

PROGRAMME HANDBOOK 2022

Initial Teacher Education

Graduate Diploma in Teaching (Secondary)

EPSOM CAMPUS

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Student Services Update

From 1 April 2022 there will be changes to student services functions across the University. New campus-based student hubs will replace the current faculty student centres which will be closed.

More information will be made available closer to April.

- The University's Student Hubs are open seven days a week and provide services, support and advice for all current and future students.
- Located at campuses in Auckland and Northland, Student Hubs are open to all students, no matter the area of study, query, or support required.
- Contact studentinfo@auckland.ac.nz for any questions you have about your studies.

The Student Hubs will offer

- Learning support and advice as you progress through your study.
- General direction, information and advice on being a student and navigating the university, including connection to wellbeing and engagement services.
- Library services support and advice.
- Student IT support.
- Employability and careers support including internships and volunteering opportunities that can support your career goals while you are studying.

Student Hub locations from 1 April

- City Campus General Library, Building 109,5 Alfred Street, Auckland
- Epsom Campus Sylvia Ashton Warner Library, Gate 3 74 Epsom Avenue (parking at Gate 2)
- Grafton Campus Philson Library, Building 503, Level 1 (entry via the Atrium, Building 505), 85 Park Rd, Grafton
- Te Papa Ako o Tai Tonga 6 Osterley Way, Manukau
- Te Papa Ako o Tai Tokerau L Block, 13 Alexander Street, Whangarei

Key Dates for 2022

2022 Dates							Grad Dip Secondary F2F		Online
S+ Week	M	T	W	Th	F	School Terms	Week	Secondary	Secondary Online
1							1		
2	New Year's Day observed	Day after New Year's Day observed	5-Jan	6-Jan	7-Jan	School Holidays	2	Summer School Lectures Begin Thu 6 Jan	Summer School Lectures Begin Thu 6 Jan
3	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan		3		
4	17-Jan	18-Jan	19-Jan	20-Jan	21-Jan		4		
5	24-Jan	25-Jan	26-Jan	27-Jan	28-Jan		5		
6	Akl'd Ann Day	1-Feb	2-Feb	3-Feb	4-Feb		Term 1 Begins	6	Intro Day Tues 1 Feb
7	Waitangi Day	8-Feb	9-Feb	10-Feb	11-Feb	7			
8	14-Feb	15-Feb	16-Feb	17-Feb	18-Feb		8	Students on Observation prog on Wed 16 ,Thu 17 and Fri 18	Students on Observation prog on Wed 16 ,Thu 17 and Fri 18
9	21-Feb	22-Feb	23-Feb	24-Feb	25-Feb		9		
10	28-Feb	1-Mar	2-Mar	3-Mar	4-Mar		10		
11	7-Mar	8-Mar	9-Mar	10-Mar	11-Mar		11		
12	14-Mar	15-Mar	16-Mar	17-Mar	18-Mar		12	Wed in Schools	Wed in Schools
13	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar		13	Wed in Schools	Wed in Schools
14	28-Mar	29-Mar	30-Mar	31-Mar	1-Apr		14	EDPRAC 612A 28 Mar -14 Apr School A	EDPRAC 612A 28 Mar -14 Apr School A
15	4-Apr	5-Apr	6-Apr	7-Apr	8-Apr		15		
16	11-Apr	12-Apr	13-Apr	14-Apr	Good Friday	End of Term 1 14 April	16		
17	Easter Monday	UoA holiday	20-Apr	21-Apr	22-Apr	School Holidays 15-29 April	17	Mid-Semester Break 15-29 April	Mid-Semester Break 15-29 April
18	ANZAC day observed	26-Apr	27-Apr	28-Apr	29-Apr		18		
19	2-May	3-May	4-May	5-May	6-May	Term 2 Begins	19	EDPRAC 612A Cont 2 May - 3 June School A	EDPRAC 612A Cont 2 May - 3 June School A
20	9-May	10-May	11-May	12-May	13-May		20		
21	16-May	17-May	18-May	19-May	20-May		21		
22	23-May	24-May	25-May	26-May	27-May		22		
23	30-May	31-May	1-Jun	2-Jun	3-Jun		23		
24	Queen's Birthday	7-Jun	8-Jun	9-Jun	10-Jun		24		
25	13-Jun	14-Jun	15-Jun	16-Jun	17-Jun		25	Semester 2 Lectures Begin 13 June	Semester 2 Lectures Begin 13 June
26	20-Jun	21-Jun	22-Jun	23-Jun	Matariki holiday		26		

27	27-Jun	28-Jun	29-Jun	30-Jun	1-Jul		27		
28	4-Jul	5-Jul	6-Jul	7-Jul	8-Jul	Term 2 Ends	28	Careers Week	Careers Week
29	11-Jul	12-Jul	13-Jul	14-Jul	15-Jul	School Holidays 19-24 July	29	INTER SEMESTER BREAK	INTER SEMESTER BREAK
30	18-Jul	19-Jul	20-Jul	21-Jul	22-Jul		30		
31	25-Jul	26-Jul	27-Jul	28-Jul	29-Jul	Term 3 Begins	31	Wed in Schools	Wed in Schools
32	1-Aug	2-Aug	3-Aug	4-Aug	5-Aug		32	EDPRAC 612B 1 Aug - 16 Sep School B	EDPRAC 612B 1 Aug - 16 Sep School B
33	8-Aug	9-Aug	10-Aug	11-Aug	12-Aug		33		
34	15-Aug	16-Aug	17-Aug	18-Aug	19-Aug		34		
35	22-Aug	23-Aug	24-Aug	25-Aug	26-Aug		35		
36	29-Aug	30-Aug	31-Aug	1-Sep	2-Sep		36		
37	5-Sep	6-Sep	7-Sep	8-Sep	9-Sep		37		
38	12-Sep	13-Sep	14-Sep	15-Sep	16-Sep		38		
39	19-Sep	20-Sep	21-Sep	22-Sep	23-Sep		39		
40	26-Sep	27-Sep	28-Sep	29-Sep	30-Sep	Term 3 Ends	40		
41	3-Oct	4-Oct	5-Oct	6-Oct	7-Oct	School Holidays 3-14 Oct	41	Mid Semester Break 3-14 Oct	Mid Semester Break 3-14 Oct
42	10-Oct	11-Oct	12-Oct	13-Oct	14-Oct		42		
43	17-Oct	18-Oct	19-Oct	20-Oct	21-Oct	Term 4 Begins	43		
44	Labour Day	25-Oct	26-Oct	27-Oct	28-Oct		44		
45	31-Oct	1-Nov	2-Nov	3-Nov	4-Nov		45	Capstone Presentations	Capstone Presentations
46	7-Nov	8-Nov	9-Nov	10-Nov	11-Nov		46		
47	14-Nov	15-Nov	16-Nov	17-Nov	18-Nov		47		
48	21-Nov	22-Nov	23-Nov	24-Nov	25-Nov		48		
49	28-Nov	29-Nov	30-Nov	1-Dec	2-Dec		49		
50	5-Dec	6-Dec	7-Dec	8-Dec	9-Dec		50		
51	12-Dec	13-Dec	14-Dec	15-Dec	16-Dec		51		
52	19-Dec	20-Dec	21-Dec	22-Dec	23-Dec	Term 4 Ends - Prim/Sec	52		
53	Boxing Day	Boxing Day observed	28-Dec	29-Dec	30-Dec		53		
54	New Year's Day observed	New Year's Day observed	4-Jan	5-Jan	6-Jan		54		

Introduction to the programme

Nau mai rā ki Te Kura Akoranga me Te Tauwhiro Tangata, otirā, ki Waipapa Taumata Rau. Kia ora, talofa lava, mālō e lelei, kia orana, fakaalofa lahi atu, namaste, 你好 nǐ hǎo, salam alaikum, hola.

