



**THE UNIVERSITY  
OF AUCKLAND**

**FACULTY OF EDUCATION**

Te Kura Akoranga o Tāmaki Makaurau  
Incorporating the Auckland College of Education

# 2014 Programme Handbook

## Bachelor of Education (Teaching)

Incorporating: ECE, Primary, Huarahi Maori & ECE Pasifika Specialisations

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Auckland 1023  
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### **TAI TOKERAU CAMPUS**

P.O. Box 1326  
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13 Alexander Street  
Whangarei 0110  
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### **MANUKAU INSTITUTE OF TECHNOLOGY CAMPUS**

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### **Overview of Specialisations .....**

- Bachelor of Education (Teaching) Primary Specialisation
- Bachelor of Education (Teaching) Huarahi Māori Specialisation
- Bachelor of Education (Teaching) ECE Specialisation
- Bachelor of Education (Teaching) ECE/Pasifika Specialisation
- Diploma of Teaching ECE Specialisation
- Diploma of Teaching ECE/Pasifika Specialisation

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## Introduction

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Nau mai rā ki Te Kura Akoranga o Te Whare Wānanga o Tāmaki-makau-rau  
Welcome to the Faculty of Education at the University of Auckland.

The aim of all the Faculty's teacher education programmes is to develop graduates who are able to demonstrate an evidence-informed, outcomes-focused, inquiry-based approach to teaching. It is envisaged, that you as a graduate, will have the research, subject knowledge, pedagogical understandings and appropriate dispositions to enable you to teach in ways that focus on children and young people's learning, and address current disparities in educational achievement.

Underpinning teacher education programmes is the view that education encompasses the intellectual, moral and emotional growth of the individual and consequently, the evolution of a democratic society (Dewey, 1916). Teaching, therefore, is a moral and ethical activity that requires you, as a student teacher, to develop critical knowledge, skills and dispositions to teach in ways that enable success for all learners. This is a complex undertaking that requires integrating many kinds of knowledge and skills in order to make the best teaching decisions for a diverse range of learners (Darling-Hammond & Bransford, 2005). Thus a variety of learning opportunities will be provided to assist you to develop, integrate and apply knowledge, understandings and skills that will enable you to become effective beginning teachers.

The Faculty's teacher education programmes are underpinned by a conceptual framework, at the centre of which is the overarching goal that you as a graduate will become:

*research-informed, inquiry-based practitioner who leads the learning of others by creating purposeful, responsive and safe learning environments within which all learners achieve valued skills, knowledge and attitudes (see conceptual framework p4).*

Each of the six circles within the framework addresses a vital area of critical knowledge, skills and dispositions that provide a consistent focus across all courses and learning experiences in teacher education programmes. A related set of principles, along with specific graduate outcomes that contribute to each vital area and collectively address the overarching goal of the conceptual framework, underpin all teacher education qualifications. (These are included and detailed on p32). Importantly the New Zealand Teachers Council Graduating Teacher Standards (p6) are embedded in this framework.

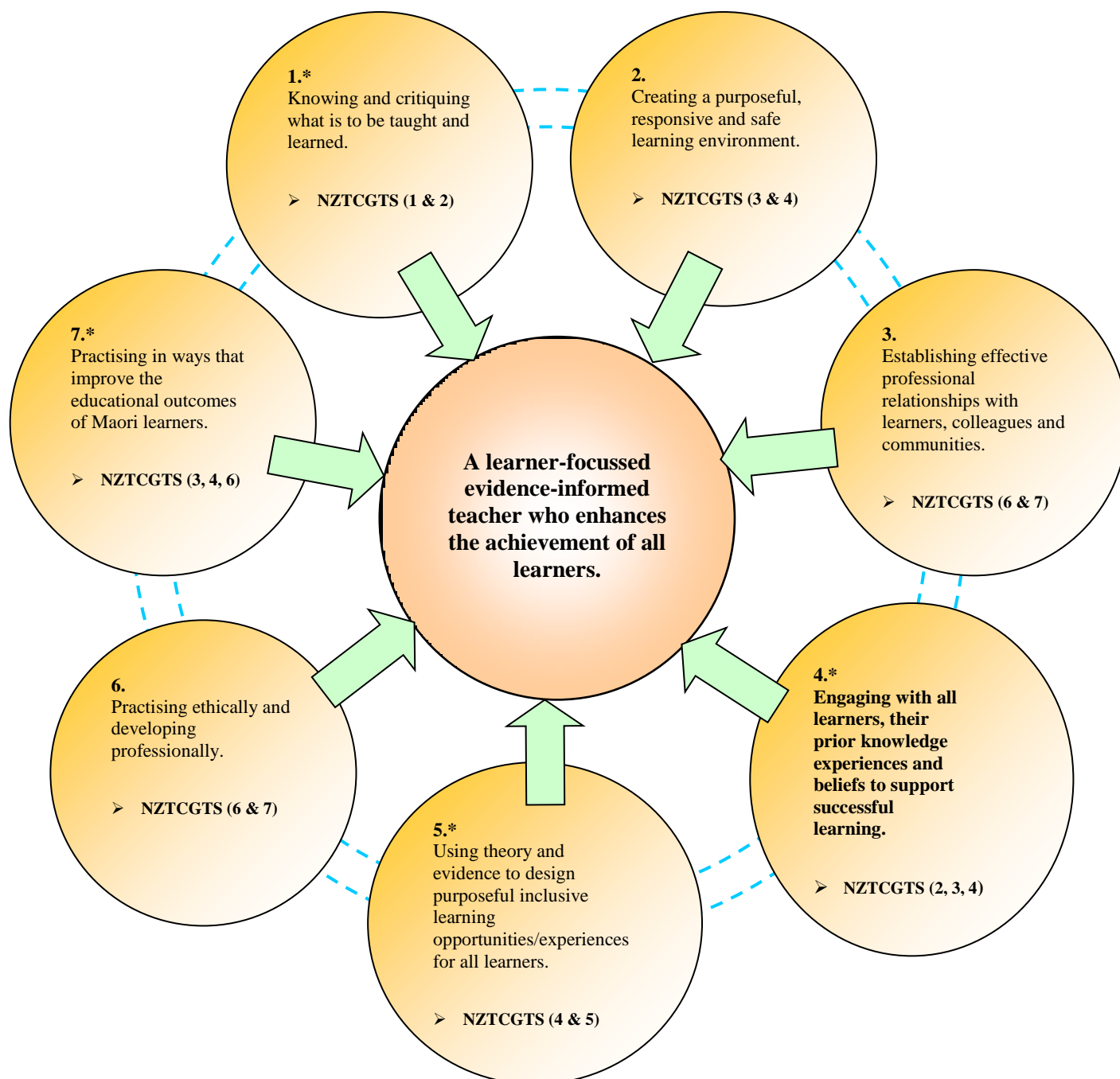
Concepts relating to Māori and diversity are fundamental to the achievement of all other outcomes. The first concept is the recognition of the special place of Māori in education in Aotearoa/New Zealand. This recognizes the commitment to prepare teachers with a sound understanding of Māori education priorities and aspirations, and a preparedness to work towards the achievement of these aspirations as central to teacher education programmes. The second central concept embedded within programmes, is the acknowledgment that all learners are entitled to quality education that addresses their diverse learning needs.

It is hoped that your programme will be a fulfilling, rewarding gainful experience that results in you becoming a successful beginning teacher. Best wishes in your studies.

### References:

- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey Bass.
- Dewey. J. (1916). *Democracy and education*. New York: Free Press.

# Conceptual Model Underpinning Teacher Education Programmes



**Notes (refer to circles above):**

- 1. What is expressed in MoE statement of intent, curriculum statements, and community expectations.
- 4. We acknowledge that students/learners bring into education their values, beliefs, dispositions which are shaped by language, culture, ethnicity, gender, sexual orientation, religious affiliation, marital status and ability/disability. \*
- 5. Theory refers to own, as well as formal theory.
- 7a. Responding effectively to the interests and aspirations of Maori learners and communities.
- b. Developing knowledge of tikanga Maori, te ao Maori and te reo Maori.

\* Human Rights Act 1993 No 82 (as at 03 March 2010), Public Act

**Comments:**

- (i) The dashed interconnecting ring ( \_ \_ \_ ) indicates that the foci of the seven circles are interconnected in complex ways.
- (ii) The numbers in brackets refer to the New Zealand Teachers Council Graduating Teacher Standards (NZTCGTS).
- (iii) The New Zealand Teachers Council Code of Ethics for registered teachers underpins the NZTCGTS's.

