

# PROGRAMME HANDBOOK 2021

## Initial Teacher Education

# Bachelor of Education (Teaching)

## Primary Mid-Year Intake

### EPSOM CAMPUS

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## VERSION CONTROL

Version Two of the programme handbook has been updated to include the following guidelines for Semester Two, 2021:

- Disputes related to Coursework Marks or Grade
- Penalty for Exceeding Assessment Word Limits

## PROGRAMME CONTACTS

### Primary Mid-Year Intake Programme

#### Epsom Campus

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## KEY DATES FOR 2021 – BED(TCHG) PRIMARY MID-YEAR INTAKE

S+ Week	M	T	W	Th	F	School Terms	PRIM MidYear Intake 1.0
1					New Year's Day		
2	Day after New Year's Day observed	5-Jan	6-Jan	7-Jan	8-Jan	School Holidays	
3	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan		
4	18-Jan	19-Jan	20-Jan	21-Jan	22-Jan		
5	25-Jan	26-Jan	27-Jan	28-Jan	29-Jan		
6	Akl Ann Day	2-Feb	3-Feb	4-Feb	5-Feb		Term 1 Begins
7	Waitangi Day	9-Feb	10-Feb	11-Feb	12-Feb		
8	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb		
9	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb		
10	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar		
11	8-Mar	9-Mar	10-Mar	11-Mar	12-Mar		
12	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar		
13	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar		
14	29-Mar	30-Mar	31-Mar	1-Apr	Good Friday		
15	Easter Monday	UoA holiday	7-Apr	8-Apr	9-Apr		
16	12-Apr	13-Apr	14-Apr	15-Apr	16-Apr	End of Term 1	
17	19-Apr	20-Apr	21-Apr	22-Apr	23-Apr	School Holidays	
18	ANZAC day observed	27-Apr	28-Apr	29-Apr	30-Apr		
19	3-May	4-May	5-May	6-May	7-May	Term 2 Begins	
20	10-May	11-May	12-May	13-May	14-May		
21	17-May	18-May	19-May	20-May	21-May		
22	24-May	25-May	26-May	27-May	28-May		
23	31-May	1-Jun	2-Jun	3-Jun	4-Jun		
24	Queen's Birthday	8-Jun	9-Jun	10-Jun	11-Jun		

25	14-Jun	15-Jun	16-Jun	17-Jun	18-Jun		
26	21-Jun	22-Jun	23-Jun	24-Jun	25-Jun		
27	28-Jun	29-Jun	30-Jun	1-Jul	2-Jul		
28	5-Jul	6-Jul	7-Jul	8-Jul	9-Jul	Term 2 Ends	
29	12-Jul	13-Jul	14-Jul	15-Jul	16-Jul		Orientation for Mid-Year Cohort Wed 14 July
30	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul	School Holidays	Lectures Begin 19 July
31	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul	Term 3 Begins	
32	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug		
33	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug		
34	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug		Introduction to Practicum - In Schools 16 Aug - 27 Aug
35	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug		
36	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep		
37	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep		
38	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep		
39	20-Sep	21-Sep	22-Sep	23-Sep	24-Sep		
40	27-Sep	28-Sep	29-Sep	30-Sep	1-Oct	Term 3 Ends	
41	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	School Holidays	Mid-Semester Break 4 Oct - 8 Oct
42	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct		
43	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct	Term 4 Begins	
44	Labour Day	26-Oct	27-Oct	28-Oct	29-Oct		
45	1-Nov	2-Nov	3-Nov	4-Nov	5-Nov		STUDY BREAK EXAMS
46	8-Nov	9-Nov	10-Nov	11-Nov	12-Nov		
47	15-Nov	16-Nov	17-Nov	18-Nov	19-Nov		
48	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov		
49	29-Nov	30-Nov	1-Dec	2-Dec	3-Dec		
50	6-Dec	7-Dec	8-Dec	9-Dec	10-Dec		
51	13-Dec	14-Dec	15-Dec	16-Dec	17-Dec		
52	20-Dec	21-Dec	22-Dec	23-Dec	24-Dec	Term 4 Ends - Prim/Sec	
53	Boxing Day observed	28-Dec	29-Dec	30-Dec	31-Dec		
54	3-Jan	4-Jan	5-Jan	6-Jan	7-Jan		

## INTRODUCTION TO THE PROGRAMME

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

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

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

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

### **Our Programme Outcomes**

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

The Graduate Profile for your qualification is included on page 16 of this booklet, so you can understand the broad aims of the programme. Our approach to the Teaching Standards is summarised below, and then further explained in Appendix One. These Standards provide the organising themes of your qualification, and you will be able to trace your progress towards them through your courses and your practicum experiences in education settings.