Welcome to the Faculty of Education and Social Work at the University of Auckland – and welcome to the profession of teaching.

Teaching plays a critical role in our society. Everyone has an experience of being taught. We think we know what teaching is because we have experienced it as learners, and maybe as parents or carers of learners. But being a teacher, and teaching, is more complex than it seems from the 'outside.' That is why teacher education is important. Your life experiences will be helpful to you in learning to be a teacher, but there are many new things to learn as you take on the teacher role.

You will gain new skills and new knowledge – about both subject areas and about how to teach and work with ākonga (the infants, toddlers, children, or young people you will work with). This new learning is underpinned by attitudes, values, and dispositions that enable you to work respectfully and collaboratively with a wide range of people. Central to this is willingness to work in partnership with Māori. You should expect your teacher education journey to give you experiences that develop your teaching skills and to challenge many of your assumptions about teaching and learning.

Our Programme Outcomes

Our teacher education programmes are designed to help you meet the required *Standards for the Teaching Profession* and *Code of Professional Responsibility*, which are set by the Teaching Council of Aotearoa New Zealand. Addressing these requirements also enables you to meet broader outcomes set by the university for all its qualifications. These outcomes are expressed as a 'Graduate Profile' for each qualification. Therefore the two sets of outcomes overlap. The Teaching Council Standards are specific to teaching, while the university's outcomes outline broader capabilities that studying a university qualification develops. They both emphasise critical thinking, communication, problem solving, integrity, and the centrality of Te Tiriti o Waitangi.

The Graduate Profile for your qualification is included on page 12 of this booklet, so you can understand the broad aims of the programme. Our approach to the Teaching Standards is summarised below, and then further explained in Appendix One. 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.

The Teaching Standards at the University of Auckland

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, hapū, 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 you will need to be open-minded, curious, respectful, and aware of your own cultural positioning. You will also need to be excellent communicators, able to listen and to share respectfully and adjust your communication to suit your partners. To be able to take up your role as partners with Māori learners and their families you 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. As a teacher, you choose what will be learned and how. These decisions are about equity and access and are critical to improving learner outcomes. You will design experiences to help students learn. You will also need to think about what you need to learn in order to develop as a teacher.

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 our framework 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. You will need to evaluate your impact on learning and on classroom culture to enact 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.

Each teacher education provider has to consider what the Teaching Standards mean in their context. The list in Appendix One at the back of this booklet explains what the Standards mean in University of Auckland teacher education qualifications. You can expect to learn these things in your time with us. This list is also used to construct the assessments in your teacher education programme. Assessments can therefore provide you with feedback on your progress towards the standards. At the end of your programme you will draw together your experiences on practicum and in the university setting to demonstrate how you can enact the standards and are ready to teach.

Regulations for the Degree of graduate diploma in teaching (Secondary)

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 young persons. 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 needs to 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 and certification.

Notes:

(i) This is a limited entry programme as per the Limitation of Entry Statute 1991 and selection criteria apply. Selection criteria are available from the Faculty of Education and Social Work.

(ii) Applicants will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014.

(iii) Personal references and an interview will be required.

Duration and Total Points Value

2 A student enrolled for this graduate diploma must follow a programme of full-time study in an academic year and pass courses with a total value of 150 points.

3 In exceptional circumstances, part-time enrolment may be permitted with approval of the Programme Leader.

4 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

5 A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Teaching (Secondary) Schedule.

6 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.

7 A student who has previously passed any course the same as, or similar to, the courses required for this graduate diploma must substitute an alternative course(s) approved by the Programme Leader.

8 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

9 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 a weakness occurs in the practicum component of EDPRAC 612, 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 612 has ended.

c Re-enrolment in EDPRAC 612 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 612 may be declined permission to be readmitted to this graduate diploma.

Language Requirements

10 a Students must pass EDUCM 199 – Te Reo Māori - in the first year of enrolment.

b Students must pass EDUCSW 199 – English Language Competency - in the first semester of enrolment.

Professional Requirements

11 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 Teaching 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 11e may appeal that decision to the Provost or the duly appointed delegate.

Suspension or Termination of Enrolment

12 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by 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 12a may appeal that decision to the Provost or the duly appointed delegate.

Reassignment

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

Variations

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

Amendment

15 These regulations and/or schedule have been amended with effect from 1 January 2022.

Graduate Profile for the Graduate Diploma in Teaching (Secondary)

At the completion of the Graduate Diploma in Teaching (Secondary) 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 Te Tiriti o 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.

DELNA Screenings

All students are required to do a 20-minute Canvas-based DELNA Screening during the first week of Semester One. You will need your student ID number to log into Canvas. You will be enrolled in the **DELNA Screening Canvas course**, which you will be able to access on your Canvas dashboard, and you will find the Screening under 'Assignments'.

You will see the assessment result immediately after completing the Screening, and it will show if you need to develop your knowledge of academic English. If you see 'Good' or 'Satisfactory', you have completed all DELNA requirements. If you see '**Diagnosis Required**', you will be given a booking link to do the Diagnosis for a more in-depth academic English language analysis.

Students who get 'Diagnosis Required':

After the **DELNA Screening**, book and complete a **DELNA Diagnosis** (a 2-hour assessment of academic listening, reading and writing skills, either in person or online) and make an appointment with an adviser to discuss results and what ongoing English language support you need. Advisers give individual plans (IP).

Timeframe

- Complete the **DELNA screening** by the end of your first week.
- Complete the **DELNA Diagnosis** assessment (if needed) within two weeks of your **DELNA Screening**

At the latest, you need to have completed the **DELNA Diagnosis** and **seen a language adviser** to get **your individual study plan** by the **mid-semester break in Semester One of your first year of study**.

- **In 2022, this is by 29th April.** (Mid-year enrolment dates will differ)

More information about the DELNA process

- The **DELNA Diagnosis** will be available at Epsom, Te Tai Tonga and Tai Tokerau campuses, and online.
- Students' individual plans (IP) are linked to online modules of the *Academic Language Enrichment* programme on Canvas. Students complete the modules at their convenience.
- **Post DELNA:** Students who receive low scores for writing 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.

English Language Competency: EDUCSW 199 (A/B)

DELNA completion is linked to a zero point paper **EDUCSW 199**. Students will be required to pass **EDUCSW 199** in order to graduate.

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.

Covid 19 Vaccination Status

To participate in practicum placements you will need to disclose to the University your Covid 19 vaccination status, including the dates you were vaccinated.

We will use the information you provide only to coordinate your practicum placement, and meet the requirements of the Ministry of Education, Boards of Trustees, the principals of kura and schools and the managers of early learning services to ensure that students on practicum placement do not pose a risk to those who work and learn in kura, schools and early learning centres. This will include disclosing information about your specific vaccination status to the relevant practicum provider prior to the commencement of a practicum placement. We will not use or share this information in any other way, unless this is permitted or required by law.

