

# PROGRAMME HANDBOOK 2020

## Initial Teacher Education

# Graduate Diploma in Teaching (Primary)

### EPSOM CAMPUS

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# KEY DATES FOR 2020

2020 Dates										Graduate Diploma in Teaching	
Week	M	T	W	Th	F	Sat	Sun	UoA Standard Dates	School Terms	Week	Primary
1			New Year's Day	Day after New Year's Day	3-Jan	4-Jan	5-Jan		School Holidays	1	
2	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	Summer School Lectures Begin Mon 6 Jan		2	Summer School Lectures Begin Mon 6 Jan
3	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan	18-Jan	19-Jan			3	
4	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan	25-Jan	26-Jan			4	Intro Day Mon 20 Jan Block Delivery 21 Jan-31 Jan
5	Akld Ann Day	28-Jan	29-Jan	30-Jan	31-Jan	1-Feb	2-Feb		Term 1 Begins	5	
6	3-Feb	4-Feb	5-Feb	Waitangi Day	7-Feb	8-Feb	9-Feb			6	
7	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb	15-Feb	16-Feb	Summer School Lectures End 14 Feb		7	EDPRAC 600 Part 1 3 Feb - 21 Feb School A
8	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb	22-Feb	23-Feb	Study Break/Exams		8	
9	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb	29-Feb	1-Mar			9	Block Delivery Wed 24 Feb - Fri 28 Feb
10	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar	8-Mar	Semester 1 Lectures Begin 2 March		10	
11	9-Mar	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar	15-Mar			11	
12	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar	22-Mar			12	Wed & Thurs in Schools
13	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar			13	Wed & Thurs in Schools
14	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr	4-Apr	5-Apr			14	Weds & Thurs in Sch. Mahi Tahi on Fri
15	6-Apr	7-Apr	8-Apr	9-Apr	Good Friday	Holy Saturday	Easter Sunday		End of Term 1	15	Wed & Thurs in Schools
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
17	20-Apr	21-Apr	22-Apr	23-Apr	24-Apr	ANZAC day	26-Apr			17	
18	ANZAC day observed	28-Apr	29-Apr	30-Apr	1-May	2-May	3-May		Term 2 Begins	18	Wed & Thurs in Schools
19	4-May	5-May	6-May	7-May	8-May	9-May	10-May	Graduation - 4, 6, 8		19	Wed & Thurs in Schools
20	11-May	12-May	13-May	14-May	15-May	16-May	17-May			20	Wed & Thurs in Schools
21	18-May	19-May	20-May	21-May	22-May	23-May	24-May			21	Weds & Thurs in Sch. Mahi Tahi on Fri
22	25-May	26-May	27-May	28-May	29-May	30-May	31-May			22	
23	Queen's Birthday	2-Jun	3-Jun	4-Jun	5-Jun	6-Jun	7-Jun	Semester 1 Lectures End 5 June		23	EDPRAC 600 Part 4 Cont... 26-May - 26 June School A
24	8-Jun	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun	14-Jun			24	
25	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun	STUDY BREAK EXAMS		25	postponed due to Covid-19
26	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun	27-Jun	28-Jun			26	
27	29-Jun	30-Jun	1-Jul	2-Jul	3-Jul	4-Jul	5-Jul		Term 2 Ends	27	
28	6-Jul	7-Jul	8-Jul	9-Jul	10-Jul	11-Jul	12-Jul	INTER SEMESTER BREAK	School Holidays	28	INTER-SEMESTER BREAK
29	13-Jul	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul	19-Jul			29	

2020 Dates												Graduate Diploma in Teaching
Week	M	T	W	Th	F	Sat	Sun	UoA Standard Dates	School Terms	Week	Week	Primary
30	20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul		Term 3 Begins	30	30	Sem 2 Programme Day
31	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul	1-Aug	2-Aug	Semester 2 Lectures Begin 27 July		31	31	Semester 2 Lectures Begin 27 July - Wed and Thu in Schools
32	3-Aug	4-Aug	5-Aug	6-Aug	7-Aug	8-Aug	9-Aug			32	32	Wed & Thus in Schools
33	10-Aug	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug			33	33	Wed & Thus in Schools
34	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug			34	34	Wed & Thus in Schools
35	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug			35	35	Wed & Thus in Schools
36	31-Aug	1-Sep	2-Sep	3-Sep	4-Sep	5-Sep	6-Sep			36	36	Wed & Thus in Schools
37	7-Sep	8-Sep	9-Sep	10-Sep	11-Sep	12-Sep	13-Sep	UoA Mid-Semester Break 7-18 Sept		37	37	Wed & Thus in Schools
38	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep			38	38	Weds & Thurs in Sch. Mahi Tahī on Fri
39	21-Sep	22-Sep	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	Graduation - 22	Term 3 Ends	39	39	Wed & Thus in Schools
40	28-Sep	29-Sep	30-Sep	1-Oct	2-Oct	3-Oct	4-Oct		School Holidays	40	40	
41	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct			41	41	Mid Semester Break 5 to 9 Oct
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	44	EDPRAC 600 12 Oct - 13 Nov School B
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	46	
47	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov			47	47	Capstone Event (Presentation of e-portfolio)
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	
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 Graduate Diploma in Teaching (Primary) (GradDip Primary). The GradDip Primary degree 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 ākonga, their families/whanau, and the education settings and colleagues you work with.