### **The Teaching Standards at the University of Auckland**

We have grouped the six Standards into three themes that summarise their intent: partner; design; and inquire. These three key ways of working will shape your experience of learning to teach. Below are the Teaching Council's Standards for the Profession, organised by the three themes.

#### **Partner**

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

##### *Standard 1: Te Tiriti o Waitangi partnership*

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

##### *Standard 2: Professional relationships*

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



## **Design**

The use of the word 'design' implies deliberate choices. As a teacher, you choose what will be learned and how. These decisions are about equity and access and are critical to improving learner outcomes. You will design experiences to help students learn. You will also need to think about what you need to learn in order to develop as a teacher.

### *Standard 3: Professional learning*

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

### *Standard 4: Design for learning*

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

## **Inquire**

The third element of our framework is 'inquire.' By this we mean that both teaching and promoting a learning focused culture are driven and sustained by seeing teaching as inquiry. To progress learning and to develop a culture focused on learning demands adaptive and responsive ways of working, which are central to seeing teaching as inquiry. You will need to evaluate your impact on learning and on classroom culture to enact both of these standards.

### *Standard 5: Teaching*

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

### *Standard 6: Learning-focused culture*

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

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

## **The University of Auckland Graduate Profile**

Every qualification at our university has a graduate profile statement, showing the broad outcomes you can expect from your study. The Graduate Profile for your qualification is given below.

At the completion of the Graduate Diploma in Teaching graduates will have developed the following capabilities:

### **Disciplinary Knowledge and Practice**

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

### **Critical Thinking**

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

## **Solution Seeking**

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

## **Communication and Engagement**

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

## **Independence and Integrity**

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

## **Social and Environmental Responsibilities**

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

## PROGRAMME PATHWAYS AND STRUCTURE

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

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

### **Primary Specialisation**

With *Te Tiriti o Waitangi* as its foundation, the primary specialisation is designed to prepare student teachers to teach effectively in New Zealand primary and intermediate schools as research-led, evidence-informed, inquiry driven, highly capable ethical teachers who can work collaboratively and confidently in the service of ākonga in super diverse educational settings. In addition to broadening their knowledge, skills, and dispositions, the primary specialisation will develop graduates who are well-grounded in the curriculum requirements of primary schools.

Through the medium of The Teaching Council Aotearoa New Zealand's *Standards*, and in a targeted, scaffolded and progressive way, the primary specialisation requires student teachers, upon graduation, to demonstrate what quality teaching practice looks like and what it means to be a teacher in Aotearoa NZ.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (TEACHING)

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

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

### Admission

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

Notes:

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

### Duration and Total Points Value

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

### Structure and Content

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

*and*

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

### English Language Requirements

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

### General Education Exemptions

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

*either*

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

*or*

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

*or*

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

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

### **Practical Requirements**

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

### **Professional Requirements**

- 10 a In order to complete the requirements for this degree, a student must be able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand.
- b A student who, after enrolment, ceases to be able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand must immediately notify the Dean or nominee.
- c If the Dean or nominee has reason to believe that a student does not meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand the Dean or nominee shall advise the student and take into account any written response from the student.
- d If the Dean or nominee is satisfied that the student is not able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand then they will notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 10e may appeal from that decision to the Council or its duly appointed delegate.

### **Termination of Enrolment**

- 11 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by the Dean of the Faculty of Education and Social Work and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by the Dean of Faculty of Education and Social Work from attending lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 11a may appeal from that decision to the Council or its duly appointed delegate.

### **Reassignment**

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

### **Variations**

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

### **Amendment**

- 14 These regulations and/or schedule have been amended with effect from 1 January 2021.