While you do not have to provide us with the information requested, not doing so will mean:

- The University will not be in a position to advise the practicum provider that you have had the vaccinations required to attend the practicum placement
- The practicum provider will not therefore be able to accept you on the practicum placement
- You will not meet the prescribed practicum requirements
- You will not therefore be able to meet the requirements of the programme.

Features of the Graduate Diploma in Teaching (Secondary)

The Graduate Diploma in Teaching (Secondary) is approved by the Committee on University Academic Programmes and recognised by the Teaching Council of Aotearoa New Zealand for teacher registration purposes.

Students may undertake the course in one year of full-time study or over a period of two years, if engaged in part-time study. The course requires 16 weeks of practicum to be undertaken in two different secondary school settings.

Graduates from this programme, subject to successful provisional certification as a teacher with the Education Council, are eligible to seek work in a secondary school. The qualification is also recognised for secondary teaching internationally.

The Graduate Diploma in Teaching (Secondary) is a programme intended to allow graduates from university and polytechnic degree courses to prepare for teaching in secondary schools. It is predicated on the premise that a graduate has developed a high level of knowledge and understanding in an academic discipline related to an area of the school curriculum and that the purpose of the programme should be to add to that knowledge and those skills the requisite knowledge and skills of the teacher; an understanding of how children learn and how teachers can act to facilitate learning in the constructive environment of a positively managed classroom; an understanding of the different needs of a community characterised by diversity; a repertoire of teaching strategies and skills, and a preparedness to be responsible for the learning of others.

The social, economic, and political context within which teaching and learning occurs is considered alongside the ways in which young students develop their understanding in the academic disciplines of the secondary school. Teachers who develop an ability to maximise this release the potential of young people to develop a thirst for knowledge and a love of learning. When things go well teachers experience the joy of teaching.

Research evidence confirms the central role of the teacher in the achievement of learning outcomes for pupils. This programme affirms that teachers can and do make a difference to the pupils they teach and that positive outcomes for pupils are achieved when teachers reflect critically on their practice. Thus our programme operates within an environment in which our students are asked to reflect critically on their practice as teachers and to challenge their own assumptions, beliefs and values. The support of practitioners within the profession is vital in both supporting pre-service teachers as they learn to reflect on their practice and as they begin to develop a sense of membership of the profession. Alongside the requirement to meet course-specific learning outcomes, students' progression toward [Key Teaching Tasks \(KTT\)](#), is integrated throughout the programme."

Overview of the Graduate Diploma in Teaching (Secondary)

The Graduate Diploma in Teaching (Secondary) is a prescribed programme made up of 150 points, with 90 points of core or generic courses including the practicum course. The curriculum courses for the subjects you intend to teach, total 60 points to make up the remainder of your Diploma.

The programme is completed over one year (full-time), which includes sixteen weeks of placements in schools.

For all course pre-requisites please see the University of Auckland Calendar 2022 – www.calendar.auckland.ac.nz

Semester One

Semester One consists eight courses (90 points)

EDPROFST 613 is completed within Semester One, while all other courses run in both Semester One and Two.

EDCURSEC 691A Teaching Subject Specialism	EDCURSEC 692A Design for Learning
EDPRAC 612A Professional Practice: Secondary	EDPROFM 600A Te Ao Māori He tirohanga whakamua kia haere whakamuri
EDPROFST 613 The Adolescent Learner	EDPROFST 614A The Inquiring Professional
EDUC 603A Education after Society	EDUCM 199A Te Reo Māori

Semester Two

Semester Two consists of seven courses (60 points) and are the continuation of most Semester One courses.

EDCURSEC 691B Teaching Subject Specialism	EDCURSEC 692B Design for Learning
EDPRAC 612B Professional Practice: Secondary	EDPROFM 600B Te Ao Māori He tirohanga whakamua kia haere whakamuri
EDPROFST 614B The Inquiring Professional	EDUC 603B Education after Society
EDUCM 199B Te Reo Māori	

The following three zero point courses or tests must be completed by all students enrolled in the GDTSE.

EDUCM 199: Te reo Māori (0 points). Must be completed before the end of Semester Two.

EDUCSW 199 (DELNA): English Language Competency - must be passed in Semester One

ACADINT 101: Academic Integrity Course (0 points) must be completed before the end of Semester Two.

Practicum

As identified in the conceptual framework, the University of Auckland's pre-service teacher education qualifications are designed to achieve the goal of developing research-informed, inquiry-based practitioners who lead the learning of others by creating purposeful, responsive and safe learning environments within which all learners achieve valued skills, knowledge and attitudes. Practicum is viewed as playing a central and essential part in achieving this goal, as it provides opportunities for students to develop and demonstrate research-informed, inquiry-based practice in authentic settings.

Reflective practice is viewed as a vehicle whereby pre-service teachers can analyse, appraise and synthesise their work with a view to improving their practice (Butler, 1996; Dobbins, 2000; Smyth, 1989; Zeichner, 1986). On practicum, pre-service teachers should be actively engaged in their personal and professional learning through inquiry, reflection and the use of research evidence (Hattie, 2003; Schon, 1983). Crooks (1988) contends that teachers cannot be regarded as professional unless they constantly monitor and review their teaching/learning programme and make appropriate adjustments. In order to achieve such outcomes, structured teaching experiences will be provided and supported by the Faculty of Education and Social Work in collaboration with schools.

All practica have been structured in a way that will also enable the faculty to continue its positive partnership relationships with schools.

Research studies (Dobbins, 2000; Lind, 2004) have shown that pre-service teachers' learning in the practicum is a complex business. Teachers today are confronted with an increasingly diverse and changing environment in which they are required to accommodate often conflicting and ambiguous demands (Alton-Lee, 2003). The various participants bring individual personal and professional perspectives to the practicum setting, which means that each practicum experience will differ for Pre-service teachers depending on the context and the personal dispositions of those involved.

Practicum experiences provide opportunities in a range of educational contexts for pre-service teachers to:

- Teach for purposeful learning.
- Develop communications skills to build effective, professional relationships.
- Experience the diversity and complexity of learners and educational settings.
- Contextualise and integrate programme learning.
- Reflect on own practice to enhance learning and teaching.
- Generate evidence to use in subsequent course work.
- Develop and extend professional knowledge in a range of settings.
- Understand the complex moral and ethical dimensions to teaching.
- Develop dispositions such as resilience, risk-taking, perseverance and commitment.
- Participate in analysis and evaluation of own practice.
- Utilise constructive feedback and assessment to improve teaching and learning practices.
- Understand the complex role of a teacher as an individual, embedded in teams and wider communities.
- Develop their identity as a member of the teaching profession.

Practicum experiences also provide opportunities for the programme to:

- Expose students to the diversity and complexity of educational settings.
- Use contextual experiences to inform course work.
- Give constructive feedback on pre-service teacher practice.
- Gauge student suitability for teaching.
- Develop reciprocal partnership relationships with the professional community.

Practicum Placements

Practicum courses are completed during two full-time blocks, over fifteen weeks and known as Practicum 1 and Practicum 2. These will be in two different schools during the course of the programme to ensure that pre-service teachers have a breadth of experience from their practicum placements.

