

**PROGRAMME HANDBOOK 2017**

Initial Teacher Education

# Bachelor of Physical Education

**EPSOM CAMPUS**

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## Introduction:

Nau mai rā ki Te Kura Akoranga o Te Whare Wānanga o Tāmaki-makau-rau.  
Welcome to the Faculty of Education and Social Work 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 to 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: *A 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* (please refer to the Conceptual Framework on page 5 of this handbook).

Each of the seven 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 page 6). Importantly the Education Council's Graduating Teacher Standards (which are listed on page 7) are embedded in this framework.

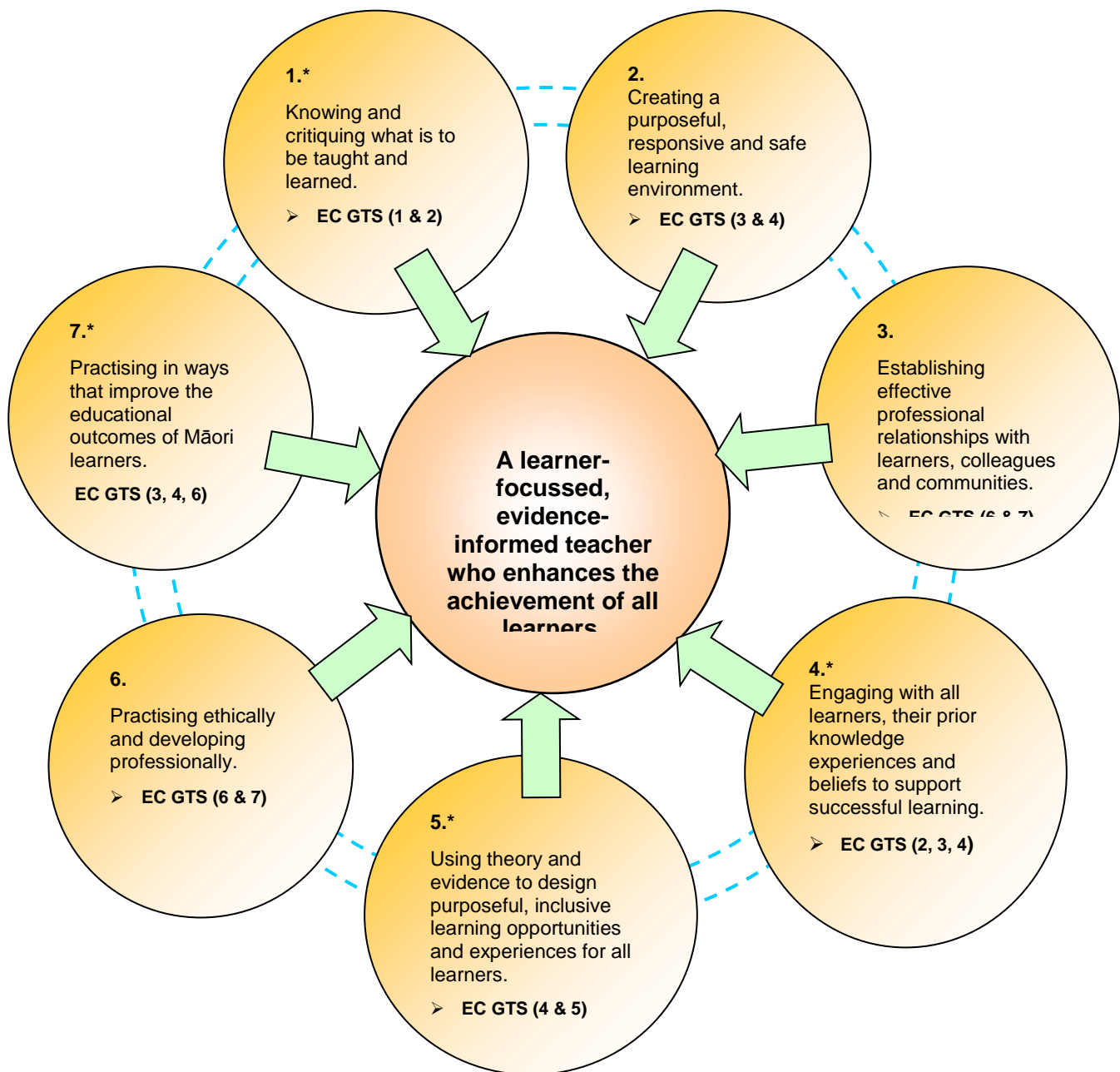
Concepts relating to Māori and diversity are fundamental to the achievement of all other outcomes. The first concept is the recognition of the special place of Māori in education in Aotearoa/New Zealand. This recognizes the commitment to prepare teachers with a sound understanding of Māori education 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 and 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 Māori learners and communities.
- b. Developing knowledge of tikanga Māori, te ao Māori and te reo Māori

### 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 Education Council Graduating Teacher Standards (EC GTS).
- (iii) The Education Council Code of Ethics for registered teachers underpins the EC GTS.

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

## Principles Underpinning Teacher Education Programmes and Related Graduate Outcomes:

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

## Education Council of Aotearoa New Zealand Teacher Standards:

<b>PROFESSIONAL KNOWLEDGE</b>
<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 Māori 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
<b>PROFESSIONAL PRACTICE</b>
<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 (Māori and/or English), in numeracy and in ICT relevant to their professional role
e) use te reo Māori 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
<b>PROFESSIONAL VALUES &amp; RELATIONSHIPS</b>
<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 Māori me nga tikanga-a-iwi in their practice
<b>Standard 7: Graduating Teachers are committed members of the profession</b>
a) uphold the Education Council's 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



## Faculty of Education and Social Work Academic Roles:

DEAN OF EDUCATION	▪ Professor Graeme Aitken
DEPUTY DEAN	▪ Associate Professor Wayne Smith
ASSOCIATE DEAN INITIAL TEACHER EDUCATION	▪ Dr Fiona Ell
ASSOCIATE DEAN TEACHING and LEARNING	▪ Dr Kirsten Locke
ASSOCIATE DEAN RESEARCH	▪ Associate Professor Martin East
ASSOCIATE DEAN POSTGRADUATE	▪ Associate Professor Richard Pringle
ASSOCIATE DEAN STAFFING	▪ Professor Stephen May
ASSOCIATE DEANS INTERNATIONAL PROGRAMMES	▪ Dr John Hope (Short Course Programmes)
	▪ Dr Marek Tesar (Strategic Development)
	▪ Dr Kerry Lee (Student Engagement)
	▪ Professor Lawrence Zhang (Partnerships)
ASSOCIATE DEAN PASIFIKA	▪ Dr Tanya Samu
ASSOCIATE DEAN STUDENTS	▪ Dr Rachel Russell
TE TUMU	▪ Professor Cindy Kiro

Teacher Education	
Director Early Childhood Teacher Education	Dr Sandy Farquhar
Director of Primary Programmes	Vivienne Mackisack
Director Secondary Teacher Education	Dr Ngaire Hoben
Director Māori Medium Education	Katarina Edmonds
Programme Leader Bachelor of Physical Education	Maureen Legge
Programme Leader BEd (Tchg) ECE Pasifika Teacher Education	Manutai Leaupepe
Associate Director Early Childhood Teacher Education	Shareen Sapsworth
Associate Director Grad Dip Primary Teacher Education	Paul Heyward
Associate Director Primary Teacher Education: BEd (Tchg)	Karen Major
Associate Director Secondary Teacher Education	Carol Jarrett
Academic Programmes Co-ordinator at Manukau	Tessa Tupai
Tai Tokerau Co-ordinator	Lindsay Laing