## GRADUATE PROFILE FOR THE BACHELOR OF EDUCATION (TEACHING)

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

### **Disciplinary Knowledge and Practice**

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

### **Critical Thinking**

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

### **Solution Seeking**

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

### **Communication and Engagement**

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

### **Independence and Integrity**

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

### **Social and Environmental Responsibilities**

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

## DELNA (DIAGNOSTIC ENGLISH LANGUAGE NEEDS ASSESSMENT)

### What is DELNA for?

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

### Orientation Day

All students are required to do a 20-minute DELNA screening on Orientation Day. The result will show if you need to develop your knowledge of academic English OR if your level is already sufficient.

### Students who need further language assessment: DELNA process

During the first two weeks after the **DELNA screening**, complete a **DELNA diagnosis** (2 hour pen and paper assessment) and make an appointment with an adviser to discuss results and what ongoing English language support you need. Advisers give individual plans (IP).

### Timeframe

- Complete the **DELNA screening** during orientation
- Complete the **DELNA Diagnosis** assessment (if needed) within two weeks of your **DELNA Screening**

At the latest, you need to have completed the **DELNA Diagnosis** and **seen a language adviser** to get **your individual study plan** by the **mid-semester break in Semester 1 of your first year of study**.

### More information about the DELNA process

#### Epsom Campus or City Campus for assessments

- Both the Screening and Diagnosis will be available at **Epsom Campus** until the end of the first semester break. After this time, you will have to go to **City Campus** to take these assessments.
- Students' individual plans (IP) are linked to online modules of the *Academic Language Enrichment* programme on Canvas. Students complete the modules as soon as possible.
- **Post DELNA:** Students who receive the lowest scores in the DELNA Diagnosis will be required to complete another assessment once they have accessed support. This is called a **Post DELNA assessment**.
- Students who have a diagnosed **Learning Disability**, and have had special conditions approved, can make an appointment with **Student Disability Services** to access accommodations for DELNA.
- Regular meetings with an Academic Language adviser are necessary for success.

#### English Language Competency: EDUCSW 199 (A/B)

Students will be required to pass **EDUCSW199** in order to enrol in EDPRAC 304, EDPRAC 307, or EDPRACM 300.

## OVERVIEW OF THE BACHELOR OF EDUCATION (TEACHING) PROGRAMME

For all course pre-requisites please see the University of Auckland Calendar 2021 – [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz)

### PRIMARY SPECIALISATION: COURSE OVERVIEW

#### Year One

	<a href="#">EDCURRIC 108</a> Mathematics and Statistics 1  Semester Two	<a href="#">EDUC 106</a> History of Education and Society  Semester Two	<a href="#">EDPROFST 102</a> Inquiry into Practice 1  Semester Two	<a href="#">EDCURRIC 117</a> Arts Education  Semester Two
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#### Year One/Two

<a href="#">EDPROFM 100</a> Te Ao Māori – Te Kāhano  Semester One	<a href="#">EDCURRIC 109</a> Languages and Literacies 1  Semester One	<a href="#">General Education</a>  Semester One	<a href="#">EDPRAC 100</a> Practicum 1  Semester One	<a href="#">EDCURRIC 119</a> Health and Physical Education and Social Studies Education 1  Semester Two	<a href="#">EDPROFST 209</a> Developing Learning Communities  Semester Two	<a href="#">EDCURRIC 113</a> Science and Technology Education 1  Semester Two	<a href="#">EDPROFM 200</a> Te Ao Māori – Te Mahuri  Semester two
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#### Year Two/Three

<a href="#">EDPROFST 309</a> Furthering Learning Through Assessment  Semester One	<a href="#">EPRAC 204</a> Practicum 2  Semester One	<a href="#">EDPROFST 208</a> Inquiry into Practice 2  Semester One	<a href="#">EDCURRIC 201</a> Mathematics and Statistics 2  Semester One	<a href="#">EDCURRIC 206</a> Health and Physical Education and Social Studies Education 2  Semester Two	<a href="#">EDCURRIC 205</a> Science and Technology Education 2  Semester Two	<a href="#">EDUC 203</a> Pasifika Education and Diversity  Semester Two	<a href="#">EDCURRIC 203</a> Languages and literacies in Education 2  Semester Two
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#### Year Three/Four

<a href="#">EDPROFM 300</a> Te Ao Maori 3  Semester One	<a href="#">EDUC 324</a> Inclusive Education and philosophy  Semester One	<a href="#">EDPROFST 307</a> Inquiry into Practice 3  Semester One	<a href="#">EDPRAC 304</a> Practicum 3  Semester One	
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## PRACTICUM

