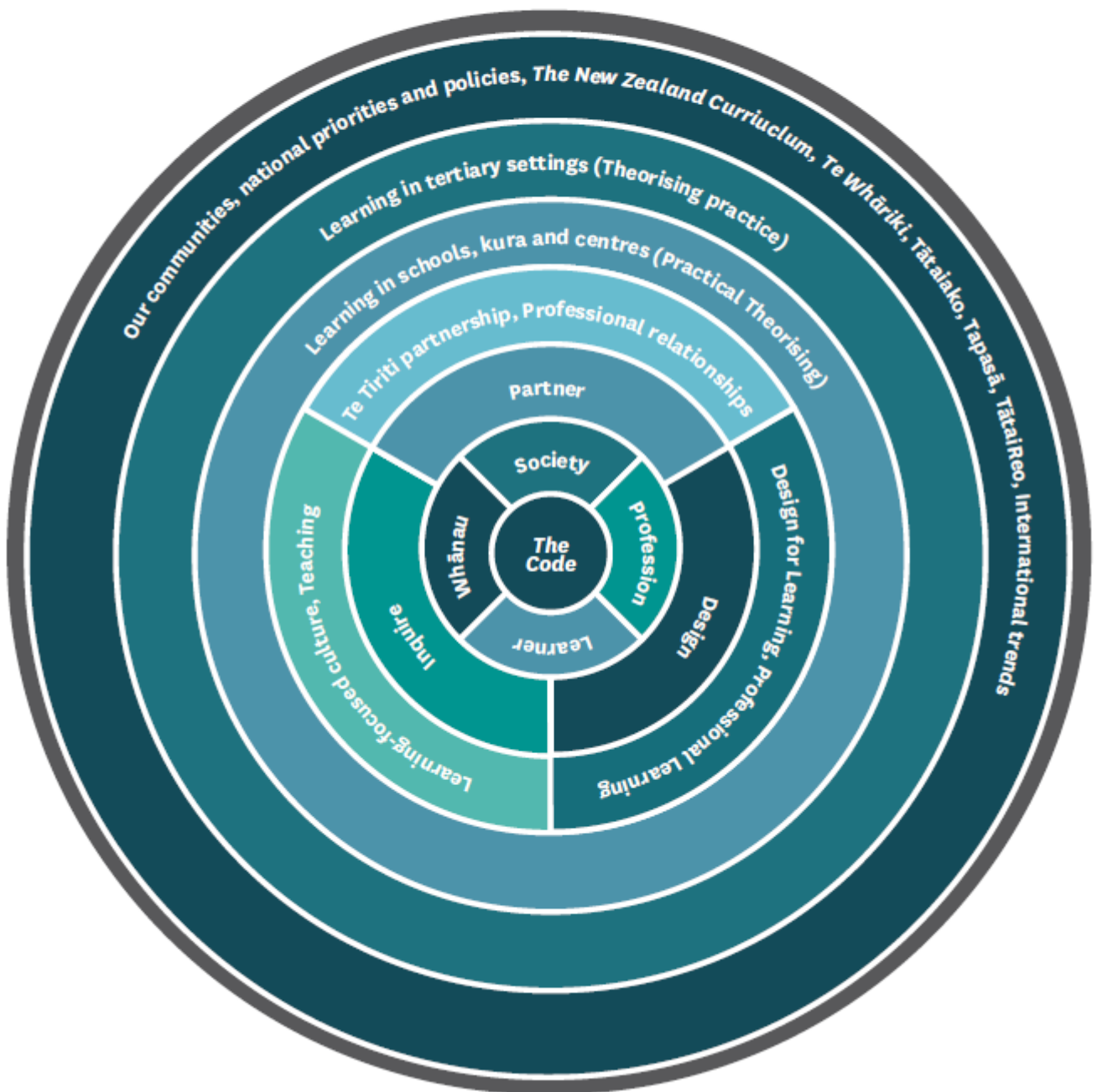
For further details of placement requirements and procedures, and requirements for professional conduct on practicum, please refer to programme specific practicum handbooks.

EXTERNAL STANDARDS FOR TEACHER EDUCATION

The Teaching Council of Aotearoa New Zealand is the professional organisation for teachers, from early childhood education through to primary and secondary schooling in English and Māori medium schools. The Teaching Council mandated the Standards for the Teaching Profession (The Standards) in July 2019. The Standards underpin the teacher education programme and students must meet these standards by the completion of the programme in order to graduate and be eligible for registration and provisional certification.

Conceptual Model Underpinning Teacher Education Programmes

The Conceptual Framework



Principles Underpinning Teacher Education Programmes and Related Graduate Outcomes

	PRINCIPLES <i>Teacher education programmes will develop:</i>	RELATED GRADUATE OUTCOMES <i>Graduates of initial teacher education programmes will be able to:</i>
1.	The skills and understandings that enable teachers to teach in ways that raise overall achievement levels and reduce disparities.	Teach in ways that raise overall achievement levels and reduce disparities.
2.	The ability to access, understand, critically appraise and use validated research findings on the impact of teaching interventions on student learning.	Access, understand, critically appraise research findings on the impact of teaching interventions on student learning, and use these findings to improve practice.
3.	The ability and disposition to improve practice on the basis of inquiry into the values and assumptions that inform practice and the impacts of practice on students.	Improve their own practice through inquiry into the values, assumptions and dispositions that inform their own and others practices and into the impacts of those practices on students.
4.	The knowledge and skills necessary to practice in ways that are consistent with the Treaty of Waitangi.	Practice in ways that are consistent with the Treaty of Waitangi.
5.	The skills and dispositions to respond effectively to the needs and aspirations of Māori students and communities, and to improve educational outcomes for Māori.	Respond effectively to the needs and aspirations of Māori learners and communities and work actively, on the basis of evidence about learning and achievement, to improve educational outcomes for Māori students.
6.	The skills and dispositions to respond effectively to Pasifika learners, and the knowledge and skills to improve educational outcomes for Pasifika students.	Respond effectively to Pasifika students and work actively, on the basis of evidence about learning and achievement, to improve educational outcomes for these students.
7.	Flexible and accurate understanding of subject matter knowledge, and related te ao Māori dimensions, associated with the core activities of teaching in curriculum areas.	Demonstrate accurate understanding of subject matter knowledge, and related te ao Māori dimensions, associated with the core activities of teaching in curriculum areas and use this knowledge in ways that are responsive to learners.
8.	High level skills in teaching approaches that are effective with particular types of content.	Skilfully apply teaching approaches appropriate to particular types of content and monitor these to maximise effectiveness.
9.	The ability to inquire into the values and assumptions that underlie and derive from the social, moral and political context of teachers' work.	Inquire into the social, moral and political context of teacher's work and into the values and assumptions that underlie and derive from these contexts.
10.	Ability to establish ethical relationships, and to work collaboratively with colleagues and community to improve educational outcomes.	Establish ethical relationships, and work collaboratively with colleagues and community to improve educational outcomes.