## FEATURES OF THE GRADUATE DIPLOMA IN TEACHING (PRIMARY)

### Experiencing the Graduate Diploma in Teaching (Primary) Programme

A pre-service teacher (PST) in the Primary programme will begin their initial teacher education (ITE) programme in late January with a two-week intensive block of teaching where four of their seven courses will start. Three of these courses – *Te Ao Māori, Education and Society, and Professional Experience or Practicum*, are shared with Early Childhood Education and Secondary Programmes. This enables Primary PSTs to gain insights to the context of schooling in Aotearoa NZ, and to understand what *Te Whāriki* (The Early Childhood curriculum) and the *New Zealand Curriculum* aspire to provide learners aged 0 to 18. For the Professional Experience course, the cross-sector groups will be together for a few shared lectures in which *Our Code, Our Standards* will be introduced including an exploration of *the Code of Professional Responsibility and the standards for the teaching profession*. After that the sectors will participate in the *Professional Experience* course in separate sector groups. The Primary sector specific course that begins in the January block is *Ako* and is designed to help PSTs know about how Primary age students learn and how to use responsive teaching approaches to promote Learning. This course continues on a weekly basis throughout semester one.

Following the January two-week intensive block of teaching PSTs complete their first three week block practicum (Practicum One) in School A. Practicum one provides an opportunity for PSTs to observe how their Associate Teacher sets up a learning-focussed, and supportive classroom at the beginning of the year. Following Practicum One PSTs continue to work alongside their School A Associate Teacher every Wednesday and Thursday (excluding holidays) until the end of May. These regular days in schools will provide an opportunity for PSTs to observe how classroom interactions change over time as routines are established and classroom programmes implemented. PSTs will be supported to take increased responsibility for planning and teaching throughout the semester. From the end of May PSTs conclude their time in School A with a five week block Practicum (Practicum Two) where they take full responsibility for the learning environment for 10 days.

The *Professional Experience* course continues in the second semester with PSTs spending each Wednesday and Thursday in a new school (School B). PSTs will complete their final five week Practicum (Practicum Three) in School B. The semester two series of Wednesdays and Thursdays in schools begins after the inter-semester break in mid-July and continues for 10 weeks until the end of the school term in late September. Over the course of the second semester PSTs will be supported to take increasing responsibility for supported planning and teaching in School B. Practicum Three begins in mid-October and requires PSTs to take full responsibility for the learning environment for 20 days.

Having experiences in two schools during the *Professional Experience* course will provide PSTs with an opportunity to experience diverse school contexts over the course of their programme. Having regular Wednesdays and Thursdays in schools culminating in a block practicum allows PSTs to develop relationships with learners and develop their confidence as teachers. The regular Wednesdays and Thursdays in schools also enables PSTs to make connections to learning from *Te Ao Māori, Education and Society, and Ako* courses.

The Primary Maths and Literacy courses, *Maths and Literacy (1)* (EDCURRIC 625) and *Maths and Literacy (2)* (EDCURRIC 626) will enable PSTs to be fully ready to teach numeracy and literacy programmes in Primary and Intermediate schools. *Maths and Literacy (1)* is taught in semester one and *Maths and Literacy (2)* is taught in semester two. Throughout their engagement in these courses PSTs will have the opportunity design literacy and numeracy learning experiences and implement these during their MaTiS and block two and three practicums.

The curriculum course, *Designing the Wider Curriculum* (EDCURRIC 627) will enable PSTs to be ready to teach Health and Physical Education, The Arts, Technology, Science and Social Science in Primary and Intermediate schools. *Designing the Wider Curriculum* is taught through both semester one and semester two and provides the opportunity for PSTs to design cross-curricular integrated learning experiences and implement these during their MaTiS and block two and three practicums.

# REGULATIONS FOR THE DEGREE OF GRADUATE DIPLOMA IN TEACHING (PRIMARY)

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 graduate diploma, students are required to be in various teaching environments which will bring them into contact with children. Only persons able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand will be permitted to enrol in this graduate diploma.

## Admission

- 1 In order to be admitted to this programme, a student must have:
  - a completed the requirements for:
    - (i) a degree from a New Zealand University or the equivalent as approved by Senate or its representative
    - or
    - (ii) a qualification recognised as equivalent by the Teaching Council of Aotearoa New Zealand and New Zealand Qualifications Authority
  - and
  - b demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration. Personal references and an interview will normally be required.

### Notes:

- (i) Applicant 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.
- 2 Admission to this graduate diploma is at the discretion of Senate or its representative.