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

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

### Practicum Placements

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

**Below is the course information for the 2021 Practicum Courses.**

Practicum Course	Pre-requisite points required	Pre-requisite course required
EDPRAC 100 EPRAC 105 EDPRACM 100	15 points from EDPROFST 102/103 OR EDPROFM 102 and any 30 points from courses in the BEd(Tchg) Schedule	Pre-requisite: EDPROFST 102/103, EDPROFM 102 Restriction: EDPRAC 101/102, EDPRACM 101
EDPRAC 205 EDPRAC 204 EDPRACM 204	15 points from EDPRAC 100/EDPRAC 105/EDPRACM 100 and any 75 points from courses in the BEd(Tchg) Schedule	Co-requisite: EDPROFST 208/212, EDPROFM 201 Restriction: EDPRAC 201/202, EDPRACM 204
EDPRAC 305 A/B EDPRAC 306 A/B EDPRACM 302A/B	15 points from EDPRAC 201/202 OR EDPRACM 201 and any 165 points in the BEd(Tchg) schedule	EDPRAC 201 EDPRAC 202 EDPRACM 201

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

### Procedures

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

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

Please note while every endeavour will be made to place students in their area of choice, it is the responsibility of the Practicum Placement Co-ordinator to assign students to a designated school/centre. Students may therefore be required to travel to practicum placements.

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

Once directed to the Practicum Form:

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

Primary – Students are provided with a list of school zones. They are asked to identify a range of zones they can travel to so that the Practicum Office can use this information when making placement arrangements.

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

If problems occur when using the online system, please contact the relevant Practicum Placement Coordinator at Epsom or Tai Tokerau.

**A practicum placement is an official arrangement between the faculty and the school/centre.**

Faculty requests for practicum placements must be made to schools/centres within stated timeframes, so it is important to complete the practicum form promptly (when requested). Students who do not submit a request for placement in schools/centres/zones within the stated timeframe may have their placement delayed or arranged for them without consultation.

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

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

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

**Placement Requirements/Restrictions**

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

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

**Practicum Placement Areas**

For the purposes of practicum placement:

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

**Practicum Courses**

There are pathway specific requirements for practicum placements:

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

Placements will include:

- practicum in care and education centres with young children.
- practicum with infants and toddlers.
- practicum in a kindergarten service.

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

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

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

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

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

**Attendance during Practicum**

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

**Requests for Leave during Practicum**

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

documentation must be attached to support this request.

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

### **Non-attendance**

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

### **Concerns during Practicum**

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

Student teachers are placed in the school/centre on the basis of an invitation from the school/centre. If, for any reason, the school/centre wishes to rescind their invitation and to terminate the student teacher's placement, this may also be grounds for a Fail grade in the practicum course.

### **Resolving Concerns during any Practicum**

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

### **Discontinuation of Practicum**

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

### **Withdrawal from Practicum Courses**

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

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

### **Assessment of a Practicum involving School or Centre Placement**

Practicum credits are awarded on successful achievement of practicum learning outcomes. It is a Teaching Council requirement that the practicum has specific learning outcomes that are supervised and assessed by the Professional Supervisor, recognising the advice and feedback provided by the Associate Teacher.

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

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

Professional Supervisor is required at the end of the practicum to confirm the assessment decision.

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

For all EDPRAC courses the ultimate responsibility for a student teacher's assessment rests with the Faculty of Education and Social Work. Final assessments are moderated/confirmed by the Practicum Course Co-ordinator/Course Director at the end of the semester prior to release of grades.

### **Students with Family Responsibilities**

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

### **Confidentiality during Practicum**

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

Students should familiarise themselves with and adhere to school/centre policies that relate to confidentiality and the Privacy Act (1993). In particular the following should be noted:

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

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

### **Student Teachers' Professional Conduct and Expectations during Practicum**

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

**Students must not be employed by the practicum school/centre while they are on practicum.**

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

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

## ASSIGNMENT PROCESS

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

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

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

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

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

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

## Assignment Submission

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

### Electronic Submission of Assignments

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

**No coversheet is required for electronic submission.**

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

### Non-electronic submission of Assignments

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

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

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

## Extensions

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

## Penalties for Late work

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

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

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

## Penalty for Exceeding Specified Assessment Word Limit

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

1. Students must provide a word count for all written assignments where a word limit is specified<sup>1</sup>. The word count may be checked by the marker if there appears to be a discrepancy.
2. All written work that exceeds the specified word limit by more than a 10% leeway will be penalised. Students will be advised of how the penalty will be applied in the assessment detail.
3. The penalty for exceeding the word limit (and the 10% leeway) will be either:
  - I. The written work is marked in full, but 10% of the possible assessment mark is deducted from the mark awarded. For example, in a 1000-word essay worth 25 marks, a penalty of 2.5 marks will be applied if the word count exceeds 1100 words.
  - II. The written work is marked up to the point where the word limit (and the 10% leeway) is reached, and a mark is awarded according to the written work that has been marked. No further penalty is applied.

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

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

## Return of Marked Assignments

You can expect to have marked assignments and tests returned within three weeks from the due date. Online assignments are usually returned online, while non-electronic assignments may be returned in class or via the Assignment Centre (Epsom Campus only). An automated email will be sent when assignments are ready to be collected from the Assignment Centre (Epsom). You must produce your ID card to collect your assignment.

## Special Consideration (Unavoidable Personal Circumstances)

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

The application is made on the form *Special Consideration: Unavoidable Personal Circumstances* and must be supported by written evidence from a doctor or counsellor. The form can be found here: [request-for-assignment-extension-and-special-consideration.pdf \(auckland.ac.nz\)](#)

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

- a. either, require the student to re-enrol in the course, or

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

### Disputes related to Coursework Marks or Grades

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

#### EDSW Process:

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

<sup>2</sup> Note that this process cannot be used in relation to Examinations.



## Assessment and Grading Scale

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

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

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

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



## TE TUMU HERENGA | LIBRARIES & LEARNING SERVICES: ESSENTIALS FOR USING THE SYLVIA ASHTON-WARNER LIBRARY

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

### Library hours – Epsom Campus

**Semester hours – for more details, see [www.library.auckland.ac.nz/hours](http://www.library.auckland.ac.nz/hours)**

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

### Term break hours

Monday – Friday	9 am – 6 pm
Saturday & Sunday	closed

Te Tumu Herenga | Libraries & Learning Services lending policy is explained in detail on the website here: <http://www.library.auckland.ac.nz/services/borrowing-and-requesting>. It also explains how to request an item and how much the fines are.

Key points to remember:

- Visit the Helpdesk for staff assistance if you have any queries, or use the Ask Us form: <https://www.forms.auckland.ac.nz/en/public/library/ask-us.html>
- Explore [www.learningessentials.ac.nz](http://www.learningessentials.ac.nz) for help with studying at University, reading effectively, finding information, writing, and referencing.
- You are welcome to attend various face to face and online workshops, held from time to time. You can book at: [www.library.auckland.ac.nz/workshops/](http://www.library.auckland.ac.nz/workshops/).
- Always check your library account on the Te Tumu Herenga Libraries & Learning Services Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your student email.
- If you are going to be away from the campus, please ensure that you return any library books before you go to avoid incurring any penalty charges.

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

### Short Term Loan

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

### Study Space

Most study space is provided in the Sylvia Ashton Warner Library and the Student Commons located in A Block and E Block. Many more study places and computers are provided in the Kate Edgar Information Commons on the City Campus. You are encouraged to make use of these facilities, as regular study habits will prevent overloaded work commitments and stress. Students may request access to classrooms for study groups/seminar practice at times when classrooms are not scheduled. You must make a booking to guarantee access. Discuss your request with your lecturer.

## Computers

In general, students are expected to complete all their assignments on a computer. Information technology is an integral part of social work practice, and all students should be computer literate at the time of their graduation.