STANDARDS FOR THE TEACHING PROFESSION

Standard	Elaboration of the standard
<p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
<p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> - Learners, families and whanau - Teaching colleagues, support staff and other professionals - Agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.
<p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
<p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.

ASSIGNMENT PROCESS

Assignments are submitted either electronically, or via Canvas, or in person.

Students must keep a copy of the written component of all assessment tasks submitted.

Paper based and other non-electronic submissions will continue to be collected at designated on-campus locations. These must be submitted with the coversheet that is available on Canvas via the Cover Sheet link located in the left hand navigation bar in the Canvas course site. Coversheets are individualised with a QR code that will be scanned on receipt.

Assignments with non-electronic submission should be submitted at the campus where you attend the course, unless your lecturer/Canvas site advises otherwise. Please see below for details of drop off locations and their opening hours:

- | |
|--|
| <ul style="list-style-type: none">Epsom Campus (except Flexi Learning: see below): A109A The Assignment Centre located at the Education Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks).
Drop box located in Student Centre; after-hours drop box is located beside the main entrance to A block. |
| <ul style="list-style-type: none">City Campus: Drop box for Liberal Arts courses is on Level 1, 15 Wynyard Street, from 8.30 am – 7pm during semester time. During semester breaks: 8.30 am to 5 pm. |
| <ul style="list-style-type: none">South Auckland Campus: Student Hub from 8 am to 8 pm weekdays and 12 pm to 6 pm on weekends |
| <ul style="list-style-type: none">Tai Tokerau Campus: ICT Suite foyer from 8.15 am to 4.15 pm |

The Assignment Centre will send an automated email to students to confirm receipt of assignments for non-electronic submission only.

Assignment Submission

The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7 coursework apply to submission of **all** assignments.

Electronic Submission of Assignments

You will be notified at the beginning of your course if assignments are to be submitted electronically. Electronic submission of assignments requires you to upload your assignment to a dropbox on Canvas.

No coversheet is required for electronic submission.

Electronic submission means your marked script will be made available to you online. Information will be provided by the Course Director about how to upload your assignment and how to access your marked script.

Non-electronic submission of Assignments

Faculty students across all campuses will generate their own individual coversheets for each assignment. Every coversheet will contain a unique barcode to facilitate prompt processing and automated emails to confirm receipt and advise when an assignment is ready to be picked up.

Find the answers to common questions about preparing and handing in your assignments where it has been indicated the submission is to be on paper. If you still have questions please contact foedassignments@auckland.ac.nz.

Find information about coversheets, forms and course information and assignments frequently asked questions via link: www.education.auckland.ac.nz/en/for/current-students/assignments

Extensions

Requests for extensions must be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension. Extensions will not be granted for academic workload reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Extensions are granted at the discretion of the Course Director (or nominee where applicable). For further information see www.education.auckland.ac.nz/en/for/current-students/assignments.

Penalties for Late work

If you submit coursework after the notified deadline, or after the approved extension, you will have the marks for that coursework adjusted as follows:

- a. within one calendar week late – deduct 10% of the total value of the assessment (e.g., for an assignment worth 40%, you score 32 but as you handed the work in a day late, you lose 4 marks – 10% of 40 – and are awarded a final mark of 28);
- b. one to two calendar weeks late – deduct 50% of the total value of the assessment from the allocated mark;
- c. later than two calendar weeks but not after the handing back of other students' work – 100% deduction.

Note: Under [Examination Regulations](#) 1c and 1d, students must complete "to the satisfaction of the examiners." This means that you will still need to hand in assignment work even if it is later than two calendar weeks after the deadline in order to be eligible to pass the course.

Return of Marked Assignments

You can expect to have marked assignments and tests returned within three weeks from the due date. Online assignments are usually returned online, while non-electronic assignments may be returned in class or via the Assignment Centre (Epsom Campus only).

An automated email will be sent when assignments are ready to be collected from the Assignment Centre (Epsom). You must produce your ID card to collect your assignment.

Compassionate Consideration (Unavoidable Personal Circumstances)

If you face unavoidable personal circumstances that mean that you are unable to submit a component of **coursework**, you may apply to the Programme Leader for special consideration. You must apply no later than two weeks after the due date of the assignment.

The application is made on the form *Compassionate Consideration: Unavoidable Personal Circumstances* and must be supported by written evidence from a doctor or counsellor. The form can be found here:

<https://cdn.auckland.ac.nz/assets/education/for/current-students/FoEd-96B-Special-Considerationnew.pdf>

If the Programme Leader supports the application, the Course Director in consultation with the Head of School may:

- a. either, require the student to re-enrol in the course, or
- b. where at least 50% of the coursework has been completed at a grade well above the minimum pass standard, award an assessed grade for the course based on:
 - i. **either** the grade achieved for completed work (one grade lower would normally be awarded in this case)
 - ii. **or** the allocation of a mark for the missing work derived from your ranking on the completed work, or
- c. ask you to submit the work by a revised deadline, or
- d. submit a new task by a revised deadline.

Assessment and Grading Scale

Assessment comprises examinations and coursework. Examinations are run centrally. Programme coursework refers to all other assessments (assignments, seminars, practicum, tests etc.):

1. In courses that involve coursework and examinations students must complete both components to the satisfaction of the examiners.
2. In courses that only include coursework students must complete to the satisfaction of the examiners such oral, practical, written or other tests and assignments as have been prescribed for the completion of the course.
3. In any course, students must complete all assignments.
4. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.
5. Course results are reported as grades. There are ten pass grades and three fail grades.