Schools	Heads of School
School of Counselling, Human Services and Social Work	Professor Christa Fouché
School of Critical Studies in Education	Associate Professor Carol Mutch
School of Curriculum and Pedagogy	Associate Professor Helen Hedges
School of Learning, Development and Professional Practice	Associate Professor Richard Hamilton
School of Te Puna Wānanga	Dr Te Kawehau Hoskins

## 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>Maths Support</b> Angela Spavin, ext 48217 <b>Careers Services</b> Lorraine Moriarty, ext 88645
Deferral, Resignation, Transfer	Education Student Centre – request appropriate form
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>
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Student Association etc.	ESSA Inc., Budgeting Service, email: <a href="mailto:info@essa.co.nz">info@essa.co.nz</a> or phone: (09) 9237294
Health/Medical	Epsom Campus Student Health Service, R Block, ext 48526, DD 623 8889
International Students	Associate Dean International Programmes Dr Kerry Lee, ext 48529
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment at Student Health Services DD 623 8889
Practicum experience in schools	Please refer to Procedures for Resolving Professional Concerns in relevant Practicum Handbook
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	Kaitiaki Tauria Māori /Māori Student Support Co-ordinator: Rochai Taiaroa, ext 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (D Block)
Support for Pasifika students	Pasifika Success Co-ordinator (Level 2 N211) Tim Baice, Academic Co-ordinator, ext 48469
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  
Epsom Campus  
Manukau Institute of Technology Campus  
Tai Tokerau Campus

Phone: 373 7599  
Phone: 623 8899  
Phone: 968 8765  
Phone: 09 470 1000 (or 0800 61 62 63)

## **Bachelor of Physical Education: Brief Description**

The Bachelor of Physical Education is an approved University of Auckland qualification and recognised by the New Zealand Teachers Council for teacher registration purposes.

Candidates will generally be awarded the Bachelor of Physical Education after four years of successful full-time study, although part-time and other study options are available. Part-time candidates should recognise that practicum courses require blocks of full-time attendance. In normal circumstances, the programme of study must be completed within six years.

Graduates of this degree, subject to successful provisional registration as a teacher, are eligible for appointment as beginning teachers in secondary schools. As well as being eligible to apply for provisional registration and employment as a teacher, graduates will be well-placed to further their professional development through part-time or full-time study. The Faculty of Education and Social Work of the University of Auckland offers a suite of complementary graduate and postgraduate programmes.

## **Bachelor of Physical Education: Philosophy**

The Bachelor of Physical Education is a professional degree in teaching. It provides not only a specialist knowledge base, but also an examination of the understandings, beliefs, attitudes and behaviours that underpin practice. Quality performance in professional settings is required as a paramount goal.

The guiding principles underpinning the philosophy of this degree are:

- Physical Education is firmly grounded within an educational context.
- A programme of Physical Education teacher education must focus on essential knowledge, disposition and practices of teaching.
- The study of Physical Education at tertiary level must foster high standards of scholarship, intellectual inquiry, critical thought and action.
- Central to learning to teach is the synthesis of theory, professional inquiry, practice and reflection.

## **Bachelor of Physical Education: Outcomes**

The Bachelor of Physical Education provides a programme of study that leads to a professional teaching qualification in Physical Education. Students receive a broad grounding in the varied disciplines of Physical Education, with a specific focus on developing the professional dimensions required to teach Physical Education, Health Education and Outdoor Education. Graduates will identify themselves primarily as educators who have the capacity to work within secondary schools and wider community-based, educational programmes. Those completing the programme will graduate qualified to teach within the New Zealand school system with a specialised degree in Physical Education comparable with other overseas qualifications.

## Bachelor of Physical Education: Professional Dimensions

The Professional Dimensions of this initial teacher education programme aim to:

### **Develop Professional Perspectives**

These perspectives will be developed through:

- A substantive and specialised knowledge of Physical Education subject matter.
- A professional understanding of curricula in Health and Physical Education and its application in educational contexts.
- A professional understanding of human development.
- A professional understanding of learning and teaching theory.
- A professional and personal understanding of the cultural, legal and socio-political contexts in which teachers practise.
- An understanding of the role and function of reflection in educational practice.
- An understanding in theory and practice of the concept of professionalism.
- An understanding of the notion of research and its contribution to, and application in, educational performance and development.

### **Develop Teaching Competencies**

These competencies will be developed through an ability to:

- Monitor and support learning through assessment.
- Plan effectively for learning.
- Effectively manage the learning environment.
- Effectively promote and enable self-managing behaviour in students.
- Effectively promote and facilitate learning.
- Communicate effectively and appropriately with students.

### **Develop Competencies within the School Community**

These competencies will be developed through an ability to:

- Communicate and collaborate effectively with colleagues in the immediate and wider educational community.
- Communicate and collaborate effectively with parents, care-givers, whānau and members of the wider school community.

### **Develop Self**

Self-development will be promoted through:

- An ability to further develop professional knowledge.
- A capacity for continuing professional development.

## Bachelor of Physical Education: Programme of Study 2017

The Bachelor of Physical Education qualification consists of 480 points with a full-time year generally consisting of 120 points. Each year of the programme involves eight 15 point courses, four per semester. Each course involves approximately 40 hours of face-to-face teaching and approximately 100 hours of self-directed study.

For full-time candidates completing the Bachelor of Physical Education over four years, the allocation of courses per year is indicated in the table on the following page.

<b>BPE – YEAR 1</b> <b>Discontinued in 2017</b>	<b>BPE – YEAR 2</b>	<b>BPE – YEAR 3</b>	<b>BPE – YEAR 4</b>
<b>SEMESTER ONE</b>			
<b>EDCURRIC 130</b> - Sem 1 Physical Education Practice 1 15	<b>EDCURRIC 233</b> - Sem 1 Youth Health Education 15	<b>EDCURRIC 232</b> - Sem 1 Physical Education Practice 4 15	<b>EDUC 321</b> - Sem 1 Politics, Philosophy and Education 15
<b>EDCURRIC 134</b> - Sem 1 Expressive Movement and Physical Education 15	<b>EDCURRIC 230</b> - Sem 1 Physical Education Nga Kakano 15	<b>EDPRAC 303</b> - Sem 1 Health and Physical Education Practicum 2 15	<b>EDCURRIC 431</b> - Sem 1 Physical Education Pedagogy 15
<b>EDCURRIC 132</b> - Sem 1 Biophysical Foundations of HPE2 15	<b>EDCURRIC 135</b> - Sem 1 Socio-cultural Foundations of Health and Physical Education 15	<b>EDCURRIC 235</b> - Sem 1 Senior School Health and Physical Education 15	<b>EDCURRIC 237</b> - Sem 1 Recreation and Leisure 15
<b>GENERAL EDUCATION</b> - Sem 1 15	<b>EDPROFST 203</b> - Sem 1 Teaching Health and Physical Education 1 15	<b>EDPROFST 303</b> - Sem 1 Teaching Health and Physical Education 2 15	<b>EDCURRIC 335</b> - Sem 1 Research Study in Physical Education 15
<b>SEMESTER TWO</b>			
<b>EDCURRIC 133</b> - Sem 2 Concepts Underpinning Skilled Movement 15	<b>EDCURRIC 200</b> - Sem 2 Biophysical Concepts in Physical Education 15	<b>EDCURRIC 333</b> - Sem 2 Advanced Youth Health Education 15	<b>EDPRAC 403</b> - Sem 2 Advanced Health and Physical Education Practicum 15
<b>EDUC 142</b> - Sem 2 Health and PE in a Diverse Society 15	<b>EDPROFST 214</b> - Sem 2 Assessment for Learning and Teaching 15	<b>EDCURRIC 334</b> - Sem 2 Exercise and Physical Education 15	<b>EDCURRIC 234</b> - Sem 2 Physical Activity and Health 15
<b>EDCURRIC 131</b> - Sem 2 Physical Education Practice 2 15	<b>EDCURRIC 231</b> - Sem 2 Physical Education Practice 3 15	<b>EDCURRIC 236</b> - Sem 2 Teaching Outdoor Education 15	<b>EDCURRIC433</b> Sem 2 The Health Educator 15
<b>EDPRAC 103</b> - Sem 2 The Professional Teacher HPE 15	<b>EDPRAC 203</b> - Sem 2 Health and Physical Ed Practicum 1 <b>Plus Tuesdays-in- School</b> 15	<b>GENERAL EDUCATION</b> - Sem 2 15	<b>EDCURRIC 430</b> - Sem 1 Curriculum Issues in Health and Physical Education 15
<b>CREDIT TOTAL</b> <b>120</b>	<b>CREDIT TOTAL</b> <b>120</b>	<b>CREDIT TOTAL</b> <b>120</b>	<b>CREDIT TOTAL</b> <b>120</b>