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

## Workshops

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

**Academic English Language Requirement**

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

**Academic Integrity**

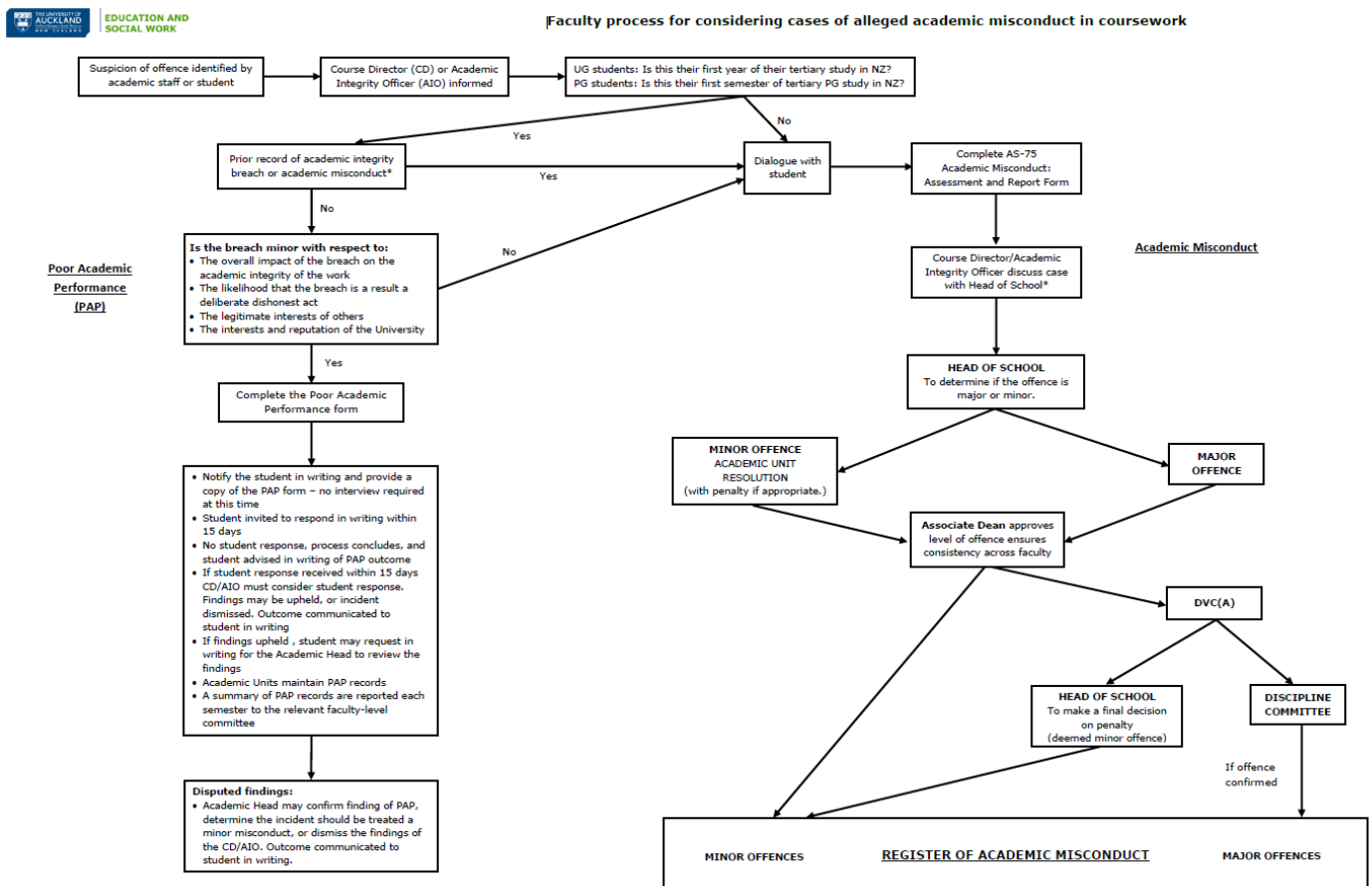
Students at the University of Auckland have a responsibility to understand the requirements of academic integrity as they apply to their coursework. All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study. Completion of the course is a requirement in order for any degree, diploma or certificate to be conferred or awarded. Full details are in the University of Auckland Calendar [Enrolment and programme regulation 17](#).

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

**Academic Misconduct**

The University expects all students to complete their coursework, tests and exams with integrity and honesty. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms. Allegations of academic misconduct will be investigated under the [Student Academic Conduct Statute](#).