The development of assessment criteria for coursework should be adapted from the general university expectations for grade-level performance set out below:

Grade	Description	Designation	% range	Grade Points
A+	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.	High first	90 - 100	9
A		Clear first	85 - 89	8
A-		Bare first	80 - 84	7
B+	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.	High second	75 - 79	6
B		Clear second	70 - 74	5
B-		Bare second	65 - 69	4
C+	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills.	Sound pass	60 - 64	3
C		Pass	55 - 59	2
C-		Marginal pass	50 - 55	1
D+	Work lacks breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.	Marginal fail	45 - 49	0
D		Clear fail	40 - 44	0
D-	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.	Poor fail	0 - 39	0
NA (Not Available)	NA must be entered where a grade is not immediately available, but expected at a later date. The final grade must be submitted within the deadlines for results submission.			
DNS (Did Not Sit)	DNS (Did Not Sit) -must be entered if the student did not sit the exam.			
DNC (Did Not Complete)	DNC must be entered in the following circumstances: where a student has gained more than 50 percent in a course but has not completed the approved compulsory coursework and tests; where a student has gained less than 50 percent in an internally assessed course because of the failure to complete coursework and test but the entry of a final grade would inappropriately represent the reasons for failure of the level achievement.			

SUPPORT SYSTEMS FOR STUDENTS

Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source.

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	Student Engagement and Experience Rebekah Williams ext 48855 Academic English Language Advisers Donglan Zhang, Denise McKay, Ann O'Byrne: edswdelna@auckland.ac.nz Speech Language Therapist Alaine Tasker ext 48756 Primary Maths Support Angela Spavin ext 48217
Counselling Support	Epsom Campus Counsellors: make appointment online under ' Student Health and Counselling Services ' or phone 923-7681
Deferral, Resignation, Transfer	Education and Social Work Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Student Health and Counselling Services , Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Hardship, Student Association etc.	ESSA (Education and Social Work Students Association) Office: N335 from 10.30 am – 2 pm during semester time. Email: essauoa@gmail.com
Health/Medical	Student Health and Counselling Service , Epsom Campus, R Block Phone: 623 8889 or ext 48526
International Students	Associate Dean International (Strategic Engagement) Dr Marek Tesar, ext 46375
LGBTI Student Support	Faculty Rainbow Network Email: rainbowEDSW@auckland.ac.nz
Scholarships	Faculty Scholarships or University scholarships: www.scholarships.auckland.ac.nz
Student Allowances/Loans	StudyLink, 0800-889 900
Student Disability Services	Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz
Support for Māori students Te Korowai Atawhai	Kaitiaki Tauira Māori /Māori Student Support Advisor: tekorowaiatawhai@auckland.ac.nz Kaiāwhina & student study space
Support for Pasifika students Pasifika Success	Pasifika Success Coordinator (Level 2 N211) Tim Baice, Academic Coordinator, ext 48469
Support for Students from Refugee Backgrounds	Denis McKay, Academic Success Centre Eman Ghandour, Education and Social Work Student Centre
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: library@auckland.ac.nz
Timetables, programme of study. Fails, resits, changes to your programme	Education and Social Work Student Centre, A Block

You will be advised further about these during orientation week, as well as the following faculty services:

- Parents room – H404
- Prayer room – A330

LIBRARY: ESSENTIALS FOR USING THE SYLVIA ASHTON-WARNER LIBRARY

The Library provides the greatest source of resources and information in support of your studies. It is essential that you attend the Orientation Programme for the Library.

Library hours – Epsom Campus

Term hours

Monday - Thursday	8 am – 8 pm
Friday	8 am – 6 pm
Saturday & Sunday	10 am – 4 pm

Term break hours

Monday – Friday	9 am – 6 pm
Saturday & Sunday	10 am – 4 pm

South Auckland Campus

The South Auckland Campus is open from 8 am to 8 pm on weekdays, and from 12 pm to 6 pm on weekends. The staff at the South Auckland Student Hub will be able to help with:

- Application and enrolment advice
- Assignment drop-off
- Provision of campus cards
- Access to University library resources
- Learning support, provided through Libraries and Learning Services and Tuākana mentors
- Access to City Campus counselling, health and other pastoral support services
- Referral to specialist academic advice

Library hours – Tai Tokerau Campus

All year

Monday – Friday	8 am – 4.30 pm
Saturday & Sunday	Closed

The Library lending policy is explained in detail on the library website here:

<http://www.library.auckland.ac.nz/services/borrowing-and-requesting>. It also explains how to request an item and how much the fines are.

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <http://www.library.auckland.ac.nz/contacts/subject-librarian/?sbid=0>
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: https://www.library.auckland.ac.nz/workshops/my_account
- **Always** check your library account on the Library Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your student email.
- If you are going to be away from the campus please ensure that you return any library books before you go. The Library will not accept either of the above as excuses to cancel any penalty charges.

Many course readings may also be available as an electronic resource accessed through the Library system.

Short Term Loan

You will find within the reading lists of most of your courses an indication that some of the books will be placed on short term loan. This means that items of heavy demand are placed behind the lending desk for **short term loan**. The items are for use within the library only, but most may be borrowed as overnight loans. An overnight loan is issued **in the last 2 hours before the library closes** and **must** be returned by opening time of the library to avoid a fine.

Study Space

There are study spaces and computers provided in the Library and the student commons in Epsom's A Block and E Block, as well as spaces in the South Auckland and Tai Tokerau Campuses. Many more study places and computers are provided in the Kate Edgar Information Commons on the City Campus. You are encouraged to make use of these facilities, as regular study habits will prevent overloaded work commitments and stress. Students may request access to classrooms for study groups/seminar practice at times when classrooms are not scheduled. You must make a booking to guarantee access. Discuss your request with your lecturer.

Computers

In general, students are expected to complete all their assignments on a computer. Use of information and digital technologies is an integral part of teaching practice, and all students should be computer literate at the time of their graduation.

Students have access to computers in the library, both for library use and for casual use for the completion of assignments as well as research. Epsom campus also offers students a range of network services such as internet access, email services and printing. Computers in the teaching labs in N block are also available for student use, Monday to Fridays, when classes are not running.

Workshops

The Libraries and Learning Services also offer advice and workshops to assist you with University study. Workshops include referencing, how to search for relevant journal articles, improving listening and speaking skills, and writing skills are offered. To register for these courses, visit the Libraries and Learning Services website [here](#).