## Duration and Total Points Value

- 3 A student enrolled for this graduate diploma must follow a programme of full-time year in an academic year and pass courses with a total value of 150 points.
- 4 In exceptional circumstances, part-time enrolment may be permitted with approval of the Programme Leader.
- 5 The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

## Structure and Content

- 6 A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Teaching (Primary) Schedule.
- 7 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 8 A student who has previously passed any course the same as, or similar to, those courses required for this graduate diploma must substitute an alternative course(s) approved by the Programme Leader.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Practicum 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 Where weakness occurs in the practicum component of EDPRAC 600, students will be required to enrol in an extension course and pay tuition fees at the rate of 10 points for each two month period or part thereof. This provision will only apply when the student's current enrolment in EDPRAC 600 has ended.
- c Re-enrolment in EDPRAC 600 after failing that course requires the permission of the Dean of Faculty of Education and Social Work or nominee.
- d At the discretion of Senate or its representative, a student who does not pass EDPRAC 600 may be declined permission to be readmitted for this graduate diploma.

## **Language Requirements**

- 11 a Students must pass EDUCM 199 in the first year of enrolment.
- b Students must pass EDUCSW 199 in the first semester of enrolment.

## **Professional Requirements**

- 12 a In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand must immediately notify the Dean of Faculty.
- c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the Education Council of Aotearoa New Zealand the Dean shall 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 12e may appeal from that decision to the Council or its duly appointed delegate.

## **Termination of Enrolment**

- 13 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 Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 10a may appeal from that decision to the Council or its duly appointed delegate.

## **Reassignment**

- 14 A student may apply to reassign courses passed for this graduate diploma to the Graduate Diploma in Education.

## **Variations**

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

## **Commencement**

- 16 These regulations came into force on 1 January 2020. The 2006 regulations for the Graduate Diploma in Teaching (Primary) were thereby repealed.

## GRADUATE PROFILE FOR THE GRADUATE DIPLOMA IN TEACHING (PRIMARY)

At the completion of the Graduate Diploma in Teaching (Primary) 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 Graduate Diploma in Teaching (ECE, Primary and Secondary) should complete the DELNA process before attending their final practicum, during which the ability to demonstrate a professional standard of writing will be expected of teacher trainees.

## EDUCM 199 – TE REO MĀORI COURSE

This introductory reo Māori course provides opportunities to learn correct pronunciation and some basic classroom language and is completed over semesters one and two.

The Teaching Council requires all teachers to practise and develop the use of te reo and tikanga Māori in order to meet the standards for the teaching profession and to fulfil the Code of Professional Responsibility.

The course is self-paced and delivered through Canvas, meaning you can complete as quickly as you like. It contains activities that will help you practise and build confidence before doing the assessments. Your result is dependent on completion of the two assignments:

1. Deliver a pepeha with correct pronunciation (Semester One) and;
2. Read, with correct pronunciation, reo Māori words that are part of an English text (by the end of Semester Two).

In order to submit the assignments, there are some module requirements you need to meet - usually a minimum score in a short quiz in each module of the course.

Your course result will appear on your academic record as either CPL (complete) or DNC (did not complete). Completion of the course is a requirement in order for the Graduate Diploma in Teaching qualification to be conferred or awarded.

## OVERVIEW OF THE GRADUATE DIPLOMA IN TEACHING (PRIMARY) PROGRAMME

The Graduate Diploma in Teaching (Primary) qualification is an equivalent of 1.3 academic years delivered in one calendar year. It is made up of 150 points and is available as both full-time (one year) and part-time (two years) study. The course of study involves 30 point, 15 point and 7.5 point courses.

The programme has a strong curriculum focus and provides students with the opportunity to become well-grounded in all curriculum documents with an emphasis on developing strength in mathematics and language programmes.

**For all course pre-requisites please see the University of Auckland Calendar 2020 – [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz)**

Listed below are the courses for 2020.

### Semester One

Semester One will introduce you to Te Ao Māori and the New Zealand Curriculum learning areas of technology, English, the arts, health and physical education, mathematics and statistics, science and social science. You will also complete 49-52 days, depending on Term One start date, of practicum in School A throughout Semester One as part of the EDPRAC 600A course. Links between theories of how people learn and your practicum experiences will be explored in EDPROFST 609.

<b><a href="#">EDCURRIC 625</a></b> Curriculum: Maths and Literacy 1	<b><a href="#">EDCURRIC 627A</a></b> Designing the Wider Curriculum
<b><a href="#">EDPRAC 600A</a></b> Professional Practice	<b><a href="#">EDPROFST 609</a></b> Ako
<b><a href="#">EDPROFM 600A</a></b> Te Ao Māori He tirohanga whakamua kia haere whakamuri	<b><a href="#">EDUC 603A</a></b> Education and Society
<b><a href="#">EDUCM 199</a></b> Te Reo Māori	

### Semester Two

In Semester Two you will continue to consolidate your knowledge in technology, English, the arts, health and physical education, mathematics and statistics, science and social science. You will complete 42 days of practicum in School B including five week block at the end of the semester two followed by a capstone assessment task.