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



## **Academic Standing (Unsatisfactory progress)**

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

## **Aegrotat and Compassionate Consideration**

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

## **Appeal of Course Marks or Grades**

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

## **AskAuckland**

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

## **Availability of Examination Scripts**

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

## **Change of Name**

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

## **Children's Act 2014**

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

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

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

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

## Conceded passes

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

## Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. It is not sufficient for a student to notify an addition or deletion solely to the department or faculty – it must be done online. Specific dates at which deletions can occur can be obtained via the following link:

<http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html>

- **Withdraw means that you are withdrawing from a course after the deadline for deletion and before the last day to withdraw. Withdrawn courses remain on your academic record with a withdrawn grade and all fees remain owing. A withdrawn grade counts as a fail for Grade Point Average (GPA) calculations.** Withdrawals from courses must be completed formally through the Education and Social Work Student Centre. For more information about course withdrawals, see [here](#).

Specific dates at which withdrawals can occur can be obtained via the following link:

<http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html>

## Deferring from a programme

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

## Digital Resources

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

## Enrolments

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

## Examinations

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

## Feedback to students

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

## Fees

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

## Forms, Policies and Guidelines

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

## **General Education**

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

It is important to note that only courses with the 'G' Suffix from the Open and Education and Social Work Schedules satisfy the General Education requirement. To meet the General Education requirements you must select a General Education course from outside your degree area.

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

## **Group assessment**

There may be times when students are required to complete a group assessment task or team based project. 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. For significant group work projects (or for where group work tasks form a significant part of a course) a minimum component of the task must assess individual contribution. More information about group work can be found [here](#).

## **Graduation**

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

## **Inclusive Learning**

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

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

## **Learning Resources**

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

## **Lecture Capture at the University of Auckland**

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

## **MyAucklandUni**

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

## **Partial Resits**

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

## **Personal support**

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

## **Resignation from a programme**

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

## **Request an official transcript**

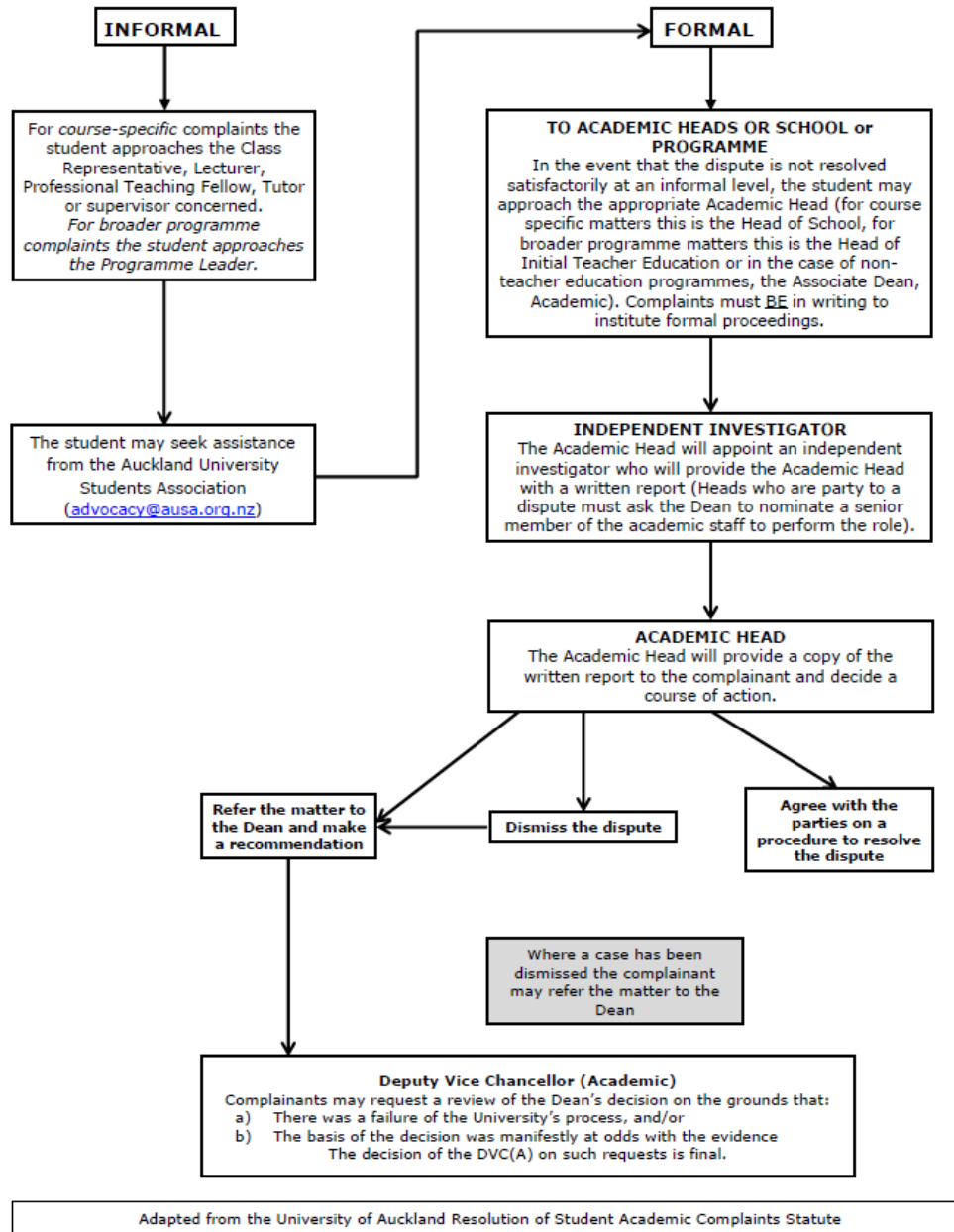
Students are able to create an [unofficial transcript](#) which is an unofficial record of courses that they have attempted at the University with Student Services online, which can be used for internal use. If you require an official transcript of your academic record to supply to someone outside the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