Practicum One – EDPRAC 612A

Practicum 1	8 weeks	29 March – 16 April 2022 03 May – 04 June 2022
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Practicum Two – EDPRAC 612B

Practicum 2	7 weeks	2 August – 17 September 2022
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There will also be observation days (16-18 February) and Wednesdays in schools (16 March, 23 March and 27 July).

Pre-service teachers will be placed in a range of practicum schools for EDPRAC 612 A and B. These will be:

- high decile/low decile
- small/large
- state/integrated/private
- multi-ethnic

Pre-service teachers will have the opportunity to experience, where possible, a range of contexts through the type of school they attend on practicum, e.g., single sex/co-educational; state/integrated/ private; high decile/low decile. They should also experience a range of contexts within the school they attend on practicum, e.g., teaching year 9 and year 13 students; teaching a low ability and high ability year 9 group; working with different associate teachers with different teaching approaches.

Pre-service teachers will be placed by the Faculty of Education and Social Work in a school for Practicum 1 based broadly on the geographical zone of their home. This is to maximise convenience and minimise disruption during the first practicum.

Pre-service teachers will be allocated a placement for Practicum Two based on the “range of schools” principle. The second practicum school allocated will therefore be selected on the basis of **difference from the first practicum school**, such that pre-service teachers have a breadth of experience from their practicum placements.

Placements will be determined and organised by the Practicum Office in conjunction with the Programme Leader, Graduate Diploma in Teaching (Secondary). **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 Programme Leader 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 Programme Leader.

After a placement has been confirmed in a school, no changes can be considered except in exceptional circumstances. Requests for change must be made through the Practicum Adviser for referral to the Programme Leader.

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.

Placement Guidelines

Students wanting to be placed in schools or kura where

- A member of their family attends as a student or as a staff member.
- They, or a member of their family, has been or is currently employed in any capacity.
- They have a personal relationship with a member of the school/kura staff or Board of Trustees.

Will need placement approval from the Programme Leader and school/centre manager or principal.

Confidentiality during Practicum

The Privacy Act (2020) controls how agencies (i.e., individuals or organisations) collect, use, disclose, store, and give access to personal information. There are thirteen Information Privacy Principles which set out rules and exceptions to those rules. In schools/centres, as individuals and members of organisations, we must be informed about and adhere to the requirements of the Privacy Act. For students on practicum, Principle 1 - Purpose of Personal Information, Principle 4 - Manner of Collection of Personal Information, Principle 10 - Limits on Use of Personal Information, and Principle 11 - Limits on Disclosure of Personal Information are particularly relevant. (Refer: [Privacy Act 2020](#))

Students should familiarise themselves with and adhere to school/centre policies that relate to confidentiality and the Privacy Act (2020). 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 (2020).

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

Students Seeking Practicum Placement with Babies or Young Children

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

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 Programme Leader 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.

Students who have not undertaken their DELNA assessment by Practicum 2 will be unable to go out on practicum. The faculty must be sure that the pre-service teachers going into secondary schools have sound skills in reading, and writing, as well as speaking. Our colleagues in school are too busy to proofread and correct your tasks sheets and power-points.

References

- Alton-Lee, A. (2003). *Best Evidence Synthesis: Quality teaching for diverse students in Schooling*. Wellington: Ministry of Education.
- Butler, J. (1996). Professional development: Practice as text, reflection as process and self as locus. *Australian Journal of Education*, 40(3), 265-283.
- Dobbins, R. (2000). An inclusive practicum curriculum. *International Journal of PEPE Inc*, 4(1), 57-80.
- Hattie, J. (February, 2003). New Zealand educational snapshot. *Paper presented to the Knowledge Wave 2003: The leadership forum*.
- Lind, P. (2004). *The perceptions of teacher education in relation to the teaching practicum*. Unpublished PhD thesis, Massey University, Palmerston North, New Zealand.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco, USA: Jossey-Bass.
- Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Education*, 40(2), 2-9.
- Zeichner, K.M. (1986). The practicum as an occasion for learning to teach. *South Pacific Journal of Teacher Education*, 14(2), 11-27.

Needing Leave from the Programme

Applications for leave are made on the 'GDTSE Leave Form'. Once completed please hand the 'GDTSE Leave Form' to the Teacher Education Office Coordinator in H201A for processing. These forms will then be passed on to the Director Secondary Teacher Education for consideration. Please complete a 'GDTSE Leave Form' for any planned absences from the programme. This is a courtesy to your lecturers, is preparation for requirements once you gain employment as a teacher, and ensures that we understand why you may be absent from class.

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

Note: Insufficient attendance to campus lectures may be grounds not to place a Pre Service Teacher on practicum as they will be ill-prepared.

Undertaking additional tertiary study while studying the Graduate Diploma in Teaching (Secondary)

All additional tertiary study, whether in or out of the Faculty of Education and Social Work hours and whether internal or extramural, must receive the prior approval of the Director of Secondary Programmes, Dr Barbara Ormond.

Graduate Programme

One year full-time students are encouraged not to undertake additional tertiary study because of the demands of the Graduate Diploma in Teaching (Secondary) programme. They may be permitted to take one paper if:

- lecture and laboratory times do not interfere with the secondary programme, including practicum'
- the student is considered capable of coping with the workload;
- there is sound reason for taking an additional paper, e.g., to strengthen teaching subject area;
- the Director of Secondary Programmes approves the paper.

Students wishing to complete a thesis while at the Faculty of Education and Social Work need to:

- apply in writing at the beginning of the year to the Director of Secondary Programmes;
- support their application with a letter from the head of the relevant department detailing the work to be completed;
- be aware that a maximum leave of 10 days may be granted.

It is not possible for students to enrol for a doctorate or masters degree.

Changes in Students' Tertiary Lecture Times

If students are authorised to do certain additional tertiary work on the understanding that it does not interfere with their secondary teacher education programme, any changes of lecture times which result in clashes with the Faculty of Education and Social Work classes cannot be accepted.

The onus is on the student to rearrange their university or secondary teacher education programme to eliminate any such clashes.

Keeping informed

Besides your student email, the main forms of communicate will be as follows:

1. Announcements posted on Canvas.
2. For Epsom Campus students, the notice board in the H Block corridor (Level 2) is a site of information for all students.

Assignment Process

Assignments are submitted via Canvas for taught courses.

Students must keep a copy of all assessment tasks submitted.

Assignment Submission

Electronic submission of assignments must be uploaded via Canvas. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how your marked assignment will be returned. Usually, online submission means marked assessments 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. Coversheet **are not** required for electronic submission.

The submission times of 12:30pm for undergraduate and 4:30pm for graduate and postgraduate coursework apply to submission of **all** assignments for all students studying at the Faculty of Education and Social Work.

Submission times for other faculties will be advised.

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 <https://www.auckland.ac.nz/en/education/current-students/planning-your-study/assignment-information.html>.

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:

- 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 hand the work in a day late. As such you lose 4 marks (10% of 40) and are awarded a final mark of 28)
- one to two calendar weeks late – deduct 50% of the total value of the assessment
- later than two calendar weeks – 100% deduction. A zero mark will be awarded.

Note: under [Examination Regulations](#) 1c and d students must complete “to the satisfaction of the examiners.” This information is available via the digital course outline.