Academic Integrity

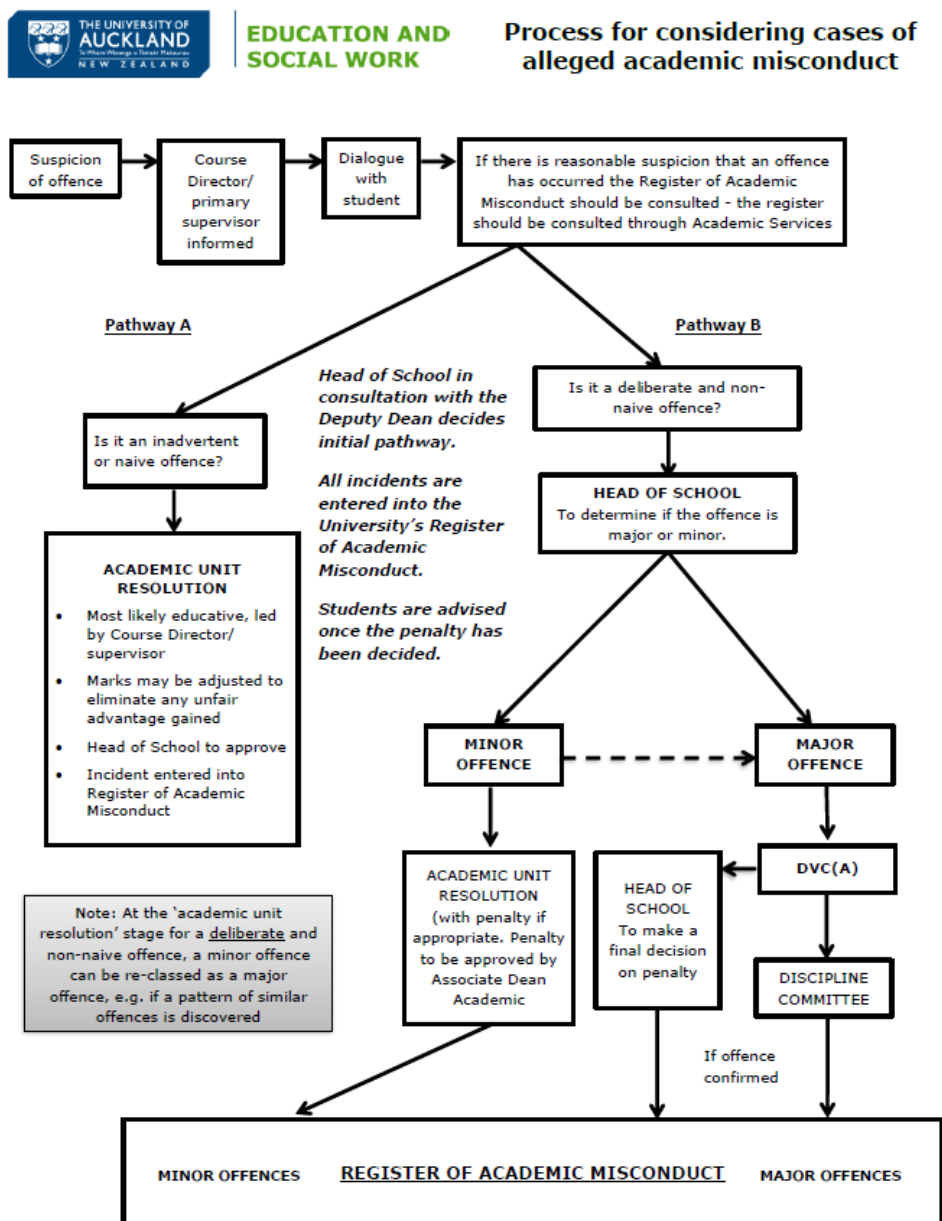
All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study (see University of Auckland 2020 Calendar, pp 31). Completion of the course is a requirement in order for any degree, diploma or certificate to be conferred or awarded.

Through this online course students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information see [here](#).

Academic Misconduct

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms.

Allegations of academic misconduct at the Faculty of Education and Social Work shall be dealt with by the following process:



Adapted from the University of Auckland Academic Conduct Statute Schedule 1: Process for considering cases of alleged academic misconduct
 It is recommended that each school identify one key person who will attend all cases of alleged misconduct to ensure a consistent approach to dealing with these matters

Academic Standing (Unsatisfactory progress)

In undergraduate programmes, students' academic standing is assessed each semester. To maintain the status of 'good' academic standing a student is required to pass at least 50% of points enrolled in any one semester. Failure to meet the 50% threshold will mean that a student's academic status in their next semester of study is amended and s/he will be reviewed. Continued failure to meet the criteria to attain 'good' academic standing will result in a student's status being revised to 'academic restriction' and finally 'enrolment terminated'. More information about Academic Standing can be found [here](#).

Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in the University of Auckland Calendar [Examination Regulation 13](#). For assignment information, see [Compassionate Consideration \(Unavoidable Circumstances\)](#).

Appeal of Course Marks or Grades

A student who is concerned about a mark or grade for an assessment should in the first instance talk to their lecturer, professional teaching fellow, Tutor or supervisor concerned. If the concern is not resolved satisfactorily at this stage, the student can appeal in writing to the Course Director for a reconsideration of the mark or grade stating the reason why they consider the mark or grade is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return or grade being notified. The Course Director reviews the mark or grade in relation to the stated reasons or seeks a second opinion if they were the original marker or assessor. If the appeal is not upheld and the student is still concerned a written appeal, restating the nature of the concern in relation to the assessment criteria, needs to be made to the Academic Head. This is as per the Process for [resolution of student academic complaints and disputes](#)

AskAuckland

[AskAuckland](#) is the University's online help and support centre. A list of frequently asked questions is available online. If the answer is not available online, there is also the option to have your question or comment sent to the Student Support Team. Students can also drop in to the Education and Social Work Student Centre.

Availability of Examination Scripts

You can request a copy of your examination script within three months after the end of the examination period. Examination scripts will normally only be retained for four months after the examination before being destroyed ([Examination Regulation 23](#)). For more information see [here](#).

Change of Name

The Education and Social Work Student Centre has form to register name changes. Official evidence of name change is essential, e.g., marriage certificate or deed poll papers.