## NZTC Graduating Teacher Standards: Aotearoa New Zealand

PROFESSIONAL KNOWLEDGE
<b>Standard 1: Graduating Teachers know what to teach</b>
a) have content knowledge appropriate to the learners and learning areas of their programme
b) have pedagogical content knowledge appropriate to the learners and learning areas of their programme
c) have knowledge of the relevant curriculum documents of Aotearoa New Zealand
d) have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum
<b>Standard 2: Graduating Teachers know about learners and how they learn</b>
a) have knowledge of a range of relevant theories and research about pedagogy, human development and learning
b) have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation
c) know how to develop metacognitive strategies of diverse learners
d) know how to select curriculum content appropriate to the learners and the learning context
<b>Standard 3: Graduating Teachers understand how contextual factors influence teaching and learning</b>
a) have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners
b) have knowledge of tikanga and te reo Maori to work effectively within the bicultural contexts of Aotearoa New Zealand
c) have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand
PROFESSIONAL PRACTICE
<b>Standard 4: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment</b>
a) draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating
b) use and sequence a range of learning experiences to influence and promote learner achievement
c) demonstrate high expectations of all learners, focus on learning and recognise and value diversity
d) demonstrate proficiency in oral and written language (Maori and/or English), in numeracy and in ICT relevant to their professional role
e) use te reo Maori me nga tikanga-a-iwi appropriately in their practice
f) demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners
<b>Standard 5: Graduating Teachers use evidence to promote learning</b>
a) systematically and critically engage with evidence to reflect on and refine their practice
b) gather, analyse and use assessment information to improve learning and inform planning
c) know how to communicate assessment information appropriately to learners, their parents/caregivers and staff
PROFESSIONAL VALUES & RELATIONSHIPS
<b>Standard 6: Graduating Teachers develop positive relationships with learners and the members of learning communities</b>
a) recognise how differing values and beliefs may impact on learners and their learning
b) have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/ whanau and communities
c) build effective relationships with their learners
d) promote a learning culture which engages diverse learners effectively
e) demonstrate respect for te reo Maori me nga tikanga-a-iwi in their practice
<b>Standard 7: Graduating Teachers are committed members of the profession</b>
a) uphold the New Zealand Teachers Council Code of Ethics/Nga Tikanga Matatika
b) have knowledge and understanding of the ethical, professional and legal responsibilities of teachers
c) work co-operatively with those who share responsibility for the learning and wellbeing of learners
d) are able to articulate and justify an emerging personal, professional philosophy of teaching and learning



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## Faculty of Education

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<b>DEAN OF EDUCATION</b>	▪ Professor Graeme Aitken
<b>DEPUTY DEAN (TEACHER EDUCATION)</b>	▪ Dr Lexie Grudnoff
<b>DEPUTY DEAN (ACADEMIC)</b>	▪ Dr Helen Dixon
<b>DEPUTY DEAN (RESEARCH)</b>	▪ Professor Stephen May

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Director Primary Teacher Education	Jeanne Sheehan
Director Secondary Teacher Education	Dr Ngaire Hoben
Director Māori Medium Education	Hēmi Dale
Programme Leader Bachelor of Physical Education	Mike Truman
Associate Director Early Childhood Teacher Education	Shiree Lee
Associate Director Primary Teacher Education	Vivienne Mackisack
Associate Director Secondary Teacher Education	Kelly Bigwood
Academic Programs Co-ordinator at Manukau	Dr Pam Millward

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School of Counselling, Human Services and Social Work	Professor Christa Fouché
School of Critical Studies in Education	Dr Airini
School of Curriculum and Pedagogy	Professor Judy Parr
School of Learning, Development and Professional Practice	Associate Professor Christine Rubie-Davies
School of Te Puna Wānanga	Dr Jenny Lee

<b>ASSOCIATE DEANS</b>	
Associate Dean International	Dr John Hope
Associate Dean Pasifika	Dr Diane Mara
Associate Dean Programmes	Dr Eleanor Hawe
Associate Dean Postgraduate	Associate Professor Toni Bruce
Associate Dean Research Development	Dr Martin East
Associate Dean Students	TBA
Associate Dean Tai Tokerau	Dr Brent Mawson

## Support Systems

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. Support for Manukau Institute of Technology campus and Tai Tokerau campus please contact campus staff for details.

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	<b>First Year Experience</b> Michael Willimott, ext 48855 <b>Academic English Language Co-ordinator</b> Jenni Bedford, ext 48186 <b>Speech Language Therapist</b> Elaine Tasker, ext 48756 <b>Student Learning</b> Hilary van Uden , ext 46316 <b>Maths Support</b> Angela Spavin, E: a.spavin@auckland.ac.nz <b>Careers Services</b> Lorraine Moriarty, ext 88645
Deferral, withdrawals, transfer	Associate Director Director Māori Medium Education
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Disability Support	Email: <a href="mailto:disability@auckland.ac.nz">disability@auckland.ac.nz</a> Website: <a href="http://www.disability.auckland.ac.nz">www.disability.auckland.ac.nz</a>
Early Childhood Centre	Epsom Campus - P Block
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Associate Director, Course Directors, Pouarataki
Financial, student association etc	ETTSA Inc, Budgeting Service, Margaret Lewis Extn: 48544
Health/Medical	Epsom Campus Student Health Service, R Block ext 48526, DD 623 8889
International Students	Associate Dean International Students Dr John Hope Extn: 87515 (A Block Annex)
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment at Student Health Services DD 623 8889
Practicum experience in schools	See practicum contact details on page 1
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Maori students Te Korowai Atawhai / Maori Student Support Service	Kaitiaki Tauira Māori /Maori Student Support Co-ordinator: Rochai Taiaroa Ext: 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (B Block)
Support for Pasifika students	Pasifika Success Co-ordinator (Level 2 N211)
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: <a href="mailto:library@auckland.ac.nz">library@auckland.ac.nz</a> See University website for hours
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre, A Block

### Contact Details for Campuses:

City Campus

Phone: 373 7599

Epsom Campus

Phone: 623 8899

Manukau Institute of Technology Campus

Phone: 968 8765

Tai Tokerau Campus

Phone: 09 470 1000 (or 0800 61 62 63)

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## Bachelor of Education (Teaching) Pathways and Structure

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### Bachelor of Education (Teaching)

The Bachelor of Education (Teaching) qualification consists of 360 points and is available both full-time (three years) and part-time, up to six years. The full-time course of study involves eight 15 point courses per year, four per semester. Each course involves approximately 42 hours face-to-face teaching and approximately 100 hours self-directed study.

The Bachelor of Education (Teaching) is a three-year full-time, and up to six year part time, programme of study leading towards teacher registration. The degree has four specialisations, all of which are grounded in the teacher education programme principles, conceptual framework and graduate outcomes. These specialisations are:

#### Primary Specialisation

The primary specialisation is designed to prepare student teachers to teach effectively in primary and intermediate schools. In addition to broader knowledge, skills and dispositions, the primary specialisation will develop graduates who are well grounded in the curriculum requirements of primary schools. All curriculum areas will be addressed in the first two years of full-time study. In the third year, students will have the opportunity to learn about the curriculum in an integrated way, either through a multi-literacy approach, a year-levels approach, or through a Pasifika, or a Māori education focus.

#### Huarahi Māori Specialisation

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

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

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

The Huarahi Māori programme is available at both the Epsom and Tai Tokerau campuses.

#### Early Childhood Specialisations

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

#### Early Childhood Education Pasifika Specialisation

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

**Campuses** - As well as three different pathways, the University of Auckland's Bachelor of Education (Teaching) is taught at the Epsom and Tai Tokerau campuses and at the Manukau Institute of Technology.

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## 2014 Bachelor of Education (Teaching) Programme Overview

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An overview of the Shape of the Year for 2014 for this programme has been placed as a separate link under the Faculty of Education Programme Handbooks web page:

<http://www.education.auckland.ac.nz/uoa/home/about/programmes/programme-handbooks>.

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## Student Meeting Times for 2014

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Pre-service students Epsom campus only.

N.B. Details for Manukau Institute of Technology campus, Tai Tokerau campus and extra meetings for Huarahi Māori and Pasifika will be advised separately.

EARLY CHILDHOOD EDUCATION				
Facilitator: Shiree Lee				
<b>1<sup>st</sup> Year</b>	Monday	10 March (week 11) @ 1.00pm	Venue: J3	Programme Briefing
	Monday	17 March (week 12) @ 1.00pm	Venue: F1	Introduction to ECE Curriculum
	Monday	31 March (week 14) @ 1.00pm	Venue: F1	Practicum Orientation
	Monday	5 May (week 19) @ 1.00pm	Venue: F1	Practicum Debrief
	Monday	12 May (week 20) @ 12.30 pm	Venue: F1	NZEI Presentation
	Monday	25 August (week 35) @ 1:00pm	Venue: F1	End of Year Briefing
<b>2<sup>nd</sup> Year</b>	Monday	24 March (week 13) @10:30 am	Venue: F2	Programme Briefing
	Monday	22 September (week 39) @ 10:30 am	Venue: J3	End of Year Briefing
<b>3<sup>rd</sup> Year</b>	Tuesday	1 April (week 14) @11.00am	TBA	E-portfolio workshop
	Tuesday	2 September (week 36) @ 11:00 am	Venue: J3	Provisional Registration & Graduation
	Tuesday	9 September (week 37) @ 11.00am	TBA	E-portfolio workshop

PRIMARY EDUCATION				
Facilitator: Vivienne Mackisack				
<b>1<sup>st</sup> Year</b>	Tuesday	18 March (week 12) @ 2.45 pm	Venue: J1	Programme Meeting
	Tuesday	20 May (week 21) @ 2.45 pm	Venue: J1	Programme Meeting
	Tuesday	16 September (week 38) @ 2.45 pm	Venue: J1	End of Year Meeting
<b>2<sup>nd</sup> Year</b>	Tuesday	25 March (week 13) @ 2.45 pm	Venue: J1	Programme Meeting
	Tuesday	29 July (week 31) @ 2.45 pm	Venue: J1	Programme Meeting
	Tuesday	23 September (week 39) @ 2.45 pm	Venue: J1	End of Year Meeting
<b>3<sup>rd</sup> Year</b>	Tuesday	21 October (week 43) @ 2:30pm	Venue: N614	End of Year Meeting
	Wednesday	22 October (week 43) @ 2:30pm	Venue: N614	Please select one of these dates to attend
	Thursday	23 October (week 43) @ 2:30pm	Venue: N614	
	Friday	24 October (week 43) @ 2:30pm	Venue: N614	

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## Practicum

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### Introduction

EDPRAC/EDPRACM courses comprise an on-campus component and a practicum experience. The courses are EDPRAC 101/102 & EDPRACM 101, EDPRAC 201/202 & EDPRACM 201, and EDPRAC 305/306 & EDPRACM 302A/B.