## Bachelor of Physical Education – Year Two

Course No.	Course Title	Points
EDPROFST 214	Assessment for Learning and Teaching	15
EDPROFST 203	Teaching Health and Physical Education 1	15
EDPRAC 203	Health and Physical Education Practicum 1	15
EDCURRIC 135	Socio-cultural Foundations of Health and Physical Education	15
EDCURRIC 200	Bio-physical Concepts in Physical Education	15
EDCURRIC 230	Physical Education Nga Kakano	15
EDCURRIC 231	Physical Education Practice 3	15
EDCURRIC 233	Youth Health Education	15
	Point Total	120

### Course Prescriptions

All of the following courses are compulsory.

#### EDPROFST 214 – Assessment for Learning and Teaching

<b>Calendar Description</b>	Assessment for learning, for teaching and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230

#### EDPROFST 203 – Teaching Health and Physical Education 1

<b>Calendar Description</b>	Integrates research, theory and practical experience to inform a developing pedagogy. Addresses such questions as: What knowledge, skills and attitudes are essential to teaching health and physical education? What does it mean to be a research-informed, inquiry-based practitioner? How is my teaching influenced by my personal beliefs, values and experiences? How do attitudes to difference and diversity influence learning?
<b>Pre-requisites</b>	EDPRAC 103
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.552, EDPROFST 201, 202, EDPROFM 201

#### EDPRAC 203 – Health and Physical Education Practicum 1

<b>Calendar Description</b>	Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Requires demonstration of developing pedagogical practice and addresses such questions as: Do I as a teacher practise responsibility and teach purposefully to establish and maintain professional relationships in complex environments?
<b>Pre-requisites</b>	EDPRAC 103
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.552, EDPRAC 201, 202, EDPRACM 201

#### EDCURRIC 135 – Socio-cultural Foundations of Health and Physical Education

<b>Calendar Description</b>	Introduces subject matter knowledge in the socio-cultural foundations of Health and Physical Education. Addresses such questions as: What is the nature of sport and why do people play it? In what ways is the body a cultural construct? What educational and cultural practices influence human movement culture and mediate understanding of human physicality?
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.551

## EDCURRIC 200 – Bio-physical Concepts in Physical Education

<b>Calendar Description</b>	Develops knowledge and understanding of exercise physiology and motor skill learning in the context of the teaching of Physical Education. Addresses such questions as: What role does physiology play during exercise? What physiological responses occur during, and as a result of exercise? What is the nature of skill learning? What theories inform our understanding of skill acquisition?
<b>Pre-requisites</b>	EDCURRIC 132, 133
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.653, 923.654

## EDCURRIC 230 – Physical Education Nga Kakano

<b>Calendar Description</b>	Examines nga tikanga Maori in the physical education context. Addresses such questions as: How can teachers understand what it is to be Maori? What is the cultural significance of Maori movement forms and nga mahi a rehia (games and pastimes)? What is a culturally responsive pedagogy? Includes marae-based experiences where Maori values, traditions and beliefs are practised.
<b>Pre-requisites</b>	EDUC 142
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.560

## EDCURRIC 231 – Physical Education Practice 3

<b>Calendar Description</b>	Further develops the knowledge, skills and dispositions relating to a practical knowledge base with emphasis being placed on integrating theory and practice. Involves practical learning and addresses such questions as: What knowledge is relevant to teach physical skills effectively, analyse the learning environment and the diverse needs of learners and provide appropriate feedback to assist learning?
<b>Pre-requisites</b>	At least 15 points from EDCURRIC 130, 131
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.557

## EDCURRIC 233 – Youth Health Education

<b>Calendar Description</b>	Develops an understanding of adolescent health priorities in New Zealand and their influences on teaching and learning in schools. Addresses such questions as: Why is this subject important? What is the health status of adolescents in New Zealand? What content knowledge is relevant to teaching and learning in Health?
<b>Pre-requisites</b>	EDUC 142
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.558

### Note:

Marae Experience (residential camp at Rawhiti, Northland) – Semester 1, 20-24 March 2017.  
 School Practicum – each Tuesday during Terms 1, 2 and 3. School Practicum (four weeks school-based experience) - Semester 2, 28th August – 22rd September 2017.

## Bachelor of Physical Education – Year Three

Course No.	Course Title	Points
EDPRAC 303	Health and Physical Education Practicum 2	15
EDPROFST 303	Teaching Health and Physical Education 2	15
EDCURRIC 232	Physical Education Practice 4	15
EDCURRIC 235	Senior School Health and Physical Education	15
EDCURRIC 236	Teaching Outdoor Education	15
EDCURRIC 333	Advanced Youth Health Education	15
EDCURRIC 334	Exercise and Physical Education	15
	General Education Course	15
	Point Total	120

### Course Prescriptions

All of the following courses are compulsory.