<b><a href="#">EDCURRIC 626</a></b> Curriculum: Maths and Literacy 2	<b><a href="#">EDCURRIC 627B</a></b> Designing the Wider Curriculum
<b><a href="#">EDPRAC 600B</a></b> Professional Practice	<b><a href="#">EDPROFM 600B</a></b> Te Ao Māori He tirohanga whakamua kia haere whakamuri
<b><a href="#">EDUC 603B</a></b> Education and Society	

## PRACTICUM/PLACEMENTS

Practicum courses are at the heart of each candidate's professional development.

Practicum courses are completed during full-time block and two day placements (Wednesday and Thursday) in a school. There are three block placements during the year and student placements will be determined and organised by the Practicum Office in conjunction with the EDPRAC 600 Course Director. **Students are not to arrange their own practicum placements.** Please note that while we endeavour to place you at a school in an area of your choice, it is the job of the Practicum Office, in conjunction with the Associate Director to assign you to a designated school. You may be required to travel to the majority of your placements. Any changes to a placement must be negotiated with the Associate Director.

If a student teacher is out of synchrony with their cohort due to deferral, withdrawal or being part-time, practicum placements will be assigned on a case-by-case basis by the Associate Director. Student teachers will not be able to complete a practicum at the beginning or the end of the year as it is not appropriate to accommodate this within the faculty and schools at these times of the year.

### Students Withdrawing from Practicum

Students who suddenly need to withdraw from practicum before it commences must inform the Practicum Office immediately so that schools can be notified as a matter of courtesy.

### Leave during practicum

For leave during practicum placements please complete the online [Request for Leave during Practicum Form](#).

### Placement Restrictions with regard to Links with Family Members

Student teachers may not be placed for practicum where:

- a member of their whanau/family attends as a pupil or as a staff member
- the student teacher or their whanau are employed in any capacity
- the student teacher or a member of their whanau has a personal relationship with any member of the school/centre staff or BOT/Management Committee
- the student teacher has accepted an employment offer from the school.

### 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 12 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. However, for student teachers 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.

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)).

### Students Seeking Practicum Placement with Babies or Young Children

It is not permissible to take babies and young children on practicum. Student teachers must either make their own private arrangements for the care of their babies and young children during Practicum.



## Location of Practicum

Practicum is located in the EDPRAC 600 course. The quality of learning for candidates is linked to the quality of experiences for professional development that occurs in schools. To this end the practicum is delivered in a consortium of schools during the programme. There will be a shared understanding of the developmental progression of the programme between the schools, the candidate and University of Auckland, Faculty of Education and Social Work staff.

This understanding will provide the opportunity for the candidates to take responsibility for their learning with the support of staff at the University of Auckland, Faculty of Education and Social Work and school staff. The practicum will provide candidates with the opportunity to synthesise the knowledge, understandings and dispositions gained from all of the curriculum papers.

The candidates will complete three block placements:

1 x 3 weeks (Practicum One)

1 x 5 weeks (Practicum Two)

1 x 5 weeks (Practicum Three)

and a suite of two day placements each week for approximately 16 days in Semester One and 18 days in Semester Two.

## Two Day Practicum Placements: Wednesdays and Thursdays in Schools

Two day practicum placements focus on a student teacher's professional development both in a classroom/Innovative Learning Environment and at school-wide level.. An inquiry approach to learning is undertaken.

## Block Practicum

In the Practicum Two 1 block placement candidates must take full responsibility for planning, learning and teaching, and manage the learning environment for a minimum of two consecutive weeks. In the Practicum Three block placement candidates must take full responsibility for planning, learning and teaching, and manage the learning environment for a minimum of four consecutive weeks.

## Assessment of the EDPRAC 600 Course

Practicum credits are awarded on successful achievement of Practicum requirements and learning outcomes. Performance is usually jointly assessed and wherever possible a 'triadic' meeting of three parties (University Professional Supervisor, Associate Teacher, Student Teacher) will be held for assessment purposes for Practica 2 and 3.

Where consensus is not achievable the University Professional Supervisor/Lecturer, in consultation with the Associate Director, has ultimate responsibility for the decision.

At the discretion of the Associate Director 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 an additional placement of no more than two weeks duration to demonstrate achievement of these criteria. Where satisfactory achievement is not demonstrated no extension of this placement will be granted and the student will have to apply to re-enrol in the entire course.

Results for Practicum courses, once confirmed by the University of Auckland, Faculty of Education and Social Work, are expressed as:

**Pass:** This will be granted when the triadic assessment process indicates that all learning outcomes have been achieved.

**Credit Withheld/Not Achieved (NA):** This may be indicated when some of the learning outcome criteria are not achieved and the triadic assessment process indicates that the student teacher be given the opportunity for completion during the next practicum placement. This will be approved by the Associate Director and organised by the Practicum Placement Co-ordinator in consultation with the student teacher and the University Professional Supervisor. This provision is not available for the third practicum.