Penalty for Exceeding Specified Assessment Word Limit

Word limits apply to all written assessments as specified in the detail of the assessment tasks.

- Students must provide a word count for all written assignments where a word limit is specified¹. The word count may be checked by the marker if there appears to be a discrepancy.
- All written work that exceeds the specified word limit by more than a 10% leeway will be penalised. Students will be advised of how the penalty will be applied in the assessment detail.
- The penalty for exceeding the word limit (and the 10% leeway) will be either:
 - The written work is marked in full, but 10% of the possible assessment mark is deducted from the mark awarded. For example, in a 1000-word essay worth 25 marks, a penalty of 2.5 marks will be applied if the word count exceeds 1100 words.
 - The written work is marked up to the point where the word limit (and the 10% leeway) is reached, and a mark is awarded according to the written work that has been marked. No further penalty is applied.

No penalty is applied for an assessment falling under the specified word limit, however, written assignments that are very much too short may not have met the criteria as outlined in the assessment detail.

¹ The reference list or bibliography at the end of the written assessment is not included in the word count, however, in-text citations are included

Return of Marked Assignments

Students can expect to have marked assignments and tests returned within three weeks from the due date. Your marked script will be made available to you online. Information about how to access your marked assessment will be provided in the course assessment information on CANVAS.

Non-electronic marked assessment (such as tests) may be returned in class.

Special 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 Special Consideration: Unavoidable Personal Circumstances and must be supported by written evidence from a doctor or counsellor. The form can be found here: request-for-assignment-extension-and-special-consideration.pdf (auckland.ac.nz)

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.

Disputes related to Coursework Marks or Grades

According to the UoA Assessment (Coursework, Tests and Examinations) Policy, students have the right to query an assessment process in coursework or in a test that they believe to be unfair. See [Resolution of Student Academic Complaints and Disputes Statute](#)

Faculty of Education and Social Work Process:

1. A student who is concerned about a mark or grade for a coursework² assessment can use the informal procedures set out in the Statute to dispute the assessment outcome. The student should raise this concern directly with the Course Director in writing requesting a reconsideration of the mark or grade, explicitly stating the reason why they consider the mark or grade is inconsistent with the assessment criteria.
2. Any written concern must be received within two calendar weeks of the coursework assessment being returned.
3. 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.
4. The Course Director notifies the student of the outcome. Please note, marks or grades cannot be reduced in this process.
5. If the grade or mark is not adjusted and the student is still concerned, a formal written complaint restating the nature of the concern in relation to the assessment criteria is made to the Academic Head.

² Note that this process cannot be used in relation to Examinations.

Deferred Results

Where a student, at the completion of their programme, receives a grade of D+ for one course the result of this course will be deferred. In this circumstance, the student's overall progress will be reviewed by the Programme Leader and if it is deemed to be of a satisfactory standard then the student may be given an opportunity to complete additional work within six weeks of notification.

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, or coursework only, students must complete to the satisfaction of the examiners. (Refer to your digital course outline for details.)
2. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.
3. Course results are reported as grades. There are ten pass grades and three fail grades. (Unless there is a completed/did not complete grading scale.)

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

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

Support Systems for Students

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

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

- Parents room – H404
- Prayer room – E14B (Female) and E14C (Male)

Te Tumu Herenga | Libraries & Learning Services : Essentials for using the Sylvia Ashton-Warner

The greatest source of your research information, [learning essentials](#), and study support services will be found in the Libraries & Learning Services website www.library.auckland.ac.nz

Library hours – Epsom Campus

Semester hours – for more details, see www.library.auckland.ac.nz/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	closed

Te Tumu Herenga | Libraries & Learning Services lending policy is explained in detail on the 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:

- Visit the Helpdesk for staff assistance if you have any queries, or use the Ask Us form: <https://www.forms.auckland.ac.nz/en/public/library/ask-us.html>
- Explore www.learningessentials.ac.nz for help with studying at University, reading effectively, finding information, writing, and referencing.
- You are welcome to attend various face to face and online workshops, held from time to time. You can book at: www.library.auckland.ac.nz/workshops/
- You may register directly to [Let's talk to locals](#) and [Writing in English](#) workshops in here.
- Always check your library account on the Te Tumu Herenga Libraries & Learning Services 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 to avoid incurring any penalty charges.

Many course readings may also be available as an electronic resource on reading lists accessed through Canvas.

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 Helpdesk 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 Sylvia Ashton Warner Library and the Student Commons located in A Block and E Block. Many more study places and computers are provided in the Kate Edger 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 social work practice, and all students should be computer literate at the time of their graduation.

Students have access to computers in the library, both for library use and for casual use for the completion of assignments as well as research. 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

Te Tumu Herenga | Libraries and Learning Services also offer advice and workshops to assist you with University study. Workshops include referencing, how to search and find relevant journal article, improving listening and speaking skills, note taking and writing skills. To view the full range of available workshops and register for these courses, visit the Libraries and Learning Services website [here](#).

Inclusive Learning

[Inclusive Learning](#) offers a specialist service for neurodiverse students. Students need to register with [Student Disability Services](#) to access Inclusive Learning.

Inclusive Learning Advisers recommend study/learning strategies and resources to support students' academic development. We determine appropriate special assessment conditions for students with specific learning disabilities and offer screening and needs-based learning assessments for students experiencing ongoing learning difficulties. Students can contact us at inclusivelearning@auckland.ac.nz for information about the ADHD and AS Peer Support Hangout groups.

Academic English Language Requirement

The University has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at University. Students will be advised if they have met the AELR requirements at time of enrolment. For those that have not met the AELR, this may be met through satisfactory completion of an approved course in your first 12 months of study. For more information visit <http://www.auckland.ac.nz/aelr>.