#### EDPRAC 303 – Health and Physical Education Practicum 2

<b>Calendar Description</b>	Develops the knowledge, skills and attitudes associated with effective pedagogy in diverse health and physical education contexts. Requires demonstration of informed and ethical practice and addresses such questions as: Do I have the subject matter knowledge? Can I teach it effectively? Can I access the required knowledge? How do I assess student learning?
<b>Pre-requisites</b>	EDPRAC 203
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.660, EDPRAC 301, 302, EDPRACM 301

#### EDPROFST 303 – Teaching Health and Physical Education 2

<b>Calendar Description</b>	Examines the knowledge, skills and attitudes associated with effective pedagogical practice in health and physical education. Addresses such questions as: How can the diverse needs of students be addressed in physical education contexts? How can teachers structure quality learning opportunities? How are units and programmes planned using the curriculum, national guidelines and assessment requirements?
<b>Pre-requisites</b>	EDPROFST 203
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.652, EDPROFST 301, 302, EDPROFM 301

#### EDCURRIC 232 – Physical Education Practice 4

<b>Calendar Description</b>	Broadens the practical knowledge base of physical activities appropriate for inclusion in physical education. Emphasis is placed on practical learning about differing physical activity practices in our diverse society. Addresses such questions as: What is the place and range of possibilities of physical activity in contemporary society? How do different communities engage in physical activity?
<b>Pre-requisites</b>	At least 15 points from EDCURRIC 130, 131
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.655, 923.656

#### EDCURRIC 235 – Senior School Health and Physical Education

<b>Calendar Description</b>	Examines and critically evaluates the Health and Physical Education curriculum and contemporary assessment and qualifications for years 10-13. Addresses such questions as: What knowledge, skills and attitudes are required to teach and assess year 10-13 students? What are the issues associated with the learning environments, teaching and assessment methods used by teachers at these levels?
<b>Pre-requisites</b>	At least 45 points from EDUC 142, EDCURRIC 132, 133, 135
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.658

#### EDCURRIC 236 – Teaching Outdoor Education



<b>Calendar Description</b>	Examines the role of outdoor education as an educational process in physical education contexts. Involves camping and other experiential learning to develop outdoor skills, knowledge, attitudes and behaviours for teaching outdoor education in schools. Addresses such questions as: How does pedagogy and programme design support safe, effective learning in the outdoors? What are the legal responsibilities for teaching outdoor education?
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.651

### **EDCURRIC 333 – Advanced Youth Health Education**

<b>Calendar Description</b>	Critically examines social determinants of adolescent health in New Zealand and analyses their relevance to the Health and Physical Education curriculum. Addresses such questions as: How is the health teacher's role determined by adolescent health issues? What pedagogical practices in health education address adolescent health status?
<b>Pre-requisites</b>	EDCURRIC 233
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 903.754

### **EDCURRIC 334 – Exercise and Physical Education**

<b>Calendar Description</b>	Critically examines and applies knowledge about exercise practices in physical education contexts. Addresses such questions as: What evidence base supports current exercise principles? How can the diverse exercise needs of students be addressed in physical education contexts? What issues and dilemmas are associated with current exercise practices? What influences how exercise is programmed in a physical education context?
<b>Pre-requisites</b>	EDCURRIC 234
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.653

### **GENERAL EDUCATION COURSE**

Please see the University of Auckland 2017 Calendar (pages 420 - 421) for details, including course options.

#### **Note:**

Outdoor Education Experience (residential camp at Piha, Auckland) - Semester 2, TBC -  
 School Practicum (four weeks school-based experience) - Semester 1, 1st – 26<sup>th</sup> May 2017.  
 School Practicum (two weeks school- or other-based experience) – Semester 2, 28<sup>th</sup> August – 8<sup>th</sup> September 2017

## Bachelor of Physical Education – Year Four

Course No.	Course Title	Points
EDPRAC 403	Advanced Health and Physical Education Practicum	15
EDUC 321	Politics, Philosophy and Education	15
EDCURRIC 335	Research Study in Physical Education	15
EDCURRIC 430	Curriculum Issues in Health and Physical Education	15
EDCURRIC 431	Physical Education Pedagogy	15
Plus 30 points from two of three option papers which in 2017 are:		
EDCURRIC 234	Physical Activity and Health	15
EDCURRIC 237	Recreation and Leisure	15
EDCURRIC 433	The Health Educator	15
	Point Total	120

### Course Prescriptions

All of the following courses are compulsory.

#### EDPRAC 403 – Advanced Health and Physical Education Practicum

<b>Calendar Description</b>	Critically evaluates personal pedagogy to consolidate understanding and management of the learning and teaching processes. Requires demonstration of informed and ethical practice and addresses such questions as: How do I manage the complexity of teaching?
<b>Pre-requisites</b>	EDPRAC 303
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.760

#### EDUC 321 – Politics, Philosophy and Education

<b>Calendar Description</b>	Investigates the relationship between local, national and global politics, and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice.
<b>Pre-requisites</b>	EDUC 118 or EDUCM 118
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 903.702, EDUC 320, EDUCM 320

#### EDCURRIC 335 – Research Study in Health and Physical Education

<b>Calendar Description</b>	Examines research philosophy, approaches, and methods in education as a basis for informing professional practice in health and physical education. Addresses such questions as: How can teachers use research to inform their teaching? What represents quality research in educational settings? What issues influence the design and conduct of a research project?
<b>Pre-requisites</b>	At least 60 points from EDCURRIC 230 - 241, 333 - 337
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.761

#### EDCURRIC 430 – Curriculum Issues in Health and Physical Education

<b>Calendar Description</b>	Critically examines the construction of health and physical education in the curriculum. Addresses questions such as: What stands for health and physical education in the curriculum? What contemporary issues face health and physical education teachers? What factors influence how curriculum is constructed and experienced?
<b>Pre-requisites</b>	At least 60 points from EDCURRIC 230 - 241, 333 - 337
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.762

#### EDCURRIC 431 – Physical Education Pedagogy

<b>Calendar Description</b>	Examines the nature and characteristics of quality teaching in physical education. Addresses such questions as: What legal and ethical issues mediate professional practice? How can a focus on diversity help learners in physical education contexts? What teaching methodologies, management strategies and resources underpin quality practice in physical education?
<b>Pre-requisites</b>	EDPROFST 303
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.752

### **EDCURRIC 234 – Physical Activity and Health**

<b>Calendar Description</b>	Examines human physiological responses to physical work and the research evidence linking health and physical activity. Addresses such questions as: What is the nature of work? How do humans respond and adapt to work? What activities promote adaptation to physical work? What is the veracity of the evidence linking physical activity and health?
<b>Pre-requisites</b>	At least 45 points from EDUC 142, EDCURRIC 132, 133, 135
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.653

### **EDCURRIC 237 – Recreation and Leisure**

<b>Calendar Description</b>	Examines the nature of recreation and leisure in contemporary society. Addresses such questions as: How does leisure relate to concepts of lifestyle, work and play? What factors influence participation in recreation and leisure activities? How does one educate for leisure? Involves practical learning experiences.
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.664

### **EDCURRIC 433 – The Health Educator**

<b>Calendar Description</b>	Critically analyses the professional responsibilities and roles of health educators in schools. Addresses such questions as: What are the issues and dilemmas associated with teaching health education? What values and beliefs underpin teaching approaches in health education? How is health education influenced by external factors? How do teachers resolve ethical and professional dilemmas and challenges related to teaching this subject?
<b>Pre-requisites</b>	EDCURRIC 235, EDCURRIC 333
<b>Co-requisites</b>	N/A
<b>Restrictions</b>	ACE 923.758

#### **Note:**

School Practicum (seven weeks school-based experience) - Semester 1, 19<sup>th</sup> June – 7<sup>th</sup> July 2017 and Semester 2, 24<sup>th</sup> July – 18<sup>th</sup> August 2017.