**Fail:** This will be indicated when the triadic assessment process indicates that a full re-sit of the practicum course is required. The Practicum Convenor will confirm this. Where a full re-sit of the practicum is required, the student teacher must re-enrol through the Education Student Centre. Full tuition fees will apply. Students failing Practicum 2 will be able, subject to approval, to re-sit this practicum during the

Practicum 3 timetabled in Semester 2. Students will then need to re-enrol for EDPRAC 600, in the subsequent year through the Education Student Centre.

All students who fail some or all of the learning outcomes in a practicum will automatically be reviewed so that support systems can be set in place for future success.

*Note: Students who fail a practicum must apply to be given formal permission to resit the course. Students should collect an Application to Repeat a Failed Course form from the Teacher Education Office in H201A.*

**It is the candidate's responsibility to ensure that all necessary practicum documentation is completed and results delivered to the Practicum Office by the dates set.**

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

**Please note:**

A student teacher **may not** approach a school to organise his or her own placement. Student teachers may only approach a school when a confirmed placement has been posted and the date for the Associate Teacher contact has been advised.

**Attendance and Professional Conduct during Practicum**

For expectations and requirements please refer to the relevant *Practicum Handbook*.

Students must not withdraw from a practicum once their placement has commenced unless permission has been given by the Associate Director or designated nominee. Withdrawal from practicum without permission will result in a course fail. If, for any reason, the school wishes to rescind your invitation and to terminate your placement, this may also be grounds for failure in the practicum course.

**Please note:**

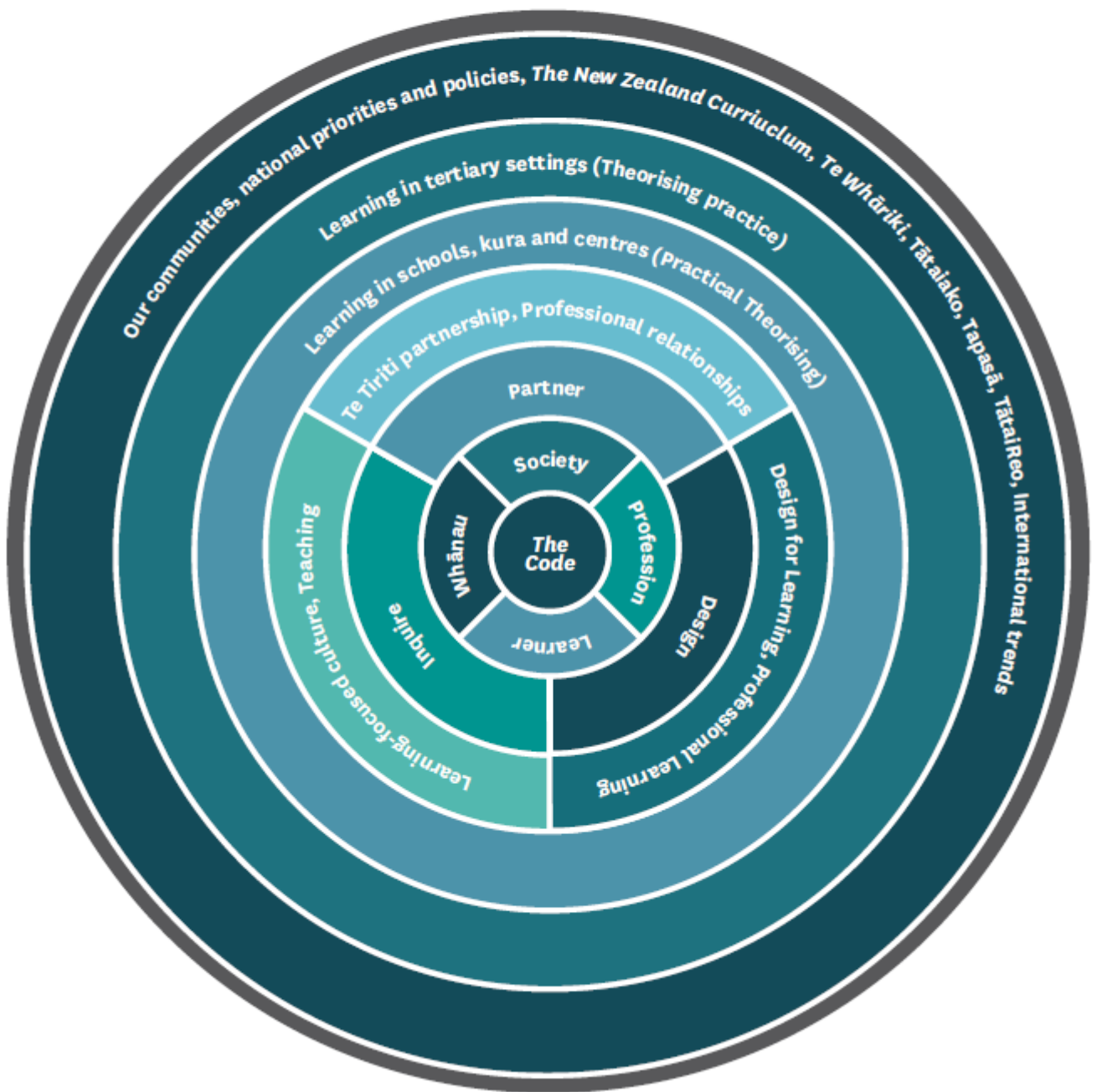
It is critical that you attend your practicum course lectures because Associate Teachers are too busy to provide this support on practicum. Therefore those who do not attend course lectures may be withdrawn from their practicum placement.