Academic Integrity

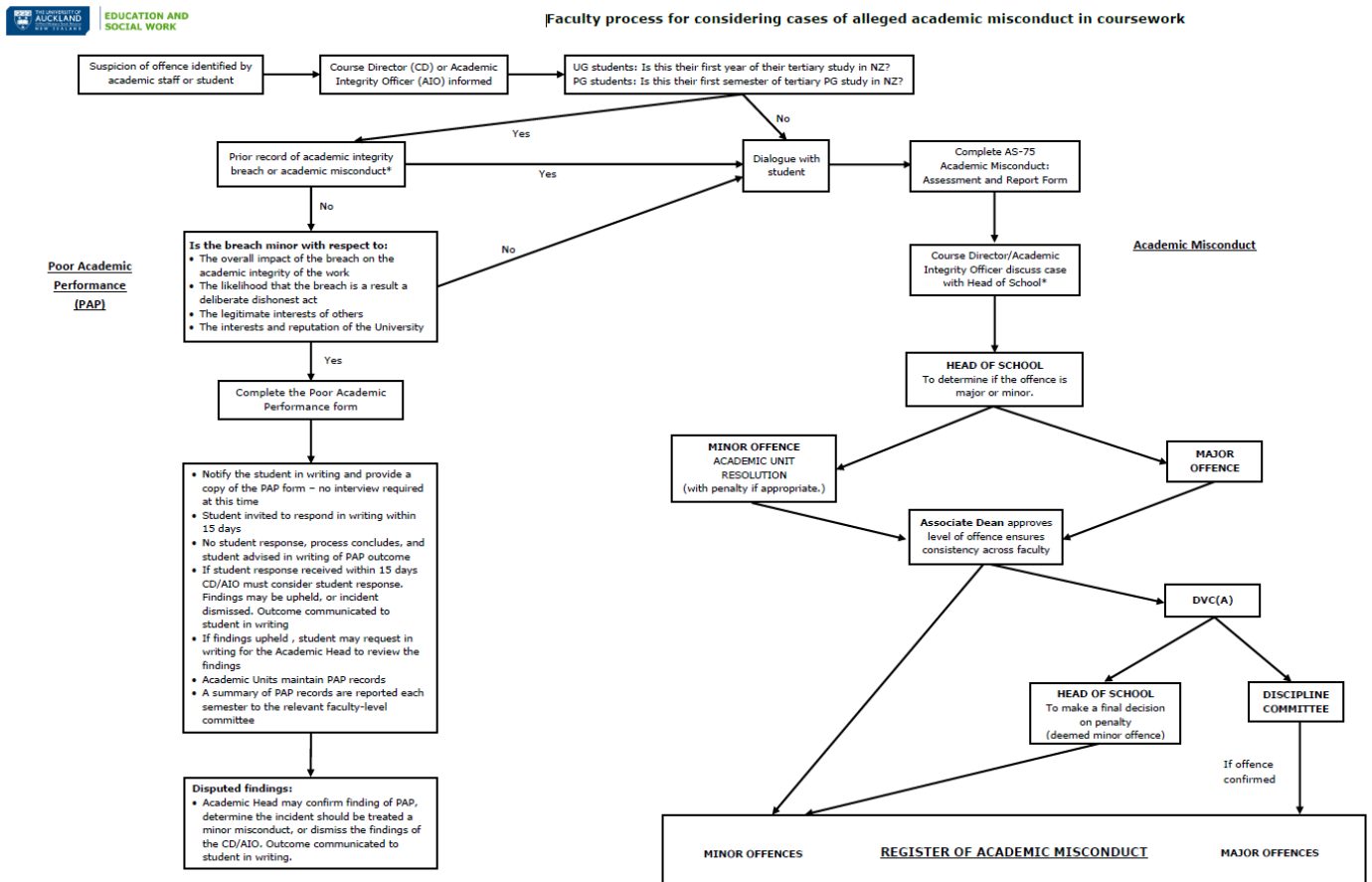
Students at the University of Auckland have a responsibility to understand the requirements of academic integrity as they apply to their coursework. All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study. Completion of the course is a requirement in order for any degree, diploma or certificate to be conferred or awarded. Full details are in the University of Auckland Calendar [Enrolment and programme regulation 19](#).

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 expects all students to complete their coursework, tests and exams with integrity and honesty. 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 will be investigated under the [Student Academic Conduct Statute](#).

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



Academic Standing (Unsatisfactory progress)

In undergraduate programmes, students' academic standing is assessed each semester (including summer school). To maintain the status of good academic standing a student is required to pass at least 50% of points enrolled in a semester. Failure to meet the 50% threshold will mean that a student's academic status in their next semester of study is amended and advice and support as appropriate will be offered. 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 12](#). For assignment information, see Faculty [Special Consideration \(Unavoidable Circumstances\)](#).

Appeal of Course Marks or Grades

According to the UoA Assessment (Coursework, Tests and Examinations) Policy, students have the right to query an assessment process in coursework or in a test that they believe to be unfair. This process is laid out here [Disputes related to Coursework Marks or Grades](#)

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](#).

Change of Name

The [Education and Social Work Student Centre](#) has the form required 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 on 0800 61 62 63. 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 19](#).

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. It is not sufficient for a student to notify an addition or deletion solely to the department or faculty – it must be done online. 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. Withdrawals from courses must be completed formally through the [Education and Social Work Student Centre](#). For more information about course withdrawals, see [here](#).

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

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 22](#)). For more information see [here](#).

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 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.

General Education

Students studying an undergraduate degree at the University of Auckland will be required to take one or two General Education courses, depending on what degree they are enrolled in. BSporthPE students require two General Education Courses to complete their degree. General Education courses are designed to give students the opportunity to study a broad range of subjects outside their main field of study. You must complete your required General Education courses to be eligible to graduate.

It is important to note that only courses with the 'G' Suffix from the Open and Education and Social Work Schedules satisfy the General Education requirement. To meet the General Education requirements:

- a. You must select courses from outside your degree area.
- b. You cannot take courses with identical course codes, e.g. DANCE 101G and DANCE 114 or EXERSCI 100G and EXERSCI 103, or you will need to find another General Education course to fulfil your requirements.

More information about General Education can be found [here](#).

Group assessment

There may be times when students are required to complete a group assessment task or team based project. More information about group work can be found [here](#).

Graduation

At the successful completion of a programme students will be advised 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.

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. 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.

Lecture Capture at the University of Auckland

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 Dean Teaching and Learning. The relevant form is available from the [Education and Social Work Student Centre](#) and must be signed by the Programme Leader or Associate Dean Teaching and Learning.