# 2017 SoY

2017 Dates								BPE					
Week	M	T	W	Th	F	Sat	Sun	UoA Standard Dates	School Terms	Week	PHYE-BPE 2.0	PHYE-BPE 3.0	PHYE-BPE 4.0
1	26-Dec	27-Dec	28-Dec	29-Dec	30-Dec	31-Dec	New Year's Day			1			
2			4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	Summer School Lectures Begin Thurs 5th	School Holidays	2	Summer School Lectures Begin Thu 5th	Summer School Lectures Begin Thu 5th	Summer School Lectures Begin Tues 5th
3	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan			3			
4	16-Jan	17-Jan	18-Jan	19-Jan	20-Jan	21-Jan	22-Jan			4			
5	23-Jan	24-Jan	25-Jan	26-Jan	27-Jan	28-Jan	29-Jan			5			
6	All Arm Day	31-Jan	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb		Term 1 Begins	6			
7	Walking Day	7-Feb	8-Feb	9-Feb	10-Feb	11-Feb	12-Feb			7			
8	13-Feb	14-Feb	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb	Summer School Lectures End 17		8	Summer School Lectures End 17	Summer School Lectures End 17	Summer School Lectures End 17
9	20-Feb	21-Feb	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb	Study Break/Exams		9	Study Break/Exams	Study Break/Exams	Study Break/Exams
10	27-Feb	28-Feb	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar			10			
11	6-Mar	7-Mar	8-Mar	9-Mar	10-Mar	11-Mar	12-Mar	Semester 1 Lectures Begin 6 March		11	Semester 1 Lectures Begin 6 March	Semester 1 Lectures Begin 6 March	Semester 1 Lectures Begin 6 March
12	13-Mar	14-Mar	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar			12	Tues in Sch		
13	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar			13	EDCURRIC 230 20-24 Mar		
14	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar	1-Apr	2-Apr			14	Tues in Sch		
15	3-Apr	4-Apr	5-Apr	6-Apr	7-Apr	8-Apr	9-Apr			15	Tues in Sch		
16	10-Apr	11-Apr	12-Apr	13-Apr	Good Friday	Holy Saturday	Easter Sunday		Term 1 Ends	16	Tues in Sch		
17	Easter Monday	UoA Holiday	19-Apr	20-Apr	21-Apr	22-Apr	23-Apr	UoA Mid-Semester Break 17-30 April	School Holidays	17	EDSW Break	EDSW Break	EDSW Break
18	24-Apr	ANZAC day	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr			18			
19	1-May	2-May	3-May	4-May	5-May	6-May	7-May	Graduation - 1, 3, 5	Term 2 Begins	19	Study Week		Study Week
20	8-May	9-May	10-May	11-May	12-May	#####	#####			20	Tues in Sch	EDPRAC 303 (Sem 2 Early Start) 1 May-26 May	
21	15-May	16-May	17-May	18-May	19-May	#####	#####			21	Tues in Sch		
22	22-May	23-May	24-May	25-May	26-May	#####	#####			22	Tues in Sch		
23	29-May	30-May	31-May	1-Jun	2-Jun	3-Jun	4-Jun			23	Tues in Sch		
24	Bank Holiday	6-Jun	7-Jun	8-Jun	9-Jun	10-Jun	11-Jun	Semester 1 Lectures End 9 June		24			STUDY BREAK EXAMS
25	12-Jun	13-Jun	14-Jun	15-Jun	16-Jun	17-Jun	18-Jun			25	STUDY BREAK EXAMS		
26	19-Jun	20-Jun	21-Jun	22-Jun	23-Jun	24-Jun	25-Jun	STUDY BREAK EXAMS		26	STUDY BREAK EXAMS	STUDY BREAK EXAMS	
27	26-Jun	27-Jun	28-Jun	29-Jun	30-Jun	1-Jul	2-Jul			27		STUDY BREAK EXAMS	EDPRAC 403 (Sem 2 Early Start) 19Jun- 7 Jul
28	3-Jul	4-Jul	5-Jul	6-Jul	7-Jul	8-Jul	9-Jul		Term 2 Ends	28	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK
29	10-Jul	11-Jul	12-Jul	13-Jul	14-Jul	15-Jul	16-Jul	INTER-SEMESTER BREAK	School Holidays	29	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK
30	17-Jul	18-Jul	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul			30			
31	24-Jul	25-Jul	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul	Semester 2 Lectures Begin 24th	Term 3 Begins	31	Semester 2 Lectures Begin 24th	Semester 2 Lectures Begin 24th	
32	31-Jul	1-Aug	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug			32	Tues in Sch		EDPRAC 403 Cont.. 24 Jul- 18Aug
33	7-Aug	8-Aug	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug			33	Tues in Sch		
34	14-Aug	15-Aug	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug			34	Tues in Sch		
35	21-Aug	22-Aug	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug			35	Tues in Sch	EDCURRIC 236 21 - 25 Aug	
36	28-Aug	29-Aug	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep			36		EDPRAC 303 Cont.. 28 Aug-8 Sept	
37	4-Sep	5-Sep	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep	UoA Mid-Semester Break 4 Sept - 17 Sept		37	EDPRAC 203 28 Aug-22 Sept		
38	11-Sep	12-Sep	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep			38			
39	18-Sep	19-Sep	20-Sep	21-Sep	22-Sep	23-Sep	24-Sep			39			
40	25-Sep	26-Sep	27-Sep	28-Sep	29-Sep	30-Sep	1-Oct		Term 3 Ends	40	Tues in Sch		
41	2-Oct	3-Oct	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	Graduation - 3	School Holidays	41	EDSW Break	EDSW Break	EDSW Break
42	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct			42			
43	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct		Term 4 Begins	43	Tues in Sch		
44	Labour Day	24-Oct	25-Oct	26-Oct	27-Oct	28-Oct	29-Oct	Semester 2 Lectures End 27th		44	Tues in Sch		
45	30-Oct	31-Oct	1-Nov	2-Nov	3-Nov	4-Nov	5-Nov			45	Tues in Sch		
46	6-Nov	7-Nov	8-Nov	9-Nov	10-Nov	11-Nov	12-Nov	STUDY BREAK EXAMS		46	STUDY BREAK EXAMS	STUDY BREAK EXAMS	STUDY BREAK EXAMS
47	13-Nov	14-Nov	15-Nov	16-Nov	17-Nov	18-Nov	19-Nov			47			
48	20-Nov	21-Nov	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov			48			
49	27-Nov	28-Nov	29-Nov	30-Nov	1-Dec	2-Dec	3-Dec			49			
50	4-Dec	5-Dec	6-Dec	7-Dec	8-Dec	9-Dec	10-Dec			50			
51	11-Dec	12-Dec	13-Dec	14-Dec	15-Dec	16-Dec	17-Dec		Term 4 Ends - Fri/Sec	51			
52	18-Dec	19-Dec	20-Dec	21-Dec	22-Dec	23-Dec	24-Dec			52			
53	Christmas Day	Boxing Day	27-Dec	28-Dec	29-Dec	30-Dec	31-Dec			53			

## Practicum

Within this programme students will participate in a range of teaching experiences across the four years. It is expected that students experience a diverse range of teaching situations by choosing:

- High decile/low decile schools
- Co-ed/single sex schools
- Small/large schools
- State/integrated/private schools
- Multi-ethnic schools

## Recognition of Prior Learning

Previous study and/or experience can be recognised towards the Bachelor of Physical Education through point transfer and RPL point provisions. All inquiries should be addressed to the Student Services Manager, Education Student Centre.

## Pastoral Guidance/Pastoral Care

The BPE Programme Leader is available by appointment to discuss student concerns that have not otherwise been resolved. (For further information on other Support Services, such as Counselling, please refer to the Support Systems Table on page 9 of this handbook).