Children's Act 2014

Every student applying for admission or admitted to an Initial Teacher Education programme, Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Children's Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children's worker. If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Children's Act 2014) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme.

Every student applying for admission to the Bachelor of Education (Teaching English to Speakers of Other Languages) will be subject to safety checks required by the Children's Act 2014. While this will not prevent any student attaining their qualification, it may limit their options with regards to available practical learning opportunities.

Students in the Bachelor of Sport, Health and Physical Education will also be subject to safety checks under the Children's Act 2014 during the second year of their programme, prior to enrolment in EDUCSW 302 and SPORT 204. This will not prevent any student from attaining their qualification but may limit his/her options with regards to available service-learning opportunities and employment opportunities. Students will need to discuss this further with the programme staff. Please refer to the legislation [here](#) for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children's workers under the Children's Act 2014, even if it would normally permit that person to conceal their criminal convictions.

Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with university regulations. For full details see the *University of Auckland Calendar* [Examination Regulation 20](#).

Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. Specific dates at which deletions can occur can be obtained via the following link:
<http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html>
- Withdraw means that you are withdrawing from a course after the deadline for deletion and before the last day to withdraw. Withdrawn courses remain on your academic record with a withdrawn grade and all fees remain owing. A withdrawn grade counts as a fail for Grade Point Average (GPA) calculations. Specific dates at which withdrawals can occur can be obtained via the following link:
<http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html>

Deferring from a programme

Full time students can apply to defer the completion of their programme for up to one year, once they have enrolled and started the programme. Forms are available from the Education and Social Work Student Centre. Students deferring should note that the programme from which they defer may not be available in the same form, sequence or time-frame when they return to study, and full credit may not be able to be awarded for previous study.

Digital Resources

Course materials are made available in Canvas, which also includes reading materials and lecture recordings (where available). Please remember that recording of any class on a personal device requires the permission of the instructor.

Enrolments

Students must enrol in a timely manner. There are penalties for late enrolment and course changes. For more information, see [here](#).

Examinations

Information on about exams at the university, including instructions to view exam timetables, what to do if there are issues with scheduled exams is available [here](#).

Feedback to students

From 2020 an early, low-stakes task will allow students to get feedback early in the course before the first assessment so they can see how they are going. More emphasis will be put on providing useful and timely feedback on all assessments.

Fees

The payment of fees is a student's responsibility. Fees remain a personal debt if they are unpaid. Fees can be paid at the Education and Social Work Student Centre. The faculty can only accept fee payments by EFTPOS to the amount of \$10,000. Fee payments above this amount should be made in person at Ask Auckland Central or one of the other methods available. To find out more about fees, including what happens if fees are unpaid, see [here](#).

Forms, Policies and Guidelines

A number of student forms and the University policies and guidelines for students are available on the University website for students to access [here](#). Some of the forms still need to be obtained from the Education and Social Work Student Centre, as they are faculty specific, such as for deferment, resignation from a programme or transferring to another programme.

Group assessment

There may be times when students are required to complete a group assessment task or team based project. Details of such tasks, including group work expectations will be published in course materials to ensure students are clear about what is being assessed and the allocation of marks to the various components of the assessment. From 2020 for significant group work projects (or for where group work tasks form a significant part of a course) a minimum component of the task must assess the contribution of individuals. More information about group work can be found [here](#).

Graduation

At the successful completion of a programme students will need to apply to graduate using [Student Services Online](#). Further information about applying to graduate is available [here](#).

Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides supports for students with a wide range of impairments, both visible and invisible to succeed and excel at the University. For more information and contact details see [here](#).

Learning Resources

There are a number of texts which will be essential for your learning, and, in particular, for your assignment preparation. For each course you will be given information about these on Canvas.

Lecture Capture at the University of Auckland

From 22 July 2019 most lectures given in lecture theatre recording-enabled rooms will be recorded and released to students. Recordings, where available, can be accessed through Canvas. Courses that are not suitable for recording may be exempted. This will be clearly notified in course information. For more information visit [Student guide to lecture capture](#).

MyAucklandUni

[MyAucklandUni](#) is a student's one-stop-shop that shows all your important information in one place. It makes it easy to stay informed, understand what you need to do, find information, and complete tasks. Plus you get easy access to enrol in your courses, your student email, Canvas, Student Services Online, your Library information, your personal details and [AskAuckland](#) help and support.

Partial Resits

Partial resits are not permitted. A student who has failed a course is required to complete all assessment requirements for the course in which they re-enrol.

Personal support

The University offers a range of support to support your learning, your health or to meet your personal or community needs. To find out more, see [here](#).

Resignation from a programme

Any intention to resign from a programme should be discussed with the programme leader or Associate Director. The relevant form is available from the Education and Social Work Student Centre and must be signed by the Programme Leader or Associate Director.