Students should note EDPRAC and EDPRACM dates/times. Full attendance at both the on-campus sessions and the practicum is a requirement of the course learning outcomes.

### Practicum Placements

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

Practicum Course	Pre-requisite points required	Pre-requisite course required
EDPRAC 101/102 EDPRACM 101	Any 45 points in BEd (Tchg) schedule	None
EDPRAC 201/202 EDPRACM 201	Any 75 points in BEd (Tchg) schedule	EDPRAC 101/102 EDPRACM 101
EDPRAC 305/306 EDPRACM 302A/B	Any 180 points in BEd (Tchg) schedule	EDPRAC 201/202 EDPRACM 201

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

### Procedures

Requests for placement in schools and centres are made at the time of enrolment, via our practicum online process. Once enrolled, you will be provided with the link <https://placements.education.auckland.ac.nz> to allow you to complete the Practicum Placement Request form. (Please note this form can only be accessed 24 hours after completing your enrolment).

Once you are directed to the Practicum Placement Request form you will be asked to indicate a range of schools/centres you can travel to. You will be provided with a list of schools/centres for a practicum placement.

Students may not approach a school or centre to organise their own placement. Students may only approach a school or centre when a confirmed placement has been posted on CECIL and/or the practicum notice board and the date for associate teacher contact has been advised.

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

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

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

Students who do not submit a request for placement in schools within the stated timeframe may have their placement arranged for them without consultation.

If you experience a problem using the online system, please contact the relevant practicum adviser at Epsom or Tai Tokerau. Flexible option students should use the online option to complete forms or contact the relevant practicum advisor.

### **Placement Requirements/Restrictions**

(Placement restrictions with regard to links with family members)

Students may not be placed for practicum where:

1. A member of their family attends as a student or as a staff member;
2. The student or their family has been or is currently employed in any capacity;
3. The student or a member of their family has a personal relationship with any member of the school/centre staff or Board of Trustees or Management Committee.

### **Requests for an 'Out of Area' Placement (i.e. out of Auckland or out of Tai Tokerau)**

For the purposes of practicum placements, Auckland is defined as an area between and inclusive of Pōkeno in the south and Warkworth in the north. For the purposes of practicum placements, Tai Tokerau is defined as north of and inclusive of Warkworth.

Requests for placements in schools and centres outside of these geographical areas must be made through the appropriate practicum convenor/co-ordinator (Epsom, Huarahi Māori, and Tai Tokerau) at least two months before a practicum placement. A letter outlining the reasons for the request must be attached to the request form. 'Out of Area' placements are not available for the first practicum placement in any programme or where students have not achieved the learning outcomes of a previous practicum. Having any practicum in any programme in an 'Out of Area' placement will be granted only in exceptional circumstances where it is possible to arrange appropriate support and assessment.

**Please note: The above does not apply to flexible option early childhood students.**

### **Practicum Courses**

There are pathway specific requirements for practicum placements:

#### ➤ **Bachelor of Education (Teaching) Primary Pathway**

Each student teacher must experience:

- practicum across a range of learner age settings
- at least one practicum in a school where the decile falls within the 1-4 range

Where possible, one practicum should be completed in a Normal School. Students should attempt to cover a range of localities.

Full attendance is expected during practicum, including part-time students. Leave is not granted to attend work-related commitments. Leave, known in advance, must be applied for through the practicum convenor/co-ordinator and will be granted only in exceptional circumstances.

#### ➤ **Bachelor of Education (Teaching) Primary -Huarahi Māori Specialisation**

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

**Placement out of zone must be made by written request to the appropriate kaikōtuitui noho ā kura (practicum coordinator).**

#### ➤ **Bachelor of Education (Teaching) Early Childhood Pathway and Pasifika ECE Specialisation**

Placements must include:

- A range of settings (variables from the range of: sessional services, full day services, public kindergarten, placement with infants and toddlers, multicultural, special nature services)
- At least one assessed practicum will be in a public kindergarten and at least one in a setting with a student focus on infants and toddlers.

- Pasifika students may be placed in Pasifika settings such as aoga amata, as well as English medium kindergarten or childcare centres as required.

### **Early Childhood – Community Placements**

Special placements are not available in the second year for early childhood students. An opportunity for a special placement occurs for all students in this programme at the beginning of year three.

### **Resolving Concerns during Practicum**

Where students have concerns during practicum they must contact their university supervisor, in the first instance, and follow the procedures as outlined in the practicum handbook. Professional behaviour/responsibility is expected at all times. A decision to discontinue a practicum will result in a DNC (Did Not Complete) grade and usually requires the entire practicum to be repeated.

### **Withdrawal from practicum courses**

Where exceptional circumstances exist that require a student to withdraw from a practicum, students **must** seek advice from appropriate Education Student Centre personnel with regard to the formal process to be followed. (Refer University of Auckland Calendar – Enrolment and Programme Regulations - <http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html>)

While it is important to advise the associate teacher, visiting supervisor and/or practicum convenor/co-ordinator of a decision to withdraw, this does not constitute an official withdrawal from the course. A student must action a withdrawal from a course through the Faculty of Education Student Services Online website <http://www.studentservices.auckland.ac.nz/uo/>

### **Assessment of a practicum involving School or Centre placement**

Practicum credits are awarded on successful achievement of practicum learning outcomes. During the practicum performance is jointly assessed by the student, the associate teacher and the university supervisor. Wherever possible a meeting of all three parties will be held for assessment purposes. This meeting, facilitated by the university supervisor, will seek consensus in making assessment decisions. Where consensus is not achievable, the university supervisor, in consultation with the relevant practicum convenor/co-ordinator, has ultimate responsibility for the decision.

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

**NOTE:** It is the student's responsibility to ensure all necessary practicum documentation is completed and delivered to the Practicum Office. For Primary students, a follow-up meeting with the university supervisor to confirm assessment is required.

### **Confidentiality during Practicum**

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

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

- Students wishing to photograph, audiotape, or videotape 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 booklet.

- Information gained about children, their family/whānau, staff, other student teachers while on practicum must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.

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

Students should also note the Teachers Council definition of ‘Good Character and Fit to be a Teacher’ which includes promoting and nurturing the safety of learners within a teacher’s care as well as being reliable and trustworthy in carrying out duties.

(Refer <http://www.teacherscouncil.govt.nz/required/goodcharacter2007.stm>)

Students should also note the Teachers Council Code of Ethics for Registered Teachers. (Refer <http://www.teacherscouncil.co.nz/content/code-ethics-registered-teachers-1>).

### Students with Family Responsibilities

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

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

## Assessment

### Assessment and Grading Scale

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

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

Course results are reported as grades. There are ten pass grades and three fail grades as set out below.

Grade	Description	Grade Point	Percentage
A+	High first	9	90-100
A	Clear first	8	85-89
A-	Bare first	7	80-84
B+	High second	6	75-79
B	Clear second	5	70-74
B-	Bare second	4	65-69
C+	Sound pass	3	60-64
C	Pass	2	55-59
C-	Marginal pass	1	50-54
Conceded Pass		1	
D+	Marginal fail	0	45-49
D	Clear fail	0	40-44
D-	Poor Fail	0	0-39



- To reduce student confusion about the award of marks a clear marking schedule or specific feedback should be provided that identifies the characteristics that led to the award of the marks.
- The development of assessment criteria for coursework should be adapted from the general university expectations for grade-level performance set out below:

**Example of a Grading System and descriptors relating to student attainment**

GRADE	% VALUE	DESCRIPTION
A +	90 – 100	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.
A	85 – 89	
A -	80 - 84	
B +	75 – 79	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.
B	70 – 74	
B -	65 - 69	
C +	60 – 64	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.
C	55 – 59	
C -	50 - 54	
D +	45 – 49	Work lacking 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.
D	40 - 44	
D-	0 - 39	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.

Please note that the attainment descriptors must be adapted to different levels of learning or degree study.

### Assessments – FoEd Assignment process

Epsom campus will have a centralized ‘hand-in’ and ‘pick-up’ office located at A114a. Site appropriate arrangements will apply at Tai Tokerau, City, and Manukau (your lecturer/course booklet will give details).



**Announcing the Faculty of Education’s new assignment service**

- Your coversheet for every assignment generated on line
- Each assignment’s coversheet is unique to you and barcoded accordingly
- Automated confirmation of assignment receipt by email
- Convenient central ‘hand-in’ and ‘pick-up’ assignment centre for Epsom campus at A114a (opposite the Education Student Centre )

**For more information & FAQs go to:**

<http://www.education.auckland.ac.nz/uoa/home/for/current-students/assignments>

Faculty Home Page

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Current Students

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### **Assessments Individual and Group**

- Assessment should be on an individual basis wherever possible.
- The inclusion of any group project as part of the contribution to the final coursework percentage in a course should be restricted to relevant fields at higher level
- Each group working on a project should not normally exceed a membership of four.
- Assessment criteria should be able to assess individual contributions to the project.

### **Assessment - Notification of Assessment Information**

- 1 Students can expect to receive from the Course Director at the start of the course (in writing - hard copy or electronically), the following details of assessment requirements:
  - a. detail of assessment tasks including specific referencing requirements
  - b. weighting of each task in relation to the overall course assessment load
  - c. expectations of word limits/workload for each task as appropriate
  - d. criteria by which each task will be assessed and any significant weighting of criteria
  - e. due date for each assessment task
  - f. a statement detailing what "completion to the satisfaction of the examiners" entails
  - g. reference to the Faculty statement on Cheating
- 2 All coursework must be submitted by 12.30pm on the due date.
- 3 Students can expect any change in coursework to be communicated by the Course Director in writing (hard copy or electronically) at least two weeks in advance of the original due date. Any changes to assessment dates will be made by the Course Director in conjunction with the programme Director.
- 4 Students can expect to have marked assignments and tests returned within 3 weeks from the due date.