Attendance and Professional Conduct during Practicum

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

Students must not withdraw from a practicum once their placement has commenced unless permission has been given by the BPE Programme Leader or designated nominee. Withdrawal from practicum without permission will result in a course fail.

### **Please note:**

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

## Academic Success Centre:

The Academic Success Centre (ASC) is the academic support service for all students of the university. There is an ASC located on the third level of N Block at the Epsom campus for all students of the Faculty of Education and Social Work of the University of Auckland.

### **The staff in this area and their roles are:**

- Jenni Bedford, Academic English Language Support, N323, Extn 48186
- Elaine Tasker, Speech Language Therapist, N324, Extn 48756
- Angela Spavin, Mathematics Support, Extn 48217

The Centre has been set up as a student working area as well as a place where students are able to seek support. Complementary to the excellent facilities available in the Library, there are 12 computers in the main area of the centre for students' general use. There are also several tables in the main area where students are able to work in groups.

The ASC is central in its location to the Library and to other support services and this area has the potential to be pivotal to student life and well-being in the faculty.

### **Other support for students (and no less important):**

- Rochai Taiaroa, Māori Student Support Co-ordinator, E7, Extn 46388
- Meryl Ulugia-Pua, Co-ordinator Pasifika Success (PS), N Block Level 2, Extn 48367
- Chris Moselen, Library Manager, Extn 48973
- Counsellors, Student Health Centre, R Block
- Rebekah Williams, Disability Services, Extn 48459

## Assessment:

### Academic Progress Reviews

At undergraduate level 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 will be reviewed by the Associate Director Graduate Diploma in Teaching (Primary) Education or nominee.

### 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.

**CANVAS**

A large number of assignments are submitted either electronically, or via canvas, or in person.

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

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

Please see below for details of drop off locations and their opening hours:

- |   |
|---|
| <ul style="list-style-type: none"> <li>Epsom Campus (except Flexi Learning: see below): A114A (The Assignment Centre opposite the Education Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks). Drop box on left hand wall; after-hours drop box located beside the main entrance.</li> </ul> |
| <ul style="list-style-type: none"> <li>City Campus: Drop box for Liberal Arts courses is on Level 1, 15 Wynyard Street 8.30am – 7pm during semester time. During semester breaks: 8.30am to 5pm.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Tai Tokerau Campus: ICT Suite foyer 8.15am to 4.15pm.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Manukau Campus: Programme office NQ227 7.30am to 9.00pm (and until 4pm Saturdays)</li> </ul>   |

**Non-electronic Submission of Assignments**

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



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

### **Electronic Submission of Assignments**

All electronic submission of assignments must be uploaded to an assignment dropbox on Canvas, Moodle, or Turnitin as assigned by your lecturer. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission. **The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7** coursework apply to submission of online assignments.

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

### **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 Associate 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.

### **Course Cut-Off Times**

No assessment material will be received after semester cut-off times.

### **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.

### **Deferment of Practical Component of a Course**

Please refer to Academic Statutes and Regulations 20(f) on page 63 of the 2017 University of Auckland Calendar which states that:

'Where a student has been unable to complete the practical component of a course due to illness, injury or circumstances beyond their control, the result of the course will be deferred. In these circumstances the student will be required to complete assessment of the practical component as soon as practicably possible at a time deemed appropriate by the Head of Programme.'

### **Extensions**

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

### **Group Projects**

- 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
- Assessment should be on an individual basis wherever possible.
- Assessment criteria ... should be able to assess individual contributions to the project.
- Each group working on a project should be of limited size and not exceed a membership of four.
- 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* (Education 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:

- 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)
- one to two calendar weeks late – deduct 50% of the total value of the assessment
- later than two calendar weeks but not after the handing back of other students' work – 100% deduction.

*Note:* under Examination Regulation 1c and d (on page 55 of the 2017 University of Auckland Calendar) 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. For Education, this is usually APA referencing style but be guided by your lecturer if you are unclear.

## 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 approved by the Senate or its representative (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/Programme Leader to repeat the course. If the Director/Associate Director/Programme Leader, 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.

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

## Resubmission

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

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

At the discretion of the Director/Associate Director/Programme Leader, 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 placement will be granted and the student will have to apply for permission to re-enrol in the course.

## 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 Deputy Dean.
- 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 Associate Director or Programme Leader to discuss the concern.
- b. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Director responsible for the programme.
- c. If the concern is not resolved to the student's satisfaction it should be notified in writing to the Deputy Dean.
- d. 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.

### **Students with Failed Courses**

Students failing a course are required to resit the failed course. Where a failed course is a prerequisite for a further compulsory course, enrolment in the 'further' course may need to be delayed. This, and potential clashes with practicum, may require an extension to a student's programme of study. In exceptional circumstances the Associate Director Graduate Diploma in Teaching (Primary) Education, in consultation with the relevant Head of School, may approve a request for the waiver of prerequisite requirements enabling enrolment in a 'further' course concurrent with, or prior to, the required resit.

**Academic Integrity**

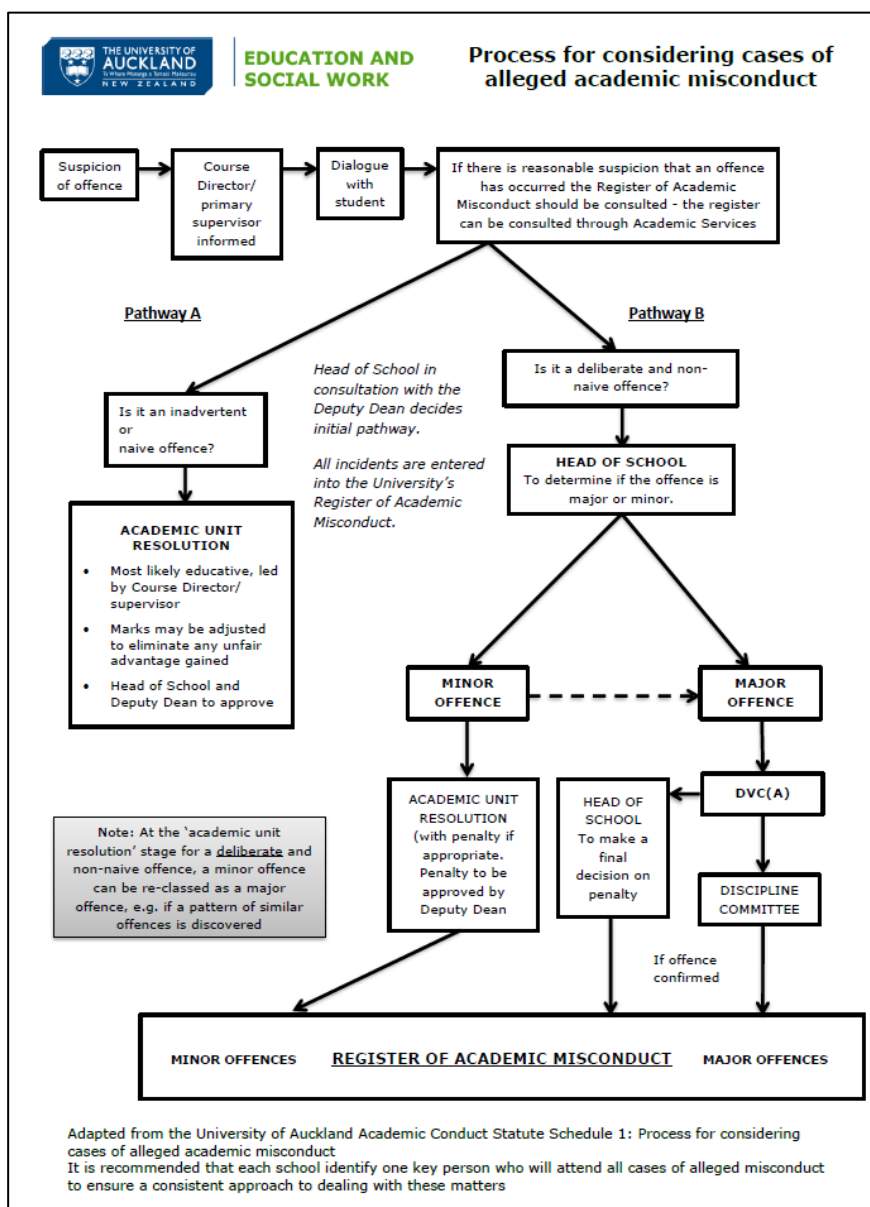
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2017 Calendar, page 27. This online course, comprised of 5 modules, asks students to explore the concept of academic 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: [http://www.auckland.ac.nz/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)