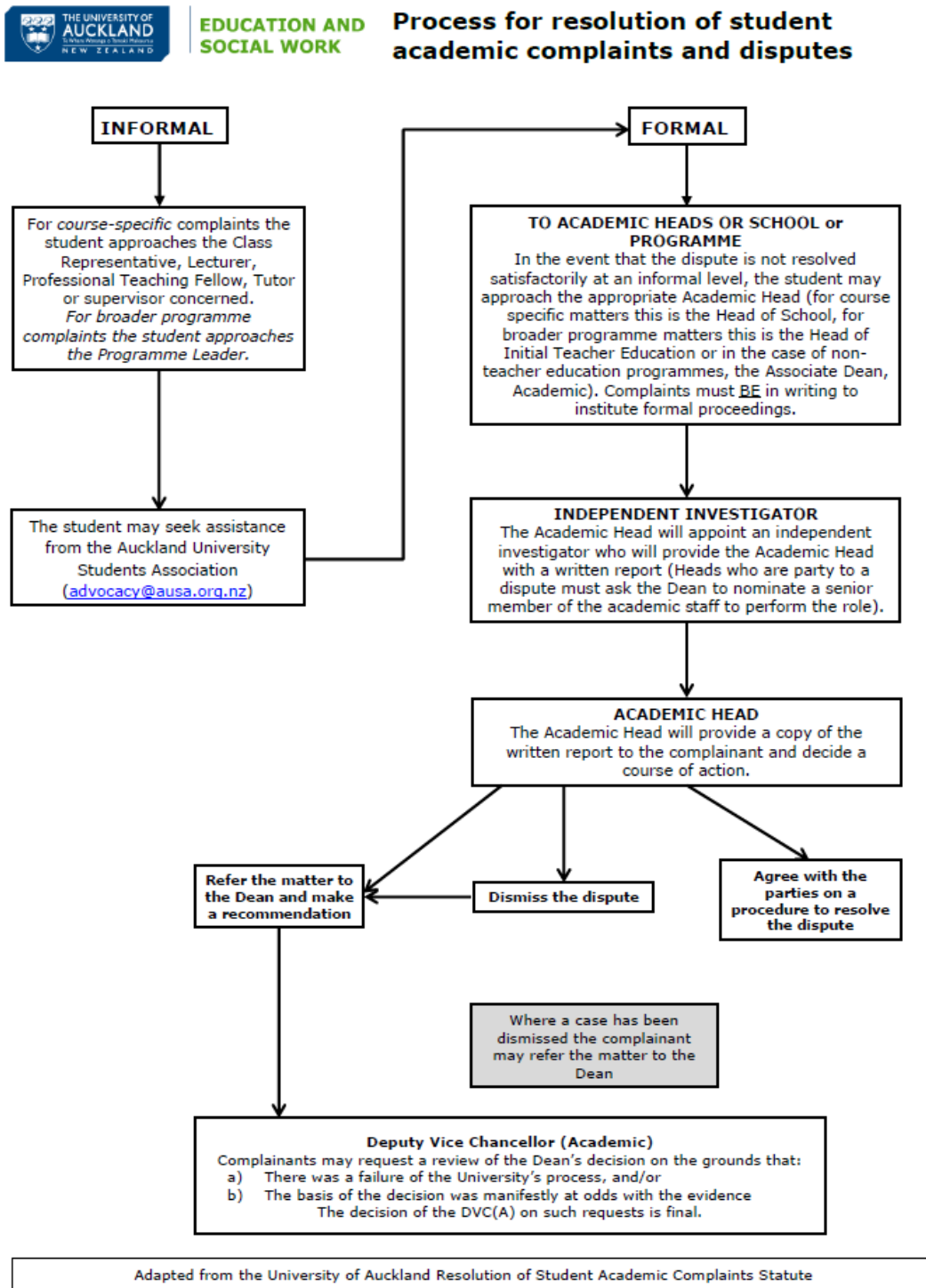
Request an official transcript

Students are able to create an [unofficial transcript](#) which is an unofficial record of courses that they have attempted at the University with Student Services online, which can be used for internal use. If you require an official transcript of your academic record to supply to someone outside the University, you can do so by following the instructions [here](#).

Resolution of Student Academic Complaints and Disputes

If a student has concerns about their course teaching or assessments, or the way that they are being treated by a staff member, the Resolution of Student Academic Complaints and Disputes Statute allows for a prompt and formal resolution of all student academic disputes or complaints, as they arise.

The Resolution of Student Academic Complaints and Disputes at the Faculty of Education and Social Work shall be dealt with by the following process:



EDSW Process for resolution of student academic complaints and disputes FINAL_2019

Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit Student Charter (<https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html>).

Student email

All students enrolled at the university are provided with an email account called student email. At the time of enrolment, students are provided with an email address. This address includes a student's username characters plus a generic address, e.g., jbon007@aucklanduni.ac.nz. Students are able to access student email through the following link: <http://mail.aucklanduni.ac.nz>.

Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do means that students miss out on important information such as communications relating to coursework and academic progress, examinations, graduation, student financials and the library. Urgent and unexpected communications are also sent through this email, e.g., what will happen if a natural disaster strikes the university / the city of Auckland.

Students can forward their university email to a private address if they wish to do so and this can be completed by signing into your account and providing the appropriate details.

Storage and Disposal of Student Work

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed ([Examination Regulation 23](#)). Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

Assignments will be retained in secure storage until five weeks into the start of the following semester and thereafter destroyed.

Student Services Online (SSO)

Student Services Online is the University of Auckland's comprehensive online system, which enables students to apply for admission to the university and once accepted into a programmed, enrol in courses. Students can access SSO via the following link: www.studentservices.auckland.ac.nz

SSO also provides students with access to a range of relevant academic information including:

- Course advice and information;
- Enrolment advice;
- Fees advice;
- Timetables, grades and course history advice;
- Graduation.
- Updating personal details.

Course advice and information includes programme requirements and the course catalogue for your programme.

Enrolment advice includes closing dates for enrolment into courses. Students can enrol in their required / selected courses and, if necessary, apply for a course concession. Changes to programmes can be made such as the deletion and addition of courses.

Fees advice

This link enables students to check their account details for fees, charges, payments, credits and refunds. Students can also create an account statement and invoice and make payments online using a credit card.

Timetables, grades and course history advice enable students to view their programme and examination timetables. Grades, course history and unofficial academic transcripts can also be viewed. A request for an official academic transcript can also be made.

Submission in Māori

Assignments and examinations in courses that do not use Te Reo as the medium of instruction may be submitted in Māori provided the Course Director has been consulted within the first two weeks of the course and confirmed the availability of a suitably qualified person with linguistic and subject expertise to mark the work. More information is available [here](#).

Texts and resources

Many required texts are available through [UBIQ](#) bookstore, the University Bookshop or [Kohia Centre](#), and it is possible to order these online. You will also be provided with readings in several different ways. Basic readings are provided electronically free of charge. These will be provided to you through Canvas. Your individual course lecturer will inform you how you can access your readings. In addition some hard copies may be available on short term loan in the Library.

Third party assistance

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. Full details regarding the type of advice and support that third parties can offer can be found [here](#).

Transfers between University of Auckland, Faculty of Education and Social Work Programmes

Transfers between University of Auckland, Faculty of Education and Social Work programmes may be possible in some circumstances, subject to the following provisions:

- All such transfers shall be subject to the approval of the programme leader/Director responsible for the pathway where the student resides and the programme leader / Director responsible for the pathway into which the transfer is sought.
- All requests for transfers will be considered on the basis of University of Auckland's [Credit Regulations](#) for cross-credit and internal credit (see University of Auckland Calendar, pp 26). Where programme components vary, full credit for already-completed courses may not be awarded.