## 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

	<b>PRINCIPLES</b> <i>Teacher education programmes will develop:</i>	<b>RELATED GRADUATE OUTCOMES</b> <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><b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> <li>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</li> <li>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</li> <li>Practise and develop the use of te reo and tikanga Māori.</li> </ul>
<p><b>Professional learning</b> 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"> <li>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>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.</li> <li>Engage in professional learning and adaptively apply this learning in practice.</li> <li>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.</li> <li>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</li> </ul>
<p><b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> <li>Engage in reciprocal, collaborative learning-focused relationships with:                             <ul style="list-style-type: none"> <li>Learners, families and whanau</li> <li>Teaching colleagues, support staff and other professionals</li> <li>Agencies, groups and individuals in the community.</li> </ul> </li> <li>Communicate effectively with others.</li> <li>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</li> <li>Communicate clear and accurate assessment for learning and achievement information.</li> </ul>
<p><b>Learning-focused culture</b> 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"> <li>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</li> <li>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</li> <li>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</li> <li>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</li> <li>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</li> <li>Develop an environment where the diversity and uniqueness of all learners are accepted and valued.</li> <li>Meet relevant regulatory, statutory and professional requirements.</li> </ul>
<p><b>Design for learning</b> 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"> <li>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</li> <li>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.</li> <li>Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</li> <li>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</li> <li>Design learning that is informed by national policies and priorities.</li> </ul>
<p><b>Teaching</b> 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"> <li>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.</li> <li>Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> <li>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.</li> <li>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</li> <li>Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.</li> </ul>

## ASSIGNMENT PROCESS

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

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

All non-electronic assignments are handed in at the campus where you attend the course (unless your lecturer advises otherwise).

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

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:

- Epsom Campus (except Flexi Learning: see below): A109A (The Assignment Centre located in the Education and Social Work 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 located beside the main entrance.

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

## Assignment Submission

### Non-electronic submission of Assignments

Faculty students across all campuses will generate their own individual coversheets for each assignment, which can be downloaded from Canvas. Every coversheet will contain a unique QR code which is scanned upon submission and generates 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 at via [www.education.auckland.ac.nz/en/for/current-students/assignments](http://www.education.auckland.ac.nz/en/for/current-students/assignments)

If you still have questions please contact [foedassignments@auckland.ac.nz](mailto:foedassignments@auckland.ac.nz).

### Electronic Submission of Assignments

You will be notified at the beginning of your course that the submission of assignments is electronic. All electronic submission of assignments must be uploaded to an assignment dropbox on Canvas, or Turnitin as assigned by your lecturer. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission.

**The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7** coursework apply to submission of **all** 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](http://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 hands the work in a day late. You lose 4 marks – 10% of 40 – and is awarded a final mark of 28)
- b. one to two calendar weeks late – deduct 50% of the total value of the assessment
- c. later than two calendar weeks but not after the handing back of other students' work – 100% deduction.

*Note:* under [Examination Regulations](#) 1c and d 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.

## 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. An automated email will be sent when these are ready to be collected. 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.

## Resubmission

With the exception of the two clauses below no provision should be made for resubmission of work for remarking.

At the discretion of the Programme Leader, and in consultation with the Head of School, a student who, at the end of the programme has failed no more than one non-practicum course with a D+ grade may be invited to submit to the Programme Leader a supplementary piece of work that addresses the areas of concern in the failed course. If the student meets the requirements of this supplementary work a grade of C- will be awarded.