**Academic Misconduct**

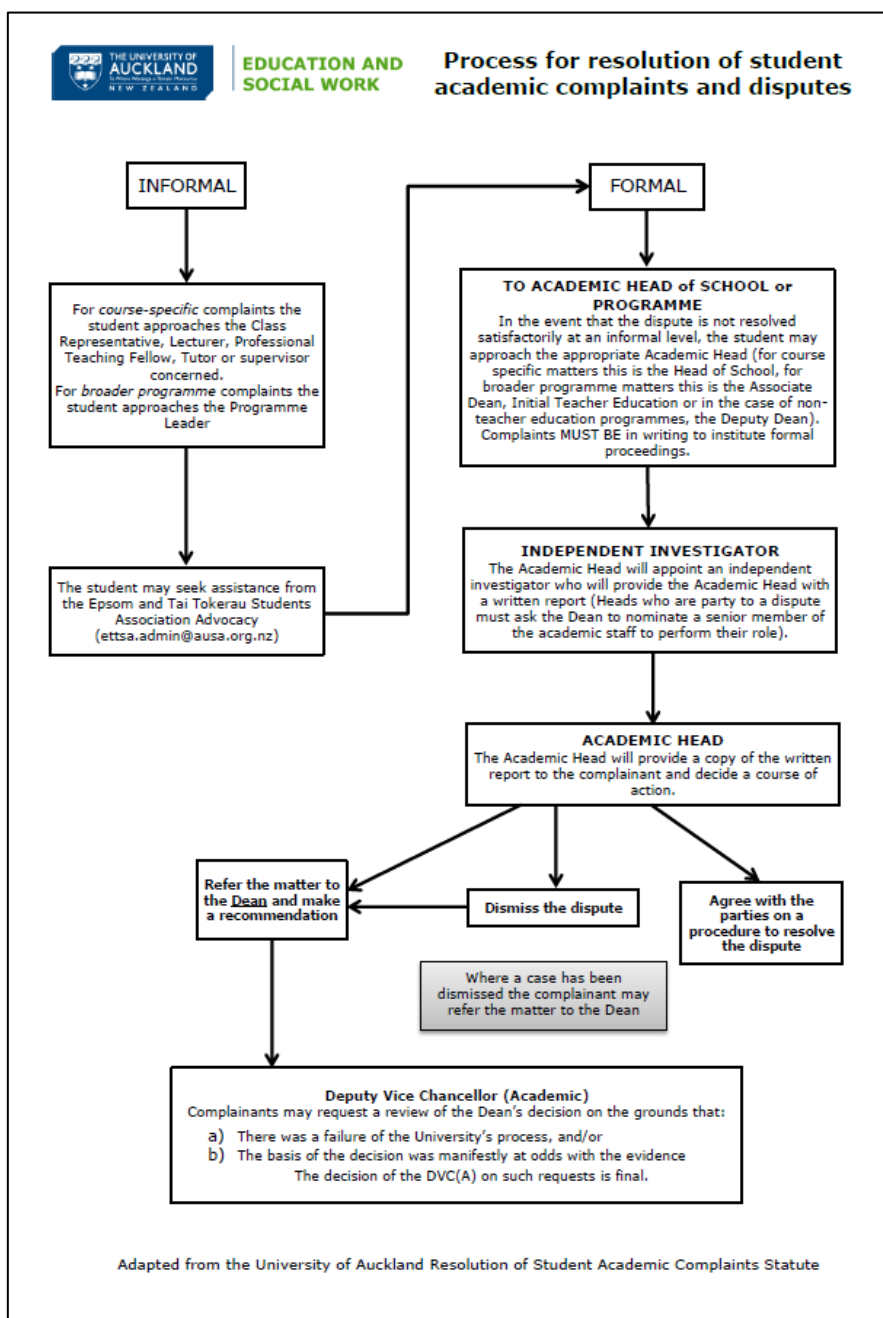
The university has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The university expects all students to complete coursework and examinations with integrity and honesty.

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 and Social Work 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/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)



### Academic English Language Requirement

The university has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at university. Those that have not met the AELR through their entrance qualification will be advised at the time of enrolment. The AELR may be met through your entry qualification or through satisfactory completion of an approved course in your first 12 months of study. For more information, see [www.auckland.ac.nz/aelr](http://www.auckland.ac.nz/aelr).

### Aegrotat and Compassionate Consideration

This is a university process that applies only to University Examinations (and Tests). Full details are in the *University of Auckland Calendar Examination Regulation 13*.

### Appeal of Course Marks or Grades

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

### Availability of Examination Scripts

By making application during the three months after the end of the examination period for the examination, a candidate may obtain a copy of their examination script. For full details see the *University of Auckland Calendar* [Examination Regulation 23](#).

### Conceded passes

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

### Course Deletions and Withdrawals

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

### DELNA (Diagnostic English Language Needs Assessment)

In professional programmes, it is important that students have well-developed English language skills to meet the graduating standards of their particular programme. As a consequence, all undergraduate students in the Faculty of Education and Social Work (Bachelor of Education (Teaching); Bachelor of Physical Education; Bachelor of Human Services and Bachelor of Social Work), as well as the Graduate Diplomas in Teaching, Masters of Teaching and Education Foundation students are required to complete the DELNA language requirements.

In the first instance students must complete the DELNA **screening** assessment. Those students who meet the minimum standard or above automatically meet the DELNA requirement and need do nothing more in relation to DELNA. If a student's screening indicates that diagnosis is required he/she must undertake the DELNA **diagnosis**. A pass or above at screening indicates the student has met the DELNA requirements. Where students fail to meet the minimum requirement he/she will be required to develop **an individual plan**. This is a mandatory requirement.

An **individual plan** will be developed on the basis of students' DELNA diagnostic results and identified areas of need. The individual plan is developed in conjunction with the Academic English Language Support person who assists students to seek the most appropriate support to meet their individual needs. The DELNA diagnosis and, if required, the individual plan must be completed within **three months of the beginning of Semester One of the degree**.

Students who have an individual plan will then need to work on developing their English language skills in both an independent and supported manner. Students are expected to work independently utilizing a range of on-line resources such as Grammar Smart, Writing

for Academic Purposes, Reading for Academic Purposes and Pronunciation. Enrolment in relevant Student Learning Centre workshops will be useful also. Regular meetings with the DELNA Language Support person are necessary for success.