Transfer to other Colleges / Faculties of Education

A student is expected to complete the programme for which he/she is selected. However, if a student decides to transfer to another college / faculty of education then they must resign from the Faculty of Education and Social work programme in which they are enrolled by following the process for 'Resignation from the Programme'.

Updating addresses and personal details

With [SSO](#) students can quickly update their personal details whenever they choose. While students cannot change verified information, such as names online, you can make sure that the University has up-to-date contact details. We do occasionally post correspondence to the mailing address that was listed when applications were submitted, such as acknowledgment letters, fee invoices, student ID cards or graduation information.

University Proctor

The Proctor is the primary reference point in the University for all matters relating to student non-academic misconduct, including complaints against students, or disputes between students. While the Proctor does not handle academic complaints or disputes, they are able to provide students with advice about the policies and procedures in this area. For more information about the University Proctor, see [here](#).

Withdrawal from Courses

Withdrawals from courses must be completed formally through the Education and Social Work Student Centre. For more information about course withdrawals, see [here](#).

PROFESSIONAL REQUIREMENTS AND CONDUCT

As in any professional programme of study, a high level of professional ethics is expected of both staff and students alike. **Particularly when working in fieldwork settings and when conducting research, students will be expected to observe the University of Auckland and site-specific codes of conduct,** as well as the provisions of The Privacy Act.

Attendance

Full attendance is expected in all on-campus courses/classes and during practicum placements or other fieldwork. Non-attendance will put at risk students' ability to meet learning outcomes. All absences should be discussed with the lecturer/s or the fieldwork supervisor as a matter of professionalism and courtesy. Please see the Associate Director/Programme Leader or a counsellor if you feel this is more appropriate.

Cheating and Plagiarism

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in course work as a serious academic offence. The Student Academic Conduct Statute (2012) defines plagiarism as the use of other people's work in an assignment, and presenting it as your own without explicitly acknowledging or referencing where it came from. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments. The University uses Turnitin to check work submitted electronically and all non-electronic assignments must be accompanied by a signed, student written declaration. This written declaration can be obtained via the following link: foedassignments.auckland.ac.nz.

You **may have up to 100 percent of marks deducted** for an assignment if it includes someone else's unattributed, or less than fully attributed, work or ideas. In serious cases disciplinary action may be taken.

You can avoid cheating by:

1. Being honest, with appropriate referencing, about all sources you have used and the level of indebtedness to those sources.
2. Not copying any part of any other student's work.
3. Not using material from previously submitted assignments.
4. Not making up or fabricating data.
5. Not using material from commercial essay or assignment services, including web-based sources.

You can help others avoid cheating, and avoid being accused yourself, by:

6. Not letting any other student copy any part of your work.

If you have any doubts about what is an acceptable level of collaboration or discussion with other students, you should talk about this with the Course Director **before** you hand in the work for grading.

There is a difference between "getting help" and cheating. "Getting help" is directed towards assisting you to understand the material and assignment questions so that you are in a better position to create your own answers – this is acceptable. "Getting help" could be obtained through a discussion with a student group, academic staff or tutors in preparation for doing an individual assignment.

Talking about an assignment and methods of solving problems with other students is an acceptable form of collaboration in the learning process, and is encouraged. Cheating arises, for example, if a student copies another student's answers or ideas, or someone else writes some, or all, of a student's assignment. **You should keep all preparatory notes and assignment drafts.**

If you are having difficulties with your ability to manage the workload of the course you should seek assistance. It is better to deal with issues of workload and stress as they arise, rather than to be accused of cheating.

Referencing

Correct referencing is **essential** to good essay writing. Poor referencing and use of literature impacts on grades for written assessments. From Semester One 2020, The University of Auckland will use the APA 7th referencing style.

Referencite is the official University of Auckland website which offers assistance on all aspects of referencing. Visit it at www.cite.auckland.ac.nz

Need more information?

For a complete referencing guide see the Publication Manual of the American Psychological Association. The Sylvia Ashton-Warner Library holds copies of this.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Professionalism and the use of social media

Access the following links for professional and practical guidelines for the use of social media to help you maintain professional standards. [Professionalism and the use of social media guidelines](#) or [Teachers and Social Media](#).

Jury Service

If you are called up for jury service you are able to request a letter of support from your Programme Director/Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the Teacher Education Office in H201a for Teacher Education Programmes or the School's Administration Office in N303 for Social Work and Counselling programmes or Programme Leader for BSportHPE. (Please refer: <https://www.justice.govt.nz/courts/jury-service/what-it-involves/>).

TEACHER REGISTRATION

With few exceptions, teachers in New Zealand are required to be registered and hold a practising certificate. On successful completion of a programme of teacher education, graduates are eligible to apply for registration and provisional certification as a teacher. A teacher who does not hold a current practising certificate can't be employed in a teaching position, even if they are registered.

In awarding a teaching qualification, the University of Auckland, Faculty of Education and Social Work must be confident of each graduate's ability to meet the Standards for the Teaching Profession (the Standards) (in a supported environment). During the course of their programme all candidates must demonstrate that they can meet the Standards (in a supported environment). Failure to do so may result in a formal review of a candidate's place in the programme.

Criminal Convictions while undertaking, or during deferment from, the programme

Criminal convictions must be declared at the time of enrolment. It is also mandatory that a student immediately informs the University of Auckland of any criminal charges (other than minor traffic offences) s/he may face and/or be convicted of during his or her enrolment in the Graduate Diploma in Teaching programme. Failure to do so may have implications for the completion of the student's programme and the teacher registration process.

Our application process asks the applicant to declare criminal convictions. Every year a number of applicants tick 'No' and then the Police Check reveals that in fact there is a conviction. While this conviction may be for something that you think should not impact on your eligibility or suitability for teaching, the Teaching Council may view this differently. What appears to count against you is failure to disclose at time of selection. If you are unsure of what constitutes a criminal conviction (note that many driving charges fall into this category) please check with the manager of the Education and Social Work Student Centre as a matter of urgency. The Teaching Council do check with us as to whether or not you have disclosed. If you do not disclose you risk having your application for registration declined or held up at the end of the year.

Assessing The Standards

At the end of your qualification you must be able to demonstrate that you have met the Standards (in a supported environment). All of your course assessments provide evidence of aspects of the Standards and there are two key assessment pieces that provide significant evidence: the key teaching tasks and the Cumulative Integrative Assessment. Passing each of these is a requirement for the qualification.