### **Assessment - Purposes and Roles**

Assessment within teacher education courses relates directly to the learning outcomes established for that course.

Formative feedback provides on-going commentary aimed at enhancing students' professional development and competence in line with course outcomes.

Summative feedback is used to establish students' grades for each course. Such assessment is clearly linked to obtaining credentials through ascertaining a student's level of professional competence against stated outcomes and ultimately their eligibility to proceed in the programme or to graduate from it. Summative assessment is formally applied, with purpose and timeframes clearly signalled. Summative assessment tasks include specific assessment criteria which define the relationship between performance demonstrated and results documented.

### **Assessment - Resubmission of Assessment Tasks**

No provision will be made for resubmission of work for remarking.

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

### **Attendance**

In order to be credited with a course, a student needs to have attended to the satisfaction of the Senate. Students can expect to have any particular attendance requirements, especially those associated with professional programmes with registration requirements, notified at the start of the programme. Where attendance is a requirement either rolls should be taken or teaching and assessment should be structured in such a way that failure to attend compromises the students' chances of passing the course.

*Note:* the University Calendar states that students must attend "to the satisfaction of the examiner".

### Course Pass Grades

To be eligible for a pass grade (or equivalent) a student must:

- complete and submit all assessment tasks related to learning outcomes
- and**
- achieve a points total of at least 50% of the course total, unless notified otherwise in course outlines

### Course Failure

D+, D, D- fail grades are awarded if:

- not all assessment tasks relating to learning outcomes are completed and submitted
- or**
- the total of marks awarded is below 50% of the course total or, if notified, below 50% of each component of the course.

### Extensions

Student requests for extensions should 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. Note compassionate reasons may include significant and unexpected pressures in a person's employment situation.

Course Directors, (or nominee where applicable) can grant extensions for the shorter of:

- a. up to three calendar weeks, or
- b. the handing back of other candidates' work, or
- c. the cut-off date for each semester.

### Group Projects

- a. The inclusion of any group project as part of the contribution to the final coursework percentage in a course should be restricted to relevant fields at higher levels
- b. Assessment should be on an individual basis wherever possible.
- c. Assessment criteria ... should be able to assess individual contributions to the project.
- d. Each group working on a project should be of limited size and not exceed a membership of four.
- e. Where marks allocated for group projects are part of the final percentage, such marks should not normally constitute more than 20% of the total marks for the course.

### Literacy Standards

Teachers must be able to *communicate easily and lucidly in the English or Māori official languages of New Zealand* (New Zealand Teachers' Council). Students are required to proof-read all submitted work and sign a declaration that they believe it to meet the above standard.

### Penalties for Late Work

A student who submits coursework after the notified deadline, or after the approved extension, will have the marks for that coursework adjusted as follows:

- a. within one calendar week late – deduct 10% of the total value of the assessment (e.g. for an assignment worth 40%, a student scores 32 but hands the work in a day late. The student loses 4 marks – 10% of 40 – and is awarded a final mark of 28)
- b. one to two calendar weeks late – deduct 50% of the total value of the assessment
- c. later than two calendar weeks but not after the handing back of other students' work – 100% deduction

*Note:* under Examination Regulation 1c and d (see guideline 2 above) students must complete "to the satisfaction of the examiners". This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

### Referencing

All assignments must use an accepted referencing system employed in a refereed international journal in the fields of Education and Social Work.

### **Repeated Fails**

A student who has failed an EDPRAC course **once** (Degree and Diploma regulations) or who has enrolled **twice** in, but has failed to be credited with a pass in a non-EDPRAC course, is not entitled to enrol again in that course other than in exceptional circumstances (Enrolment and Programme Regulation 6c).

In undergraduate programmes, a student who fails an EDPRAC course **once**, or a non-EDPRAC core course **twice**, must apply to the Director/Associate Director to repeat the course. If the Director/Associate Director, in consultation with the Head of School, grants the right to re-enrol the student must be informed in writing that a further fail may result in a recommendation to the Dean for discontinuation in the programme.

In undergraduate programmes, students in their first-year of the programme are required to pass a specified number of points prior to completing the first Practicum. (For the BEd (Tchg) students must complete 45 credits in their first semester prior to completing their first four-week Practicum in the second semester).

Student appeals against the Associate Director/Director's decisions about re-enrolment must be made in writing to the Associate Dean (Students) within 10 days of the dated notification of the decision.

### **Return of marked assignments**

Students can expect to have marked assignments and tests returned within three weeks from the due date.

### **Special Consideration: Unavoidable Personal Circumstances (Coursework only)**

Where a student faces unavoidable personal circumstances that mean the student is unable to submit a component of **coursework**, he/she may apply to the Director/Associate Director/Programme Leader for special consideration.

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 student must apply no later than two weeks after the due date of the assignment.

If the Director/Associate Director/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 the student's ranking on the completed work, or
- c. ask the student to submit the work by a revised deadline, or
- d. submit a new task by a revised deadline

### **Student Concerns**

If a student has a concern about a COURSE/CLASS/ASSESSMENT TASK he/she should:

- a. Approach the course/class lecturer to discuss the concern.
- b. If the concern is not resolved to the student's satisfaction it should be discussed with the Course Director.
- c. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Head of School.
- d. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Associate Dean Students
- e. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Dean.

If a student has a concern about a PROGRAMME he/she should:

- a. Approach the Director/Associate Director of the programme to discuss the concern.
- b. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Associate Dean Students.
- c. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Dean.

Where a concern or issue about a course or a programme involves more than one student, i.e. it is a group or general class issue, the group or class would go through the process as above.

## Policy – Assessment of Student Learning

### Academic Integrity

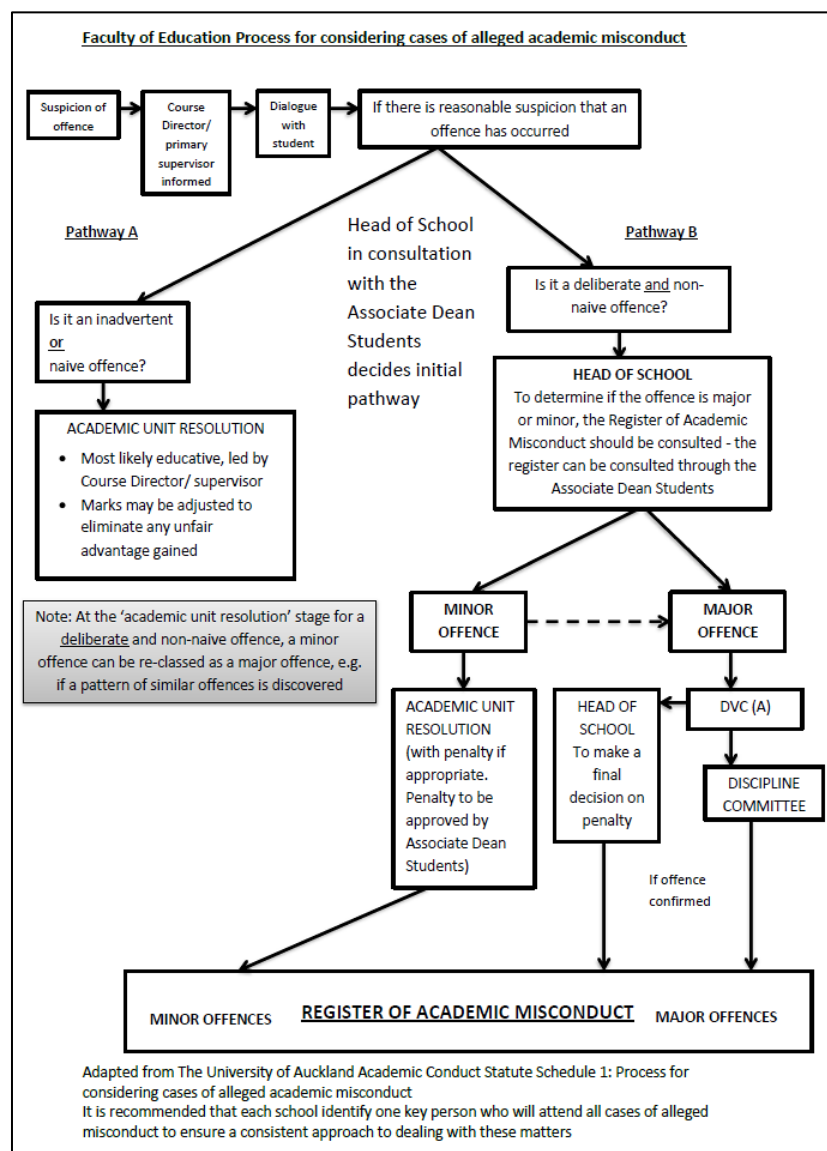
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2014 Calendar, p.22). This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. 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 visit this link: [www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity](http://www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity)