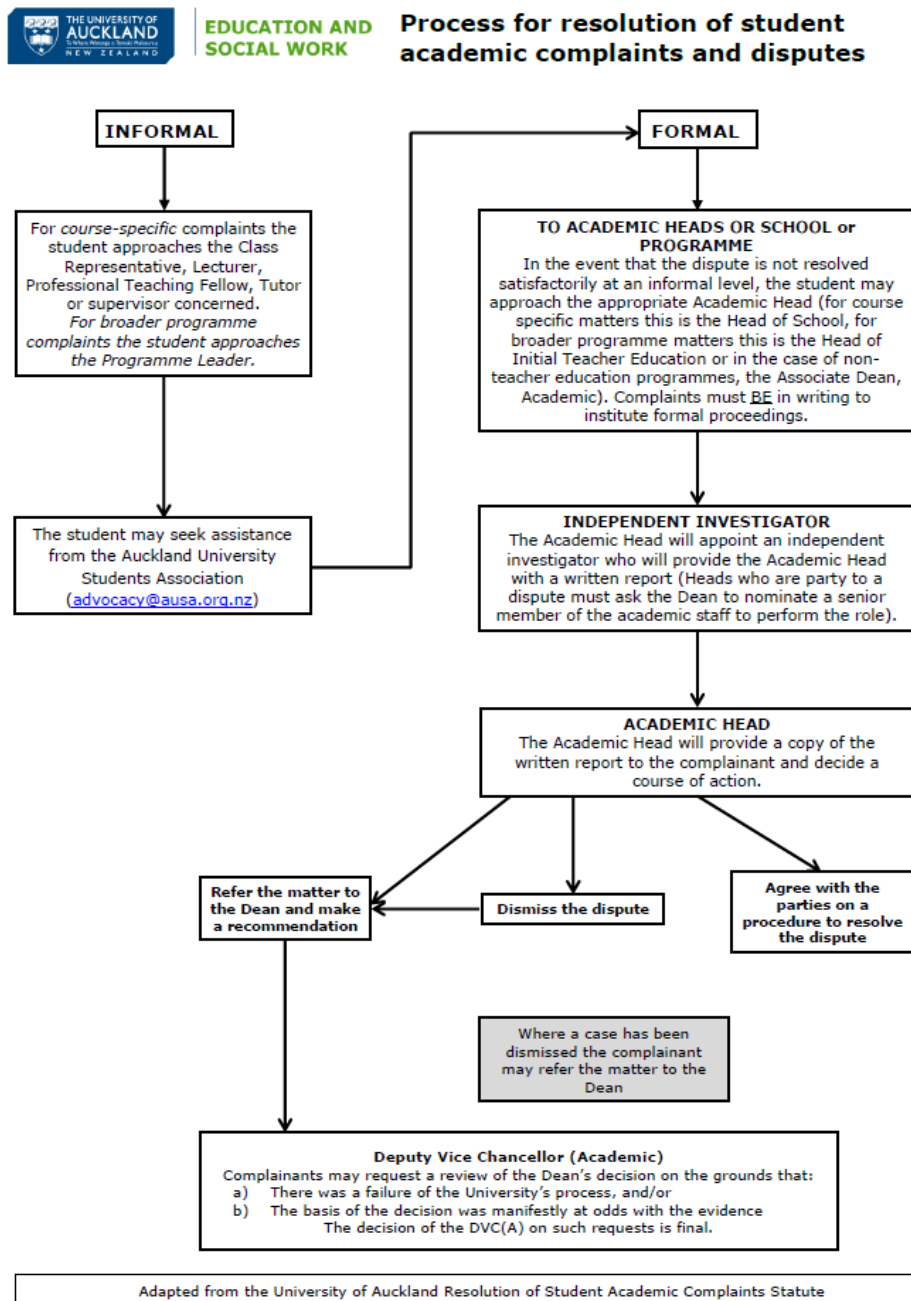
Request an official transcript

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 managed by the following process:



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. This address includes a student's username characters plus a generic address, e.g., dwho063@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 22](#)). 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 programme, enrol in courses. Students can access SSO via the following link: www.studentservices.auckland.ac.nz

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

- Course advice and information including programme requirements and the course catalogue for your programme;
- Enrolment advice including closing dates for enrolment into courses and changes to programmes;
- Fees advice;
- Timetables, grades and course history advice including access to unofficial academic transcripts;
- Graduation.
- Updating personal details.

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](#).

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. 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 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](#).

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. 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 and Engagement

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. For those students who are enrolled in fully online courses full participation in, and completion of all the online activities, is strongly recommended as an aid to success.

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 (2020) 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, other students' assignments and resubmission of a student's own previously submitted work. The University uses Turnitin to check work submitted electronically and all non-electronic assignments must be accompanied by a signed, student written declaration that is downloaded from Canvas.

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 your own 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. The Faculty of Education and Social Work uses the APA 7th referencing style.

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

Need more information?

For a complete referencing guide see the Publication Manual of the American Psychological Association which is available at the Sylvia Ashton-Warner Library.

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

Professionalism and the use of social media

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

Jury Service

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

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 year.

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](#).

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 you starting at a higher level than the basic starting 'step'. Make sure you **document** your employment history. This can be done during 2022. Seek proof of your employment history from previous employers (where relevant), preferably with a very brief description of duties undertaken.

International Students

The International Student Support team recognises the pressures that students face when studying at an overseas university. They are here to assist you with any non-academic questions you may have, or challenges you may face, during your time at the University of Auckland. This includes immigration, health and wellbeing, insurance and personal or emotional issues.

The International Student Support team is based at the City Campus in Alfred Nathan House and can be contacted through phone and email. They are available for meetings either in person or online.

You can contact Maxine Ma with your enquiry. She is also available to come to the Epsom Campus, if required, to meet you:

Maxine Ma International Student Adviser	Phone: +64 9 373 7599 ext 48211 Mobile: +64 27 2416 115 Email: maxine.ma@auckland.ac.nz
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A wide range of resources for international students can be found under [International Student Support](#).

Student Feedback

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 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.

For more information – please see the [Class Representation Policy](#).

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 University and Faculty leadership teams to review what students have said, and what is planned in response.

The University uses student feedback to undertake projects and initiatives that can benefit the academic environment and student life at the University.

Faculties identify a number of priority initiatives to improve the learning and teaching environment. These are developed in consultation with staff and students and 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) and the Associate Dean Teaching and Learning. 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.

The Teaching Standards at the University of Auckland

Our graduating pre-service teachers can:

Te Tiriti o Waitangi Partnership

- List and explain the articles of Te Tiriti o Waitangi and their implications for education in Aotearoa NZ
- Access and use resources that can help them honour Te Tiriti o Waitangi in their work
- Explain what honouring Te Tiriti o Waitangi means for them, based on their own cultural positioning
- Outline their own cultural positioning, and name the assumptions and barriers that come with this positioning when they interact with learners
- Show, in planning, teaching, assessing and reflecting, how they are working to identify and ameliorate the effects of their own cultural positioning and background
- Use te reo Māori in their daily practice, pronouncing it correctly
- Give a mihi and their pepeha in te reo Māori
- Respectfully participate in tikanga for food, opening and closing spaces, welcome and farewell

Professional Learning

- Understand and enact *The Code of Professional Responsibility* in their daily practice
- Use inquiry to learn about their teaching
- Recognise the impact of their own cultural positioning on their judgement making in the gathering of data and inquiry processes
- Demonstrate open-mindedness and curiosity, and seek sound information to help them connect to and learn from diverse communities and those who hold worldviews different from their own. Use feedback from ākongā, mentors and colleagues to develop their practice
- Identify their strengths and weaknesses, referring to evidence from ākongā to justify their ideas
- Reflect on their practice in a way that leads to improvement for all ākongā

Professional Relationships

- Demonstrate their understanding of effective professional relationships, what these look like to participants and ākongā, and what principles of cooperation, collaboration, and power sharing underpin them
- Understand how to communicate professionally, respectfully, and clearly with ākongā, colleagues, whānau and the community, maintaining appropriate professional boundaries at all times
- Communicate effectively, orally and in writing, in ways that are appropriate for different audiences
- Establish appropriate connections with others in professional settings
- Demonstrate their understanding of the importance of language, culture and identity in their relationships with ākongā and whānau from other cultures
- Collaborate effectively with colleagues and ākongā

Learning Focused Culture

- Know their own identity, language and culture and how this might influence establishing a learning focused culture
- Explain the features of a learning-focused culture and how these differ from a culture that is inclusive and respectful but not learning-focused
- Demonstrate in their planning and teaching how they work with identity, language and culture in establishing a learning-focused culture
- Demonstrate respect and empathy for all learners
- Show in their daily practice (on practicum) that they can establish a collaborative, safe and inclusive learning environment
- Demonstrate high expectations for all learners to achieve success with valued outcomes
- Show awareness of the need to make themselves personally safe and to be constantly alert to the need for ākonga safety

Design for Learning

- Explain and use the vision, principles, values, key competencies and achievement objectives in *The New Zealand Curriculum* and *Te Whāriki*
- Reflect and evaluate lessons/experiences taught with a view to refining practice
- Plan in ways that demonstrate knowledge and understanding of effective practices for learning and teaching
- Use knowledge of Universal Design for Learning to design for an inclusive learning environment
- Identify the power and potential for bias implicit in design for learning decisions and actively work to make their learning designs inclusive and democratic
- Identify, critique and select appropriate resources for learning (including digital resources) that meet learners' strengths, interests, needs, identities, languages and culture
- Apply knowledge of theories of assessment, including assessment of and in learning, the importance of formative assessment, assessing what ākonga appear to have learned and understood