Registration and Other End-of-Year Procedures

Teacher registration and certification signal your official membership of the teaching profession. Registration and certification are two of the main ways that employers, colleagues, learners and the wider community can be assured that a teacher is qualified, safe and competent.

You need to be **both** a registered teacher **and** hold a current practising certificate. It is the practising certificate that enables you to be lawfully employed in a teaching position.

A current practising certificate is compulsory for those employed in teaching positions in kindergartens, primary and secondary schools (state, integrated and independent schools), kura, and for employment in most teaching positions in early childhood settings.

Your registration is granted when you have met the requirements to join the teaching profession. It does not expire and you do not need to apply for it again unless it is cancelled. Registration alone does not allow you to lawfully work as a teacher - you also need a current practising certificate.

To keep working as a teacher you must renew your practising certificate every three years.

Registration and Provisional Certification

The first job you need to do, as soon as you have completed your programme of study, is to organise your registration and provisional certification with the Teaching Council of Aotearoa New Zealand. You can, in fact, **do this in advance of your programme completion**, and more information is available [here](#).

You begin this process by downloading and completing the EC10 from the Teaching Council [here](#). This process is moving online, and when it does so, more information will be available from your programme leader.

You can submit the form before you have an official transcript (eligibility to graduate) from the University. The Teaching Council will issue you a number and begin processing your application. However, you will not get your registration or provisional certification until you send in your official transcript, as this indicates your eligibility to graduate. Official transcripts are now available as shareable electronic links which can be emailed to the Teaching Council when they are available.

The Faculty of Education and Social Work is not able to supply you with your official transcript. You will need to request your official transcript from the University of Auckland [here](#). The cost is \$30.

NB: This transcript cannot be issued until all your marks are in. If you ask for it before this they will issue one and you will have to do it again.

- The Teaching Council requires a **Police Check**. This can take time (i.e., months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand. Initiate your check well in advance of the end of the year.
- Your starting salary is determined by the Ministry of Education. Your previous employment in areas relating to education and teaching **may** contribute to your starting at a higher level than the basic starting 'step'. Make sure you **document** your employment history. This can be done during 2020. Seek proof of your employment history from previous employers (where relevant), preferably with a very brief description of duties undertaken.

International Students

The Faculty International Office is located in the A Block Annex, and provides assistance with Teaching Council registration and immigration requirements. You can contact the Maxine Ma (International Co-ordinator) extn 48211 for all of your enquiries.

STUDENT FEEDBACK (UNIVERSITY OF AUCKLAND, 2018)

The University is committed to providing students with an outstanding learning and teaching experience, programmes of study that are challenging and of international calibre, and opportunities and support to achieve their academic potential.

To ensure we continue to meet these commitments, we need to know how well we are doing and what you would like to see done better. Feedback from students provides the University with the ideas and incentives to make further improvements to what we do.

Do students have to give feedback?

Giving feedback is entirely voluntary and you will never be compelled to do so. But just as your university experience benefits from previous student feedback, future students will benefit from any feedback you choose to give. And you will may also see changes resulting from your feedback during your time as a student at the University.

The first step to making your voice heard is to complete the course evaluation or survey provided to you by the University. The more students who complete the evaluation or survey, the more significance and impact the results can have.

The University sometimes may take a few weeks, months or longer to take on board and action student suggestions. In some cases, you will reap the benefits yourself, and in other cases, future students in your course or programme will benefit.

Make sure your feedback is constructive and effective

As a student, you will know when you have received helpful feedback, and when you have gotten feedback that doesn't really give you the information you need in order to improve or reflect on your work.

- make sure your feedback is specific and realistic
- Focus on issues, not specific people
- suggest solutions
- keep it relevant

Types of feedback

SET

Each semester students receive a Summative Evaluation Tool or SET evaluation for each taught course they are enrolled in. The SET evaluation will include questions about the course and about your teachers. These evaluations allow you to provide constructive, honest feedback that can help a teacher or teaching team to make improvements to a course.

Learning and Teaching Survey

Each year, 10,000 students are selected to complete the annual Learning and Teaching Survey. The University runs this survey so we can understand how things are going for students in order to make positive changes around the University based on student feedback. This survey is the main way the University gathers information from students on their overall experience of studying at this University, and this information is used to set priorities for the next year(s).

Student representatives

Volunteering as a class representative is an excellent opportunity to provide feedback, and to pass on the feedback of your peers to your teachers. Class representatives can also participate in academic unit and faculty level staff-student consultative committees.

At a university level, student representatives sit on all of the University's key academic committees, and elected student representatives from the different student associations across the University attend the Vice-Chancellor's Student Consultative Committee where they discuss issues of importance to students with the Vice-Chancellor and senior staff.

What happens to your feedback?

Each year the results of course and teaching evaluations (SET) and the Learning and Teaching Survey results are analysed and reviewed in a series of meetings with the Vice-Chancellor (Academic), the Director of Learning and Teaching, the Manager, Academic Quality, each faculty's Dean and other faculty staff to review what students have said, and what is planned in response.

The University uses student feedback to look at projects and initiatives that can benefit the academic environment and student life at the University. Some of these can be found [here](#).

Faculties identify a number of [priority initiatives](#) that they will work on to improve the learning and teaching environment, as identified by students in their faculty. These are reported to the University Teaching and Learning Committee

For SET evaluations, the results are returned to academic staff and the Academic Head (Head of School). It is the responsibility of the teaching staff to judge how best to use the feedback in making adjustments and/or improvements to their course, teaching practices etc.

Teaching staff are strongly encouraged to tell students what changes will/have been made in the course and its teaching as a result of what students have said in their feedback.

Courses with low ratings

A summary of the evaluation results for each faculty is also provided to the respective Dean. As mandated by University policy, this summary includes a list of all courses that do not reach a minimum 70% 'agree/strongly agree' response level to the statement 'Overall, I am satisfied with the quality of this course.' The faculty reviews each course to determine what factors have contributed to the student rating, makes improvements where necessary, and subsequently assesses, through re-evaluation, if students rate the course more highly. These courses are discussed in the annual meeting with the Deputy Vice-Chancellor (Academic).

For more information about student feedback, including some of the changes that have come about from student feedback, visit the University's website [here](#).