### Academic Misconduct

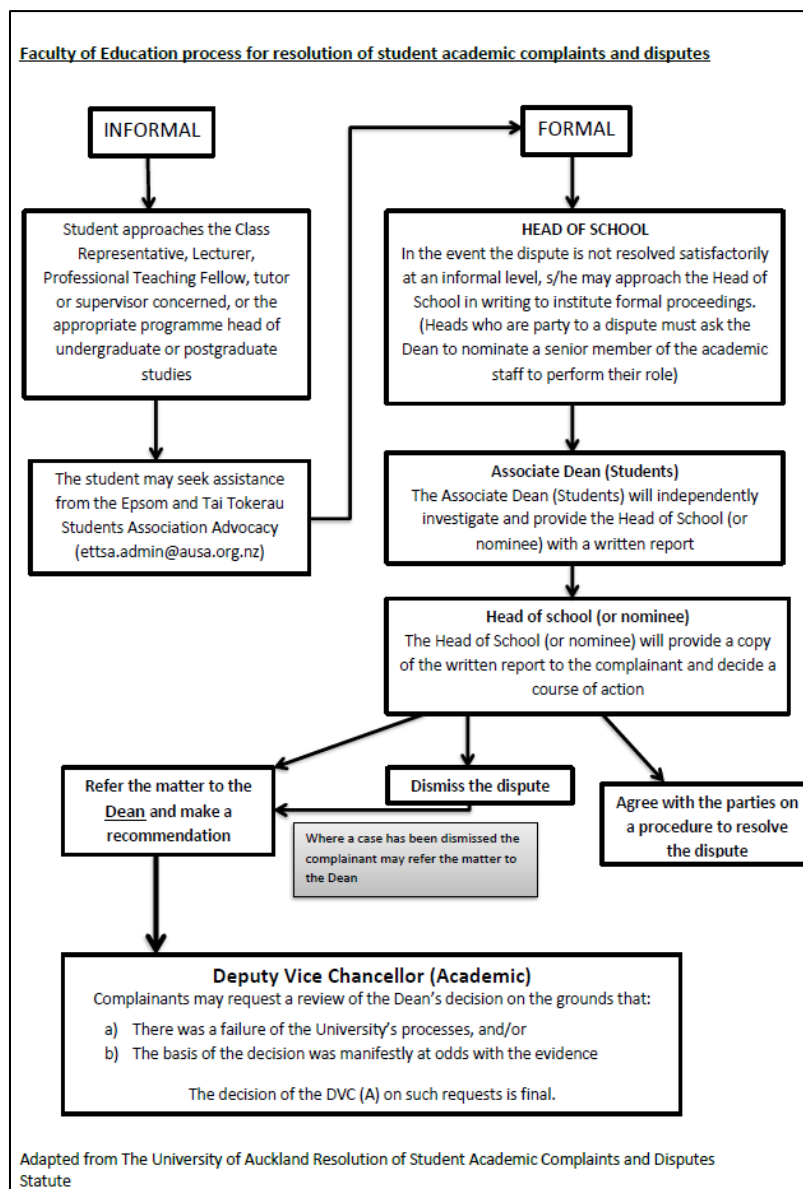
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

The University of Auckland will not tolerate cheating, or assisting others to cheat. It views cheating as a serious academic offence. To ensure that the standard of all University qualifications is maintained, students and staff have a responsibility to prevent, discourage and report cheating.

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



The University of Auckland’s full guidelines on procedures and penalties for academic dishonesty are detailed in the University’s “Guidelines: Conduct of Coursework” available at [www.auckland.ac.nz/honesty](http://www.auckland.ac.nz/honesty)



### 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 11*.

### Appeal of Marks

A student who is concerned about a mark for an assessment can appeal in writing to the Course Director for a reconsideration of the mark stating the reasons why they consider the mark is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return. The course director reviews the mark in relation to the stated reasons or seeks a second opinion if they were the original marker. If the appeal is not upheld and the student is still concerned a written appeal, restating the nature of the concern in relation to the assessment criteria, needs to be made to the Head of School.

### Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with the university regulations. For full details see *The University of Auckland Calendar Examination Regulation 18*.

### Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. Specific dates at which

deletions can occur can be obtained via the following link:

[www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html](http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html)

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

### **DELNA (Diagnostic English Language Needs Assessment)**

The University requires that all students reach a minimum 'satisfactory' standard with regard to English language competence. In professional programmes, it is also important that students have well-developed English language skills to meet the graduating standards of their particular programme. In order to ensure that students meet a minimum standard of satisfactory English, all undergraduate students in the Faculty as well as Graduate Diploma of Teaching and Education Foundation students are required to complete the DELNA screening, and if necessary, the DELNA diagnostic assessment, so that support can be given to students with English language needs.

Only students who have completed the DELNA requirements will be permitted to undertake practicum [changed accordingly for BPE].

For further information, please visit <http://www.delna.auckland.ac.nz/en.html>.

### **EC Mail**

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

EC mail 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, 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.

### **Group assessment**

There may be times when students are required to complete a group assessment task or team based project. Details of such tasks, including group work expectations will be published in course materials to ensure students are clear about what is being assessed and the allocation of marks to the various components of the assessment. Students should also refer to Module 2 of the Academic Integrity Course (Avoiding Academic Dishonesty) to clarify responsibilities when collaborating with peers. For more information visit this link: [www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity](http://www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity)

### **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.

### **Storage and Disposal of Student Work**

Examination scripts will be retained in secure storage until at least six months after the examination and thereafter be destroyed. 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/uoa](http://www.studentservices.auckland.ac.nz/uoa)

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

- Course advice and information;
- Enrolment advice;
- Fees advice;
- Timetables, grades and course history advice;
- Graduation;

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

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

### **Fees advice**

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

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

### **Graduation**

At the successful completion of a programme students must apply to graduate. This link also provides information pertaining to dates and times of graduation ceremonies as well as advice about academic regalia.

The SSO website is the place where students can update their **personal details** such as email address (if that is used to redirect university mail), contact address and phone number. It is vital that students ensure their personal details are current to enable effective communication.

### **Submission in te reo Māori**

Assignments and examinations in courses that do not use te reo Māori 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.

### **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. The following link provides full details regarding the type of advice and support that third parties can offer [www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines](http://www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines)

### **Unsatisfactory Progress**

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



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## Professional Requirements and Conduct

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### Attendance

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

**Important note:** It is The University of Auckland's responsibility to confirm that graduates meet 'satisfactory teacher' criteria for provisional registration by the Teachers' Council. The University must have confidence that graduates are reliable (eg can "take on responsibilities with due regard for time and place") and professional (eg is unlikely to be "absent from duty without valid excuse").

A copy of current Teachers Council criteria is included in of this handbook. A review of a student's progress may result from concerns in these areas.

Lecturers are required to keep a record of students' attendance to comply with Ministry of Education audit requirements related to allowances and funding.

Levels of attendance/engagement inconsistent with Teachers' Council requirements will be reported to the Associate Director for follow-up. See 'Review of Student Progress' (p19).

### 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 University Guidelines (2001) on cheating define plagiarism as the use of other people's work in an assignment, and presenting it as your own without explicitly acknowledging or referencing where it came from. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments. Therefore, all assignments must be accompanied by a signed, student written declaration. This written declaration can be obtained via the following link: <https://foedassignments.auckland.ac.nz/>.

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

You can avoid cheating by:

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

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

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

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

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

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

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

### **Developing Oral Language Skills**

Free and confidential assistance is available for students to further develop their confidence and competence in English oral language skills to better prepare them for their professional roles in the classroom and school.

The following are some of the areas covered:

- Developing a more expressive voice
- Voice projection – especially for the classroom
- Classroom instructions
- Slowing down the pace of spoken English
- Reading aloud
- Speaking with confidence to groups
- Pronunciation and mastering ‘difficult’ sounds or words
- Losing your voice

The service is offered by a speech-language therapist, Elaine Tasker extn 48756, who offers speech language services to students both by referral and request.

### **Professional Ethics Related to Conduct and Research**

As in any professional programme of study, a high level of professional ethics is expected of both staff and students alike. Particularly when working in practicum 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.

### **Professionalism and the Use of Social Media**

The faculty launched its Facebook page in March 2011. 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](http://www.teachersandsocialmedia.co.nz/) <http://www.teachersandsocialmedia.co.nz/>

### **Review of Student Progress**

The Associate Director will require a student to meet with a review committee if his/her performance is such that there is a risk that programme, provisional entry, or New Zealand Teachers’ Council requirements may not be met.

Where concerns of a New Zealand Teachers’ Council nature are raised about an individual student with the Director, a review feedback form may be circulated among staff working with that student. If there proves to be a pattern of concern then a review meeting will be instigated.

### **Tracking Student Performance**

Where student progress is causing concern the Associate Director will contact the student and he/she will be required to have ongoing communication with the Associate Director until there is improvement. This often involves ongoing engagement with the Academic Success Centre.

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## **Programme Changes, Procedures and Regulations**

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### **Change of Address / Personal Details**

The SSO website is the place where students can update their **personal details** such as email address (if that is used to redirect university mail), contact address and phone number. It is the student’s responsibility to ensure personal details are current to enable effective communication.

### **Change of Name**

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

### **Deferring from Programme**

Full time students can apply to defer completion of their programme for up to one year, once they have enrolled and started the programme.

**Please note:** 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, and full credit may not always be awarded for previous study.

Follow the same procedure as for resignation.

**Please note:** You have not officially resigned or deferred until your forms have been signed by the Director/Associate Director or nominee of your programme.

### **Resignation from Programme**

Any intention to resign from the programme should be discussed with the programme Director/Associate Director.

Collect the relevant forms from the Education Student Centre. Then make an appointment to present the completed form to the Director/Associate Director. Arrange this appointment directly with the Director/Associate Director concerned.

### **Transfer between University of Auckland, Faculty of Education Programmes**

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

- All such transfers shall be subject to the approval of the Director responsible for the pathway where the student teacher resides and the Director responsible for the pathway into which transfer is sought.
- All requests for transfers will be considered on the basis of University of Auckland, Faculty of Education 'Recognition of Prior Learning' policy in consultation with the RPL co-ordinator. Where programme components vary, full credit for already-completed courses may not be awarded.