## 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	<b>Student Engagement and Experience</b> Rebekah Williams      ext 48855 <b>Academic English Language Advisers</b> Donglan Zhang, Denise McKay, Ann O'Byrne: <a href="mailto:edswdelna@auckland.ac.nz">edswdelna@auckland.ac.nz</a> <b>Speech Language Therapist</b> Alaine Tasker      ext 48756 <b>Primary Maths Support</b> Angela Spavin      ext 48217
Counselling Support	Epsom Campus Counsellors: make appointment online under ' <a href="#">Student Health and Counselling Services</a> ' 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, <a href="#">Student Health and Counselling Services</a> , Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Hardship, Student Association etc.	<a href="#">ESSA</a> (Education and Social Work Students Association) Office: N335 from 10.30 am – 2 pm during semester time. Email: <a href="mailto:info@essa.co.nz">info@essa.co.nz</a>
Health/Medical	<a href="#">Student Health and Counselling Service</a> , 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	<a href="#">Faculty Rainbow Network</a> Email: <a href="mailto:rainbowEDSW@auckland.ac.nz">rainbowEDSW@auckland.ac.nz</a>
Scholarships	Faculty <a href="#">Scholarships</a> or University scholarships: <a href="http://www.scholarships.auckland.ac.nz">www.scholarships.auckland.ac.nz</a>
Student Allowances/Loans	StudyLink, 0800-889 900
Student Disability Services	Email: <a href="mailto:disability@auckland.ac.nz">disability@auckland.ac.nz</a> Website: <a href="http://www.disability.auckland.ac.nz">www.disability.auckland.ac.nz</a>
Support for Māori students <a href="#">Te Korowai Atawhai</a>	Kaitiaki Tauira Māori /Māori Student Support Advisor: <a href="mailto:tekorowaiatawhai@auckland.ac.nz">tekorowaiatawhai@auckland.ac.nz</a> Kaiāwhina & student study space
Support for Pasifika students <a href="#">Pasifika Success</a>	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: <a href="mailto:library@auckland.ac.nz">library@auckland.ac.nz</a>
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 greatest source of your information and research efforts will be found in the Library. 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

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 staff at the library who can help you with your research. Go to : <https://www.library.auckland.ac.nz/about-us/faculty-lsri-support>
- 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](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 that 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 as **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

Most study space is provided in the Library and the student commons in Epsom's A Block and E Block. 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. Information technology is an integral part of education and social work practices, 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. The Epsom campus also offers to 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

Libraries and Learning Services also offer advice and workshops to assist you with University study. Workshops include referencing, how to search for relevant journal article, 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

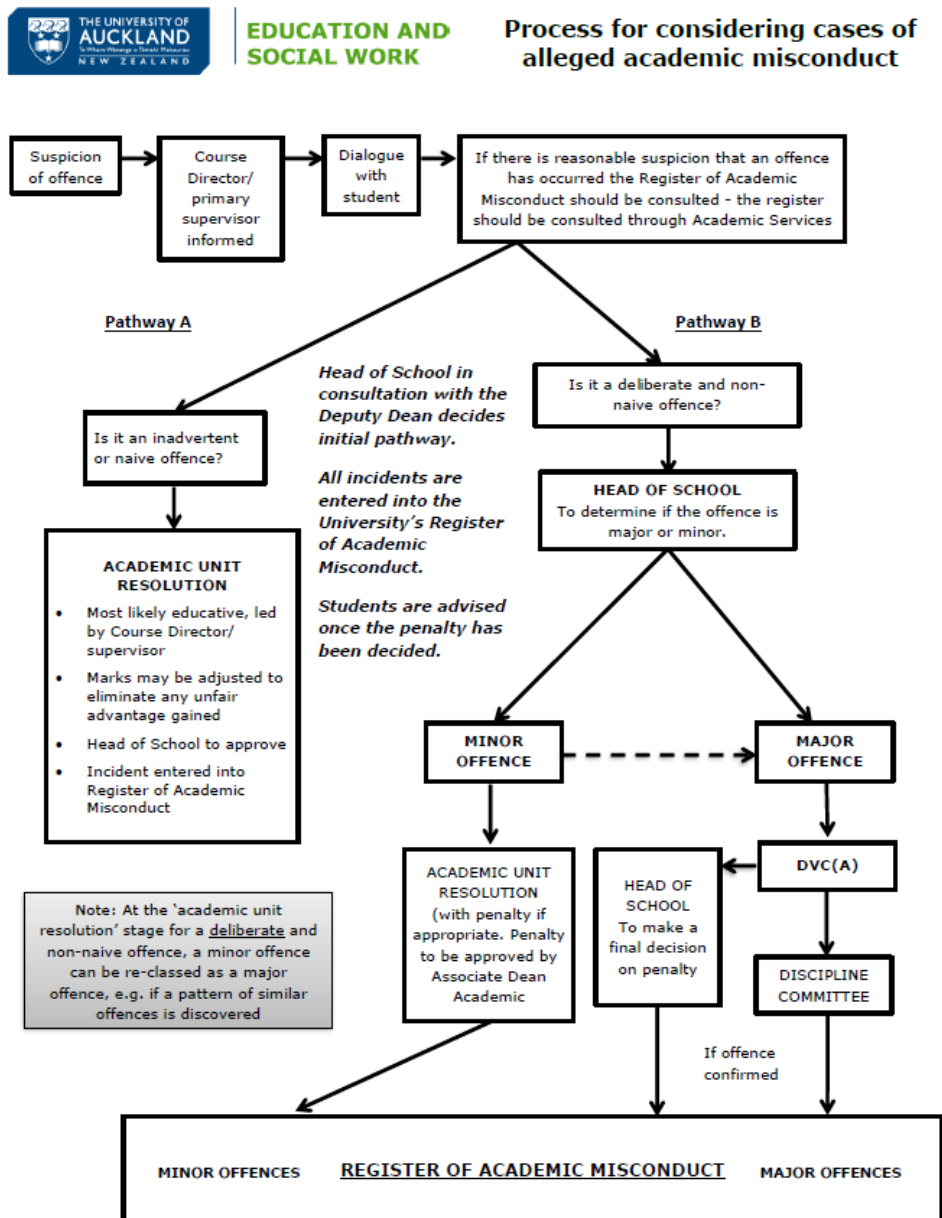
All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study (see University of Auckland 2020 Calendar, pp 31). Completion of the course is a requirement 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](mailto: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**