Teaching

- Draw on sound curriculum-related knowledge to plan and deliver stimulating lessons/experiences
- Plan lessons/experiences which enable ākonga to achieve valued outcomes
- Provide concise and clear explanations of new concepts
- Monitor their impact on learners and adjust their practice based on the evidence of learning they collect
- Respond to Māori learners in ways that respect their identity, language and culture and advance their aspirations
- Respond to learners of diverse cultural backgrounds, especially Pacific learners, in ways that respect their identity, languages and culture and advance their aspirations
- Use technology to enhance outcomes for learners
- Manage the learning environment effectively to foster ākonga social skills and emotional competence
- Reflect on lessons/experiences taught and consider next steps for own and ākonga learning
- Demonstrate inclusive practices in their teaching

Key Teaching Tasks

Key Teaching Tasks	Direct supervision (Beginning)	Indirect supervision (Developing)	Independent (Proficient)
1. Plans units of work based on appropriate curriculum and learning objectives.	With support from mentor/associate teacher, plans lessons that draw on key curriculum documents	Under supervision, plans sequences of lessons that draw on key curriculum documents.	Independently plans sequences of lessons that draw on key curriculum documents.
2. Writes specific, measurable learning outcomes and success criteria and plans lessons that clearly develop these.	With support from mentor/associate teacher, identifies appropriate learning intentions and success criteria and plans lessons which develop these.	Under supervision from mentor/associate teacher, identifies appropriate learning intentions and success criteria and plans lessons which develop these.	Independently identifies appropriate learning intentions and success criteria and plans lessons which develop these.
3. Organizes and prepares lessons which maximize students' opportunities to achieve the learning outcomes for the lesson.	In consultation with mentor/associate teacher, organizes and prepares lessons and resources which both implement planned learning experiences and ensure learning time is maximized for all ākonga.	Under supervision, organizes and prepares lessons and resources which both implement planned learning experiences and ensure learning time is maximized for all ākonga.	Independently organizes and prepares lessons and resources which both implement planned learning experiences and ensure learning time is maximized for all ākonga.
4. Justifies the selection and use of content, teaching approaches, and resources in learning and assessment activities.	In consultation with support of mentor/associate teacher selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga	Under supervision, selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga	Independently uses thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga
5. Uses teaching and learning strategies which draw on and/or promote sharing of students' own cultural knowledge, understandings and practices.	Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment	Recognizes ākonga cultural heritages by including some aspects of these in the learning programme/environment	Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/environment
6. Integrates te reo Māori and tikanga Māori authentically within lessons.	With support, incorporates te reo me ngā tikanga Māori in the daily learning programme	Authentically incorporates te reo me ngā tikanga Māori in the daily learning programme	Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme
7. Trials and reflects on practices known to foster positive classroom climate and relationships, such as prior to preparing unit plans, has checked and noted students with learning differences and challenges.	With support, provides in unit plans for ākonga with learning differences and challenges, reflects on the impact of own teaching actions on ākonga, acts on feedback to adjust practice where required in order to foster a positive classroom environment and relationships.	Under supervision of associate teacher, provides in unit plans for ākonga with learning differences and challenges. Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made in order to foster a positive classroom environment and relationships.	Provides in unit plans for ākonga with learning differences and challenges Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made in order to foster a positive classroom environment and relationships.

<p>8. Shares and discusses learning goals with learners, and elicits and acts on student voice to inform future planning and teaching.</p>	<p>With support of associate/mentor, shares goals for learning with ākonga, provides time for ākonga to talk about their learning and acts on this feedback in planning future learning experiences.</p>	<p>Under guidance of associate/mentor shares goals for learning with ākonga, provides time for ākonga to talk about their learning, using thoughtfully considered questions and acts on this feedback in planning future learning experiences.</p>	<p>Plans to share goals for learning with ākonga, provides time for ākonga to talk about their learning, using thoughtfully considered questions, and acts on this feedback in planning future learning experiences.</p>
<p>9. Uses a range of strategies to actively monitor student progress within a lesson.</p>	<p>With support of associate/mentor, trials strategies to check student understanding and progress during the lesson.</p>	<p>With guidance from associate/mentor, trials strategies to check student understanding and progress during the lesson.</p>	<p>Uses a range of strategies to check student understanding and progress during the lesson.</p>
<p>10. Communicates, clearly and precisely, explanations of content to students, including helping them grasp a complex new concept.</p>	<p>Gives instructions and explanations to ākonga that are generally clear and helpful.</p>	<p>Gives clear instructions and explanations which help ākonga learn new concepts.</p>	<p>Facilitates learning by consistently providing clear, precise instructions and explanations, to ākonga, including explanations of complex concepts.</p>
<p>11. States expectations clearly and intervenes in a timely and respectful manner to manage inappropriate learner behaviour.</p>	<p>With support, states expectations, trials and refines positive management techniques appropriate for the ākonga and the context.</p>	<p>Under supervision, states expectations, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context.</p>	<p>Independently states expectations, uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context.</p>
<p>12. Analyses formative assessment evidence gathered during lessons to inform subsequent planning and teaching.</p>	<p>Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākonga learning needs/strengths and incorporates this in future planning.</p>	<p>With support, gathers and interprets assessment data, (including relevant norm referenced test results and recently gathered formative information) to identify ākonga learning needs/strengths.</p>	<p>Discusses with colleagues own analysis of assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths.</p>
<p>13. Gathers evidence of student’s prior knowledge including gaps and misunderstandings and draws on this to inform planning and teaching.</p>	<p>With support of associate/mentor, seeks to understand students’ prior knowledge and understanding of topic and considers how this might impact on future planning.</p>	<p>Under the supervision of associate/mentor, seeks to understand students’ prior knowledge and understanding of topic and uses this to inform future planning.</p>	<p>Consistently seeks to understand students’ prior knowledge and understanding of topic and uses this to inform future planning.</p>
<p>14. Gathers, analyses and uses appropriate assessment information to design the next steps in learning and to identify which students need further support.</p>	<p>With the support of the associate/mentor, seeks to interpret assessment data and considers which students need further support, and how this might impact on future planning.</p>	<p>Under supervision of the associate/mentor, seeks to interpret assessment data and identifies which students need further support, and modifies planning to provide this.</p>	<p>Interprets assessment data, identifies which students need further support, and modifies planning to provide this.</p>
<p>15. Demonstrates robust content knowledge, and recognizes the need to undertake further learning where gaps in knowledge exist.</p>	<p>With assistance of associate/mentor identifies content knowledge required to teach this subject and where there might be gaps in personal knowledge.</p>	<p>Under supervision of associate/mentor, pre-service teacher demonstrates growing content knowledge required to teach this subject and how he/she is addressing gaps in personal knowledge.</p>	<p>Demonstrates robust content knowledge and the capacity to continue adding to subject knowledge for teaching.</p>

16. Engages in conversations with ākongā, whānau and colleagues to develop positive and professional relationships.	Engages in conversations with ākongā and colleagues to develop positive relationships	Initiates conversations with ākongā, whānau and colleagues to develop positive relationships	Confidently initiates and responds to conversations with ākongā, whānau and colleagues to develop positive relationships
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