An administration fee will apply. Refer to *University of Auckland Calendar 2014*.

### **Transfer to other Colleges/Faculties of Education**

A student is expected to complete the programme for which she/he was selected.

However, transfers may be permitted for extenuating circumstances. Transfers can only occur for the beginning of a new year or at a time suitable for both institutions.

### **Process**

- Write to your current programme Director requesting approval for the transfer.
- Attach your most up-to-date course transcript.
- The Director may meet with you to discuss the transfer.
- The Director will discuss, with relevant staff, your success in the programme and your attitude towards learning.
- The Director will write to you supporting your transfer or declining support for your transfer.
- You will need to write to the institution to which you are transferring to seek entry.
- The Faculty to which you want to transfer will reply, accepting or declining your application.
- If accepted complete the transfer forms which can be obtained through the Education Student Centre.

### **Withdrawal from a course**

Withdrawals from course must be completed through the Education Student Centre. See the University of Auckland Calendar 2014 page 24 and Education Student Centre for details.

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## Other Matters

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### 'CECIL' Information

Cecil is used to access information such as:

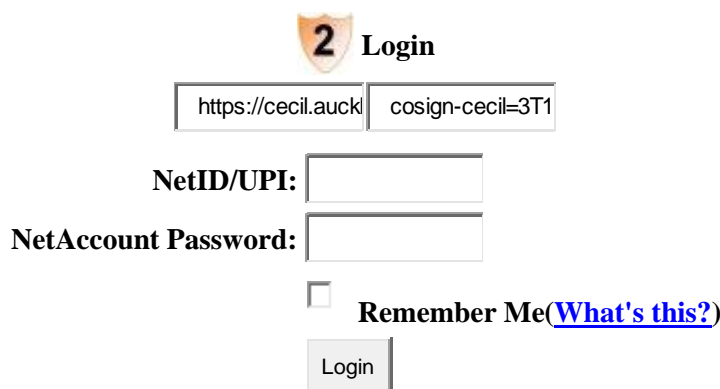
- > Course information
- > Contact Information for lecturers & tutors
- > Your Course Marks
- > Book computers
- > Announcements
- > Selected lecture notes & handouts
- > Discussion
- > Online assessments

### How do I log on?

When enrolling at The University of Auckland you are given a Net ID (also known as UPI). You will need to know this before you can log on to Cecil.

If you are unsure about what your UPI is please contact Cecil Help (contact details at the bottom of the page)

1. Type in the URL [www.auckland.ac.nz](http://www.auckland.ac.nz)
2. Under the heading 'Quick Link' on the right hand of the screen you will find Cecil, click on this. This will take you to the Cecil login page
3. You will now need to click on the Login tab (top left)
4. You should now see:



**2 Login**

https://cecil.auckl    cosign-cecil=3T1

**NetID/UPI:**

**NetAccount Password:**

**Remember Me** ([What's this?](#))

5. Enter your NetID/UPI and then your password. (If you are unsure of what your NetID/UPI is please contact Cecil Help)
6. You are now able to select a course from your Current Courses Tab and read announcements, resources, and any other important information relevant to the specific course.

If you have any problems using Cecil please feel free to contact Cecil Support who will be happy to talk you through the process, step by step.

Cecil contact information is:      Cecil Service Desk  
Hours: Monday - Friday 8:30am - 5:00pm  
Telephone: (09) 303-5959      E-mail: [cecilhelp@auckland.ac.nz](mailto:cecilhelp@auckland.ac.nz)

The link below is also helpful for students who are new to Cecil. It explains how to use the many different functions available in Cecil. [http://cecil.auckland.ac.nz/help/cwi7student/cecil\\_7\\_student\\_help.htm](http://cecil.auckland.ac.nz/help/cwi7student/cecil_7_student_help.htm)

### Jury Service

If you are called up for jury service you are able to apply for an exemption 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. A form for this is available from the Teacher Education Office, H201A. (Refer: <http://www.justice.govt.nz/services/access-to-justice/jury-service-1/just-been-summoned>)

### **Library: Essentials for using the Sylvia Ashton-Warner Library**

The Library lending policy is explained in detail at:

[http://www.library.auckland.ac.nz/about/genlib/lending\\_1.htm](http://www.library.auckland.ac.nz/about/genlib/lending_1.htm). There is also a pamphlet at the Lending Desk which explains how many books you may borrow and the length of the borrowing period. It also explains how to request an item and how much the fines are.

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <http://www.library.auckland.ac.nz/subjects/edu/eduinfoservices.htm>
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: <http://www.library.auckland.ac.nz/booking/>
- **Always** check the patron button on Voyager- the library catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to the email address you recorded in Student Services Online. If you change your email address or your physical address please amend this in the Student Services Online database.
- If you are going to be away from the campus – on practicum or on holiday – return library books before you go. The Library will not accept either of the above as excuses to have fines remitted.

### **Meetings with Director/Associate Director**

Students wishing to see the Director/Associate Director need to arrange an appointment with that person directly via email.

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## **Teacher Registration**

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With few exceptions, teachers in New Zealand are required to be registered. On successful completion of a programme of teacher education, graduates are eligible to apply for provisional registration as a teacher.

In awarding a teaching qualification, the University of Auckland, Faculty of Education must be confident of each graduate's ability to meet professional standards. During the course of their programme all candidates must demonstrate that they can meet the teacher registration criteria that are reprinted below. 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**

It is mandatory that a student immediately inform The University of Auckland of any criminal charges (other than minor traffic offences) s/he may face and/or be convicted of. The manager of the Education Student Centre is the person to contact regarding this.

Our enrolment form asks the applicant to declare a criminal conviction. 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 New Zealand Teachers Council may view this differently. What appears to count against you is failure to disclose at the time of selection. If you are unsure of what constitutes a criminal conviction (note that many driving charges fall in this category) please check with the manager of the Education Student Centre as a matter of urgency. The Teachers Council do check with us as to whether or not you have disclosed. Otherwise you risk having your application for provisional registration declined or held up at the end of the year.

## **CRITERIA FOR REGISTRATION OF A TEACHER**

### **Is of Good Character**

All applicants for registration are considered by the NZ Teachers' Council to be of good character, unless there is evidence to the contrary. Evidence to the contrary could be conviction for an offence or a number of offences, or substantiated information brought to the attention of the NZ Teachers' Council, that would lead a community to have doubts about entrusting pupils into the person's care.

All applicants will be required to give consent to disclosure by the police of convictions for any offences.

### **Is Fit To Be A Teacher**

Those fit to teach possess a range of personal qualities which are listed below. For those entering teaching for the first time, the 'fitness for teaching' should have been assessed during training. Because these qualities are outcome requirements for all approved teacher education programmes, it will be accepted that all who satisfactorily graduate have the required qualities.

A statement about the applicant's fitness to be a teacher will be required from the learning centre where the applicant last taught. A statement will not be required if the applicant has been registered with this board before and has not taught since the date of the last application.

A person who is 'fit to be a teacher' should have the personal qualities to operate in four domains: in the teaching/learning space (e.g. classroom), in the learning centre (e.g. school, kohanga reo), in the community and in the teaching profession. In each domain a teacher will interact with learners (students), parents/whanau/caregivers, employer and colleagues, and should at all times maintain high standards of:

#### **Trustworthiness, to:**

- work independently and without supervision;
- meet any reasonable requirement for the protection and safety of others;
- preserve confidences.

#### **Honesty, to:**

- demonstrate integrity in all contacts;
- respect persons and property;
- report clearly and truthfully.

#### **Reliability, to:**

- take on responsibilities with due regard for time and place;
- meet the expectations of caregivers and the learning centre when supervising learners;
- accept, plan and execute a variety of tasks and professional responsibilities.

#### **Sensitivity and compassion, to:**

- respect other cultural and social values;
- recognise and respect others as individuals;
- care for the learning of those who are disadvantaged and those with learning difficulties;
- demonstrate firmness when necessary.

#### **Respect for others, to:**

- demonstrate respect for the law;
- adopt accepted codes of language, dress and demeanour;
- accept and carry out collegial and employer decisions;
- respect the views of others.

#### **Imagination, enthusiasm and dedication, to:**

- support and inspire others in their work;
- generate excitement and satisfaction in learning;
- engage in co-curricular tasks which expand learning opportunities;
- show respect for learning and inspire a love of learning.

#### **Communication, to:**

- communicate easily and lucidly in the English or Māori official languages of New Zealand;
- exercise discretion;
- give and receive constructive criticism;
- seek advice when needed.

#### **Physical and mental health, to:**

- carry out duties safely and satisfactorily;
- show emotional balance and maturity;
- display warmth and humour.

Notwithstanding the above qualities a person could be considered not fit to be (or continue to be) a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.

For example:

- disobeying lawful and reasonable orders or instructions;
- being negligent, careless or indolent in carrying out duties;
- misusing or failing to take proper care of property or equipment in his or her custody or charge;
- being absent from duty without valid excuse;
- engaging in sexual activity with a student;
- sexually harassing, verbally abusing or assaulting colleagues, parents or students.

#### **Portfolios and New Zealand Teachers Council Graduating Teacher Standards (NZTCGTS)**

The New Zealand Teachers Council mandated the Graduating Teacher Standards: Aotearoa New Zealand in 2007. Students need to meet these standards by the completion of the programme and provide evidence of this requirement in a personal electronic portfolio. The portfolio will be developed during each year as part of a student's professional development journey.

#### **REGISTRATION AND OTHER END-OF-YEAR PROCEDURES**

##### **Provisional Registration**

The first job you need to do, as soon as you have completed your programme of study, is to organise your Provisional Registration with the Teachers Council. You can, in fact, ***do this in advance of your programme completion***; just follow the steps outlined below.