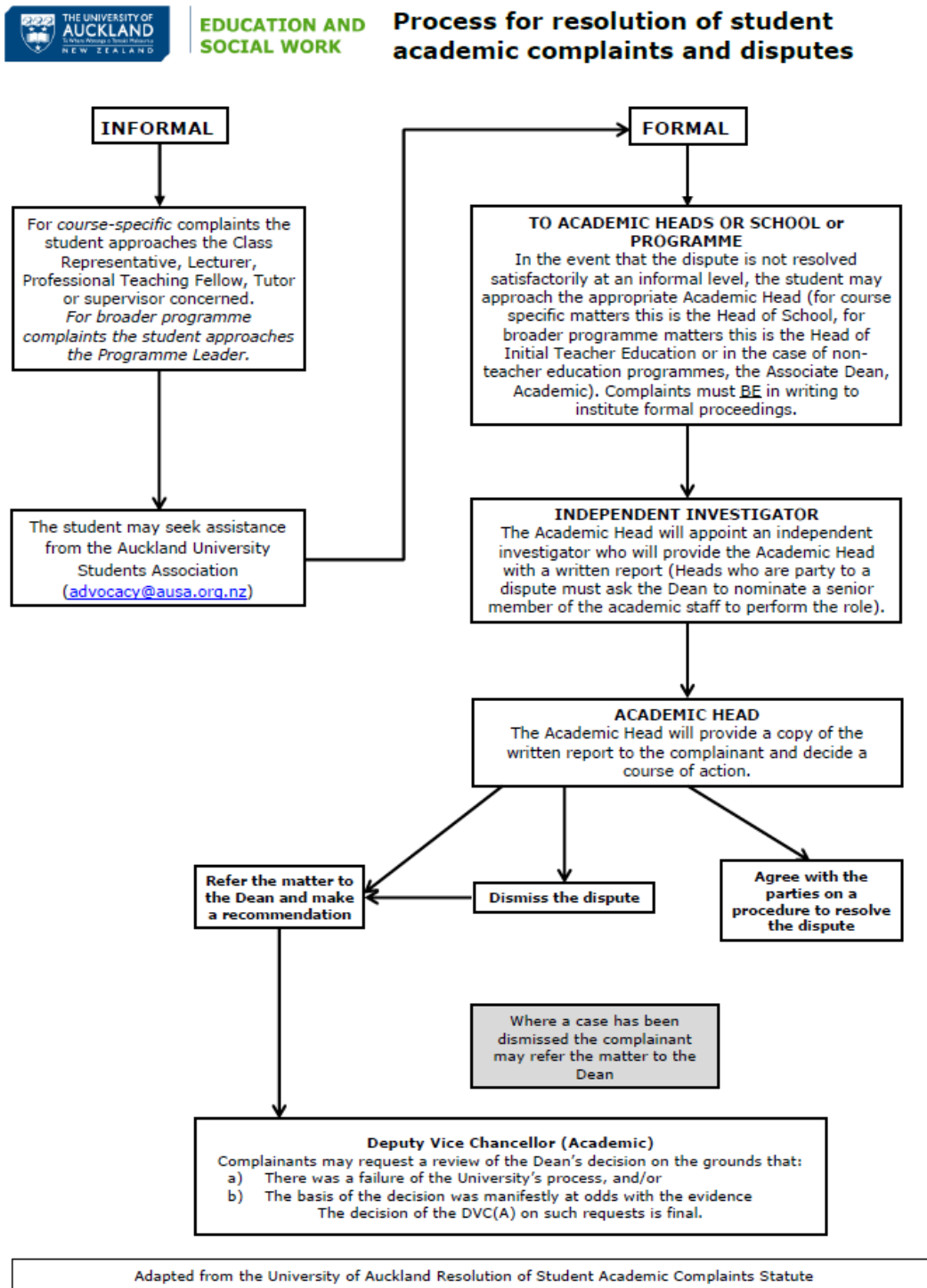
Students are able to create an [unofficial transcript](#) which is an unofficial record of courses that they have attempted at the University with Student Services online, which can be used for internal use. If you require an official transcript of your academic record to supply to someone outside the 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](mailto: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](http://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](https://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 7<sup>th</sup> 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](http://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* (7<sup>th</sup> 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 Practicum 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 BSpportHPE. (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 others, 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 and 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 uses this information 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 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 question '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](#).