### **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/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)

### **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.

### **Student Email**

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

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

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

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

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

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

### **Student Services Online (SSO)**

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

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

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

**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 their email address (if that is used to redirect university mail), contact address and phone number. It is vital that students ensure that their personal details are current to enable effective communication.

#### **Submission in Māori**

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

#### **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 <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/third-party-coursework.html>

#### **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'.

#### **Vulnerable Children Act**

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

unable to complete the programme. Please refer to the legislation [here](#) for more information.

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

## Professional Requirements and Conduct

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

### 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 the lecturer/s or the associate teacher as a matter of professionalism and courtesy. Please see the Associate Director/Programme Leader 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 Education Council. The university must have confidence that graduates are reliable (e.g., can "take on responsibilities with due regard for time and place") and professional (e.g., is unlikely to be "absent from duty without valid excuse").

A copy of current Education Council criteria is included on pages 41 - 43 of this handbook. A review of a student's progress may result from concerns in these areas.

### 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.

### **Graduation**

Once you have completed all of the requirements for your degree or diploma and you become eligible to graduate, *you must apply to graduate* online via Student Services Online. Please keep your mailing address up to date in Student Services Online to ensure that you receive any information relating to the graduation process - (<http://www.studentservices.auckland.ac.nz/uoa/>).

For further details about graduation go to:

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

There are two graduation ceremonies each year - in Autumn (early May) and in Spring (towards the end of September).

### **Jury Service**

If you are called up for jury service you are able to request a letter of support from your Programme Director/Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the Teacher Education Office Co-ordinator in H201A.

(Please 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 your patron information on the Library Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your university email address ([netid@aucklanduni.ac.nz](mailto:netid@aucklanduni.ac.nz))
- If you are going to be away from the campus – on practicum or on holiday – please ensure that you return any library books before you go. The Library will not accept either of the above as excuses to cancel any penalty charges.

### **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/>

### **Review of Student Progress**

The Associate Dean Initial Teacher Education or nominee 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 Education Council requirements may not be met.

Where concerns of an Education Council nature are raised about an individual student with the Associate 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 BPE Programme Leader will contact the student and he/she will be required to have ongoing communication with the BPE Programme Leader until there is improvement. This often involves ongoing engagement with the Academic Success Centre.

## Programme Changes, Procedures and Regulations

### 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 (below).

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

### Resignation from the Programme

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

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

### Transfer between University of Auckland, Faculty of Education and Social Work Programmes

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

- All such transfers shall be subject to the approval of the 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 and Social Work's '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. Please refer to the *University of Auckland Calendar 2017*.

### Transfer to other Colleges/Faculties of Education

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

However, if a student decides to transfer to another college/faculty of education then they must resign from the Faculty of Education and Social Work programme in which they are enrolled by following the process for 'Resignation from the Programme' quoted above.

**Withdrawal from Courses**

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the *University of Auckland Calendar 2017* and Education Student Centre for details.

## University Statement on Student Feedback

The following statement was approved by Teaching and Learning Quality Committee and is available through the University's 'current students' website to all first-year undergraduate students.

### **Having your say: Providing feedback to the university**

As members of the University of Auckland community, an important responsibility of all students is to provide feedback periodically on your university experiences.

### **Why is giving your feedback important?**

A student perspective – providing your views and opinions, having your say, suggesting changes – is an essential part of the university's overall objective of providing high quality courses, teaching and learning experiences, and contributes to the vitality of the university.

The programme that you are enrolled in, the courses that you take, the teaching methods that are used, and the services and facilities to which you have access have been developed in part as a result of feedback from previous students.

### **How do you make your feedback matter?**

The feedback you provide should be honest and forthright. It is also very important that open-ended comments are given at the professional – not personal – level, and are constructive and appropriate. Please keep in mind that feedback given by students through evaluations and surveys is usually anonymous (you are not identified personally), but it is not usually confidential – the de-identified results are shared and discussed within the university.

### **Do students have to give feedback?**

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

### **The types of feedback include:**

#### *1. Evaluations of courses, teaching and tutoring*

Each year, about one-third of all courses are evaluated by students. All students are eligible to participate anonymously, usually in-class but sometimes on-line. Evaluation forms typically include 'tick the box' questions and an opportunity to provide open-ended comments. Most evaluations are done towards the end of the course, but sometimes you will be asked to provide feedback earlier so that the teacher can check how students are experiencing the course and make adjustments if necessary.

You may also be asked to evaluate a teacher or a tutor. Separate forms are used for this purpose.

#### *2. University-wide surveys*

From time to time you may be invited to provide feedback on such matters as your programme of study, your overall university experience, or your views on the university's services and facilities. Some of these surveys use a random sample approach, and others may be targeted at specific groups of students, meaning that not all students may be invited to participate. Each survey is carefully constructed to provide needed information, and the university controls the number of surveys so as to ensure that students are not unnecessarily burdened with survey requests.

#### *3. Other surveys/formal comment mechanisms*

Your department, school or faculty may occasionally ask for your feedback on specific matters that are within their respective areas of responsibility. Providers of student



services or facilities may also ask for your comments through suggestion boxes, on-line feedback links, etc.

#### *4. Staff-student consultative committees (SSCC)*

Each class has a student representative, and each department has a Staff Student Consultative Committee which meets periodically. You can provide your comments and suggestions on your teaching and learning experiences through the class reps, who are members of the departmental SSCC. The SSCC system provides a forum for consideration of your feedback and ideas at the departmental and faculty levels.

#### *5. Speaking directly to your teachers and other staff members*

Academic staff welcome your feedback on your learning experiences. Talk to them directly if you have a comment, concern, or praise – staff like to know that you appreciate their work.

### **What happens to your feedback?**

All student feedback received through the sources mentioned above is carefully analysed and considered. Of course, not every comment or suggestion can be acted upon. Resource constraints can, for example, be a significant obstacle.

Evaluations of courses, teaching and tutoring are looked at by both teachers and their Academic Head. Adjustments in a course or teaching may be made whilst the course is being taught, or the next time the course is offered.

Student responses to university-wide surveys are discussed in detail in university committees and are also considered where appropriate by managers of services and facilities.

Reports on the results of university-wide surveys are posted on the 'current students' section of the university website.

Here is a short list of changes or improvements that have occurred in the past few years to which student feedback contributed:

- Upgraded lecture theatres and tutorial rooms
- More group study space and lounge areas
- More computers and computer labs
- More detailed course outlines
- Better academic advice
- More opportunities to have an international educational experience

**When you are asked to provide feedback, please give it!  
It helps you, fellow students and the university.**

## Teacher Registration

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 and Social Work 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**

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

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 Education 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 Education 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 Education 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 Education 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 Education Council Graduating Teacher Standards (NZECGTS)**

The Education 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 Education 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: <http://www.educationcouncil.org.nz/>

You **can** submit the form before you have an Official Transcript (**eligibility to graduate**) from the University. The Education 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 and Social Work 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 Education 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 Education Council requires a **Police Check**. This can take time (i.e., months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand. Initiate your check well in advance of the end of the year.
- Your starting salary is determined by the Ministry of Education. Your previous employment in areas 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 2017. 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 the A Block Annex provides assistance with Education Council registration and immigration requirements. You can contact Associate Dean International or Maxine Ma (International Co-ordinator) extn 48211 for all of your enquiries.