You begin this process by downloading and completing the form from the website [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz)

You ***can*** submit the form before you have an Official Transcript (***eligibility to graduate***) from the University. The Teachers Council will issue you a number and begin processing your application. However, you will not get your provisional registration until you send in your Official Transcript, as this indicates your eligibility to graduate. At that point they can issue the provisional registration very quickly.

The Faculty of Education does not issue the Official Transcript. It must be obtained from **Student Records** in the **Clock Tower**, Princes Street, City Campus. You can request it as soon as your self-service Student Services Online record shows that you are eligible to graduate. <http://www.studentservices.auckland.ac.nz/en/sso-my-timetables-grades-course-history/sso-request-official-transcript.html> . The cost is \$30 for the first transcript and \$10 for copies ordered in the same request. It is recommended you get two copies – one for the Teachers Council and one for the school which employs you so that arrangements can be made to pay you and your starting salary can be established. [Note: duplicate copies of the transcript are cheaper at time of issue than going back later and re-ordering]. This transcript cannot be issued until all marks are in.

- The NZTC require 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 related to education and teaching **may** contribute to your starting at a higher level than the basic starting 'step'. Make sure you **document** your employment history. This can be done during 2014. Seek proof of employment from previous employers (where relevant), preferably with a very brief description of duties undertaken.

### **International Students**

The Faculty International office in A Block Annex provides assistance with NZTC registration and immigration requirements. You can contact Associate Dean International or Maxine Ma (International Co-ordinator) extn 48211 for all of your enquiries.



## Principles Underpinning Teacher Education Programmes and Related Graduate Outcomes

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

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## **Overview of Specialisations**

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Information of each of these specialisations follows on from this page.

- **BEd (Tchg) Primary Specialisation Overview**  
BEd (Tchg) Primary Programme of Study
- **BEd (Tchg) Huarahi Maori Specialisation Overview**  
BEd (Tchg) Huarahi Maori Programme of Study
- **BEd (Tchg) ECE Specialisation Overview**  
BEd (Tchg) ECE Programme of Study
- **BEd (Tchg) ECE/Pasifika Specialisation Overview**  
BEd (Tchg) ECE/Pasifika Programme of Study

## Bachelor of Education (Teaching) Primary Specialisation

History and Society in NZ Education  EDUC 118 (Stage 1)	Development, Learning and Teaching  EDUC 119 (Stage 1)	The Professional Teacher Primary 1  EDPRAC 101 (Stage 1)	Technology Education Primary  EDCURRIC 107 (Stage 1)	Language and Literacy Education Primary 1  EDCURRIC 102 (Stage 1)	Primary Mathematics and Statistics Education 1  EDCURRIC 104 (Stage 1)	Arts Education Primary  EDCURRIC 101 (Stage 1)	Hapai Akonga  EDPROFST 100 (Stage 1)
Assessment for Learning and Teaching  EDPROFST 214 (Stage 2)	Promoting Achievement for Diverse Learners  EDPROFST 205 (Stage 2)	Practicum Primary 2  EDPRAC 201 (Stage 2)	General Education  (Stage 1)	Health and Physical Education  EDCURRIC 103 (Stage 1)	Primary Mathematics and Statistics Education 2  EDCURRIC 204 (Stage 2)	Science Education Primary  EDCURRIC 105 (Stage 1)	Social Studies Education Primary  EDCURRIC 106 (Stage 1)
Politics, Philosophy and Education  EDUC 321 (Stage 3)	The Professional Teacher  EDPROFST 313 (Stage 3)	Practicum: Enabling Achievement Primary  EDPRAC 305 (Stage 3)		Languages and Literacy Education Primary 2  EDCURRIC 202 (Stage 2)	OPTION	OPTION	OPTION

- Generic to all pathways as well as BPE
- Parts are generic to all pathways
- Optional strand

## BEd (Tchg) Primary Programme of Study

### Year One

Course No	Course Title	Credits
EDUC 118	History and Society in NZ Education	15
EDUC 119	Development, Learning and Teaching	15
EDPRAC 101	The Professional Teacher Primary 1	15
EDPROFST 100	Hapai Akonga	15
EDCURRIC 101	Arts Education Primary	15
EDCURRIC 102	Language and Literacy Education Primary 1	15
EDCURRIC 104	Primary Mathematics and Statistics Education 1	15
EDCURRIC 107	Technology Education Primary	15
<b>Total</b>		120

### Year Two

Course No	Course Title	Credits
EDPRAC 201	Practicum Primary 2	15
EDPROFST 205	Promoting Achievement for Diverse Learners	15
EDPROFST 214	Assessment for Learning and Teaching	15
EDCURRIC 103	Health and Physical Education	15
EDCURRIC 105	Science Education Primary	15
EDCURRIC 106	Social Studies Education Primary	15
EDCURRIC 204	Primary Mathematics and Statistics Education 2	15
General Education	General Education	15
<b>Total</b>		120

### Year Three

Course No	Course Title	Credits
EDUC 321	Politics, Philosophy and Education	15
EDPRAC 305	Practicum: Enabling Achievement Primary	30
EDPROFST 313	The Professional Teacher	15
EDCURRIC 202	Languages and Literacy Education Primary 2	15
<b>PLUS</b>	<b>3 Optional Courses</b> <i>(See UoA Calendar for descriptors)</i>	45
<b>Total</b>		120

## TOHU MĀTAURANGA (WHAKAAKORANGA): HUARAHI MĀORI BACHELOR OF EDUCATION (TEACHING): HUARAHI MĀORI SPECIALISATION

These courses are generic to Huarahi Māori, Primary and ECE Specialisations

These courses have some aspects in common with Primary and ECE Specialisation

These Courses Have Māori And English Medium Equivalency

These courses are specific to Huarahi Māori Specialisation

<b>Tau Tuatahi</b> Year One	Te Whanaketanga me te Ako  EDUCM 119 Stage 1	Ngā Toi: He Whakatakinga  EDCURRM 101 Stage 1	Pāngarau: He Whakatakinga  EDCURRM 104 Stage 1	Te Pou Tāwharau Tikanga Māori  EDPROFM 109 Stage 1	He Tirohanga ki te Mātauranga  EDUCM 118 Stage 1	Pakirehua Ngāio: Te Ao Pouako  EDPRACM 101 Stage 1	Te Reo Matatini Te Pihinga  EDCURRM 102 Stage 1	Hangarau: He Whakatakinga  EDCURRM 107 Stage 1
<b>Tau Tuarua</b> Year Two	Te Aromatawai mō te Ako me te Whakaako  EDPROFM 214 Stage 2	Tikanga āIwi: He Whakatakinga  EDCURRM 106 Stage 1	Pūtaiao: He Whakatakinga  EDCURRM 105 Stage 1	Noho ā kura: Te Taiao Ako  EDPRACM 201 Stage 2	Te Whiringa Pūmau o te Reo  EDPROFM 209 Stage 2	Te Whakatairanga Paetae mō te Ākonga  EDPROFM 205 Stage 2	Te Whaiora  EDCURRM 103 Stage 1	General Education  Stage 1
<b>Tau Tuatoru</b> Year Three	Te Ao Tōrangapū me te Mātauranga  EDUCM 321 Stage 3	Te Reo Matatini Te Puanga  EDCURRM 202 Stage 2	Pāngarau: Te Whakaako  EDCURRM 204 Stage 2	Noho ā kura Te Whakatairanga Paetae Mātauranga  EDPRACM 302 Stage 3	Noho ākura Te Whakatairanga Paetae Mātauranga  EDPRACM 302B Stage 3	Te Pouako Ngaio  EDPROFM 313 Stage 3	Tū Tangata*  EDCURRM 304 Stage 3	Te Pae Tawhiti kia Tata*  EDPROFM 309 Stage 3

*Kia mōhio mai: \* =he kōwhiringa*

## Te Hōtaka o Te Huarahi Māori Huarahi Māori Programme of Study

### TAU 1 / Year 1

<b>Tau Kōwae Ako Course No</b>	<b>Ingoa Kōwae Ako Course Title</b>	<b>Whiwhinga Credits</b>
EDUCM 118	He Tirohanga ki te Mātauranga i Aotearoa History and Society in New Zealand Education	15
EDUCM 119	Te Whanaketanga me te Ako Development, Learning and Teaching	15
EDPRACM 101	Pakirehua Ngaio: Te Ao Pouako Practicum 1	15
EDPROFM 109	Te Pou Tāwharau Tikanga Māori	15
EDCURRM 101	Ngā Toi: He Whakatakinga Arts Education	15
EDCURRM 102	Te Reo Matatini: Te Pihinga Literacy Education	15
EDCURRM 104	Pāngarau: He Whakatakinga Maths and Stats Education 1	15
EDCURRM 107	Hangarau: He Whakatakinga Technology Education	15
<b>Tapeke Total</b>		120

### TAU 2 / Year 2

<b>Tau Kōwae Ako Course No</b>	<b>Ingoa Kōwae Ako Course Title</b>	<b>Whiwhinga Credits</b>
EDPROFM 205	Te Whakatairanga Paetae mō te Ākonga Promoting Achievement for Diverse Learners	15
EDPROFM 209	Te Whiringa Pūmau o te Reo	15
EDPROFM 214	Te Aromatawai mō te Ako me te Whakaako Assessment for Learning and Teaching	15
EDPRACM 201	Noho ā kura: Te Taiao Ako Practicum 2	15
EDCURRM 103	Te Whaiora Health & Physical Education	15
EDCURRM 105	Pūtaiao: He Whakatakinga Science Education	15
EDCURRM 106	Tikanga ā iwi: He Whakatakinga Social Studies Education	15
	General Education	15
<b>Tapeke Total</b>		120

### TAU 3 / Year 3

<b>Tau Kōwae Ako Course No</b>	<b>Ingoa Kōwae Ako Course Title</b>	<b>Whiwhinga Credits</b>
EDUCM 321	Te Ao Tōrangapū me te Mūtauranga Politics, Philosophy and Education	15
EDPROFM 309	Te Pae Tawhiti Kia Tata	15
EDPROFM 313	Te Pouako Ngaio The Professional Teacher	15
EDPRACM 302A	Noho ā kura: Te Whakatairanga Paetae Mātauranga Practicum 3	15
EDPRACM 302B	Noho ā kura: Te Whakatairanga Paetae Mātauranga Practicum 4	15
EDCURRM 202	Te Reo Matatini: : Te Puanga 2	15
EDCURRM 204	Pāngarau: Te Whakaako Primary Mathematics and Statistics Education 2	15
EDCURRM 304	Tū Tangata	15
<b>Tapeki Total</b>		120

## Bachelor of Education (Teaching) ECE Specialisation

These courses are generic with the primary pathway- so have the same course number as the primary courses

These courses have some parts of their content the same as primary and some different so are a separate number from the primary specialisation.

The yellow boxes are specific to the early childhood specialisation.

The green boxes have Pasifika ECE Specialisation medium equivalency.

History and Society in NZ Education EDUC 118 Stage 1	The Professional Teacher ECE 1 EDPRAC 102 Stage 1	Development, Learning and Teaching EDUC 119 Stage 1	Hauora: Early Years Wellbeing EDPROFST 101 Stage 1	Science in the Early Years EDCURRIC 115 Stage 1	Visual Arts in the Early Years EDCURRIC 116 Stage 1	Experiencing Technology EDCURRIC 111 Stage 1	Hapai Akonga EDPROFST 100 Stage 1
Assessment for Learning and Teaching EDPROFST 214 Stage 2	Te Whariki for Diverse Learners EDPROFST 204 Stage 2	Practicum ECE 2 EDPRAC 202 Stage 2	General Education Stage 1	Music in the Early Years EDCURRIC 114 Stage 1	Mathematics in the Early Years EDCURRIC 212 Stage 2	Languages and Literacies EDCURRIC 211 Stage 2	Infants/Toddlers Pedagogies EDPROFST 200 Stage 2
Politics, Philosophy and Education EDUC 321 Stage 3	The Professional Teacher EDPROFST 313 Stage 3	Practicum: Enabling Achievement Early Childhood EDPRAC 306 Stage 3		Social Sciences Education EDCURRIC 213 Stage 2	Dance /Drama in the Early Years EDCURRIC 110 Stage 1	Play and Pedagogy EDPROFST 304 Stage 2	Hauora: Early Years Movement EDCURRIC 112 Stage 1

## BEd (Tchg) ECE Programme of Study

### Year One

Course No	Course Title	Credits
EDUC 118	History and Society in NZ Education	15
EDUC 119	Development, Learning and Teaching	15
EDPRAC 102	The Professional Teacher Early Childhood 1	15
EDPROFST 100	Hapai Akonga	15
EDPROFST 101	Hauora: Early Years Wellbeing	15
EDCURRIC 111	Experiencing Technology	15
EDCURRIC 115	Science in the Early Years	15
EDCURRIC 116	Visual Arts in the Early Years	15
<b>Total</b>		120

### Year Two

Course No	Course Title	Credits
EDPROFST 204	Te Whariki for Diverse Learners	15
EDPROFST 214	Assessment for Learning and Teaching	15
EDPRAC 202	Practicum Early Childhood 2	15
EDCURRIC 114	Music in the Early Years	15
EDPROFST 200	Infants/Toddlers Pedagogies	15
EDCURRIC 211	Languages and Literacies	15
EDCURRIC 212	Mathematics in the Early Years	15
	General Education	15
<b>Total</b>		120

### Year Three

Course No	Course Title	Credits
EDUC 321	Politics, Philosophy and Education	15
EDPROFST 313	The Professional Teacher	15
EDPRAC 306	Practicum: Enabling Achievement Early Childhood	30
EDCURRIC 110	Dance/Drama in the Early Years	15
EDCURRIC 112	Hauora: Early Years Movement	15
EDCURRIC 213	Social Sciences Education	15
EDPROFST 304	Play and Pedagogy	15
<b>Total</b>		120



# Bachelor of Education (Teaching) ECE Pasifika Specialisation

**These courses are generic within the BEd(Tchg)**

**These courses have some parts the same as general courses and some different so need separate number from the general pathway**

**These courses are unique to the BEd(Tchg) ECE-Pasifika specialisation**

**These courses have the same title as ECE-Pasifika curriculum courses, & will share most learning outcomes & content. Pasifika specialisation content includes Pasifika approaches to enabling all learners, & the use of Pasifika languages & cultures in teaching & learning in this course area**

History and Society in NZ Education  EDUC 118 Stage 1	Faiakoga o akoga kamata 1  [Professional Teacher 1 ECE Pasifika] EDPRACPK 102 Stage 1	Development, Learning and Teaching  EDUC 119 Stage 1	Nai vakarau ni vuli ka ena Pasifika  [Te Whāriki and Pasifika Pedagogy]  EDCURRPK 120 Stage 1	Apii taieni I nga mataiti mua  [Science in the Early Years - Pasifika]  EDCURRPK 115 Stage 1	<i>Pe mafai vefea e ki tatou oi tamaiti aoga Pasifika</i>  [Learning in Pasifika Contexts]  EDPROFPK 102 Stage 1	Ng_ue'aki e Tekinolosa  [Experiencing Technology – Pasifika]  EDCURRPK 111 Stage 1	Hapai Akonga   EDPROFST 100 Stage 1
Assessment for Learning and Teaching  EDPROFST 214 Stage 2	Te Whariki for Diverse Learners  EDPROFST 204 Stage 2	Practicum Early Childhood 2  EDPRAC 202 Stage 2	General Education (Stage 1)	Lafilafiaga Tautufuga Pasifika  [Integrating Pasifika Arts]  EDCURRPK 116 Stage 1	Fika 'i he Fanau liki  [Mathematics in the Early Years - Pasifika]  EDCURRPK212 Stage 2	Gagana ma lana matafaioi  [Language and Literacies - Pasifika]  EDCURRPK211 Stage 2	Aoaoga o fanau laiti  [Infants/Toddler Pedagogies - Pasifika]  EDCURRPK 210 Stage 2
Politics, Philosophy and Education  EDUC 321 Stage 3	The Professional Teacher  EDPROFST 313 Stage 3	Practicum: Enabling Achievement Early Childhood  EDPRAC 306 Stage 3		Moui fakaagaga I loto he tau Aoga Fanau Ikiiki he Pasifika  [Spirituality and Young Pasifika Children]  EDCURRPK 322 Stage 1	Su'esu'ega loloto i le fa'aaogaina o gagana  [Critical Investigation in the Role of Pacific Languages in Education]  EDCURRPK 353 Stage 2	Tuvatuva vakarautaki ena vuli me qito  [Play and Pedagogy - Pasifika]  EDCURRPK 313 Stage 3	Moui olaola  [Holistic Development - Pasifika]  EDCURRPK 121 Stage 1

## BEd (Tchg) ECE/Pasifika Programme of Study

### Year One

Course No	Course Title	Credits
EDUC 118	History and Society in New Zealand Education	15
EDUC 119	Development, Learning and Teaching	15
EDPRACPK 102	Faiakoga o akoga kamata 1 [Professional Teacher 1 ECE Pasifika]	15
EDPROFST 100	Hapai Akonga	15
EDPROFPK 102	Pe mafai vefea e ki tatou oi tamaiti aoga Pasifika [Learning in Pasifika Contexts]	15
EDCURRPK 111	Ng_ue'aki e Tekinolosa [Experiencing Technology – Pasifika]	15
EDCURRPK 115	Apīi taieni I nga mataiti mua [Science in the Early Years - Pasifika]	15
EDCURRPK 120	Na i vakarau ni vuli ka ena Pasifika [Te Whaariki & Pasifika Pedagogy]	15
<b>Total</b>		120

### Year Two

Course No	Course Title	Credits
EDPROFST 204	Te Whariki for Diverse Learners	15
EDPROFST 214	Assessment for Learning and Teaching	15
EDPRAC 202	Practicum Early Childhood 2	15
EDCURRPK 116	Lafilafiaga Tautufuga Pasifika [Integrating Pasifika Arts]	15
EDCURRPK 210	Aoaoga o fanau laiti [Infants/Toddler Pedagogies – Pasifika]	15
EDCURRPK 211	Gagana ma lana matafaioi [Languages and Literacies - Pasifika]	15
EDCURRPK 212	Fika 'I he Fanau liki [Mathematics in the Early Years – Pasifika]	15
	General Education	15
<b>Total</b>		120

### Year Three

Course No	Course Title	Credits
EDUC 321	Politics, Philosophy and Education	15
EDPROFST 313	The Professional Teacher	15
EDPRAC 306	Practicum: Enabling Achievement Early Childhood	30
EDCURRPK 121	Moui olaola [Holistic Development - Pasifika]	15
EDCURRPK 322	Moui fakaagaga I loto he tau Aoga Fanau Ikiiki he Pasifika [Spirituality and Young Pasifika Children]	15
EDCURRPK 353	Su'esu'ega loloto i le fa'aagaina o gagana [Critical Investigation in the Role of Pacific Languages in Education]	15
EDCURRPK 313	Tuvatuva vakarautaki ena vuli me qito [Play & Pedagogy - Pasifika]	15
<b>Total</b>		120