## **Resolution of Student Academic Complaints and Disputes**

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

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





EDSW Process for resolution of student academic complaints and disputes FINAL\_2019

## Student Charter and Responsibilities

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

## Student email

All students enrolled at the university are provided with an email account called student email. At the time of enrolment, students are provided with an email address. This address includes a student's username characters plus a generic address, e.g., [jbon007@aucklanduni.ac.nz](mailto:jbon007@aucklanduni.ac.nz). Students are able to access student email through the following link: <http://mail.aucklanduni.ac.nz>. Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do means that students miss out on important information such as communications relating to coursework and academic progress, examinations, graduation, student financials and the library. Urgent and unexpected communications are also sent through this email, e.g., what will happen if a natural disaster strikes the university / the city of Auckland.



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

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

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed ([Examination Regulation 22](#)). Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

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

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

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

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

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

**Fees advice** - <https://www.auckland.ac.nz/en/study/fees-and-money-matters.html>

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

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

### **Submission in Māori**

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

### **Texts and resources**

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

### **Third party assistance**

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

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

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

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

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

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

### **Updating addresses and personal details**

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

### **University Proctor**

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

## PROFESSIONAL REQUIREMENTS AND CONDUCT

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

### Attendance

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

### Cheating and Plagiarism

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

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

You can avoid cheating by:

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

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

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

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

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

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

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

## Referencing

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

Referencite is the official University of Auckland website which offers assistance on all aspects of referencing. Visit it at [www.cite.auckland.ac.nz](http://www.cite.auckland.ac.nz).

### Need more information?

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

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).

## Professionalism and the use of social media

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

## Jury Service

If you are called up for jury service, you are able to request a letter of support from your Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the Teacher Education Office in H201A for Teacher Education Programmes. Please also refer to: <https://www.justice.govt.nz/courts/jury-service/what-it-involves/>).

## TEACHER REGISTRATION

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

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

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

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

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

### **Assessing the Standards**

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

## Registration and Other End-of-Year Procedures

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

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

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

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

## Registration and Provisional Certification

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

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

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

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

## International Students

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

## STUDENT FEEDBACK (UNIVERSITY OF AUCKLAND, 2018)

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

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

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

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

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

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

### **Make sure your feedback is constructive and effective**

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

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

## Types of feedback

### **SET**

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

### **Learning and Teaching Survey**

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

### **Student representatives**

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

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

## What happens to your feedback?

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

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

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

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

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

### **Courses with low ratings**

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

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



### The Teaching Standards at the University of Auckland

#### Our graduating pre-service teachers can:

##### Te Tiriti o Waitangi Partnership

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

##### Professional Learning

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

##### Professional Relationships

- Demonstrate their understanding of effective professional relationships, what these look like to participants and ākonga, and what principles of cooperation, collaboration, and power sharing underpin them
- Understand how to communicate professionally, respectfully, and clearly with ākonga, colleagues, whānau and the community, maintaining appropriate professional boundaries at all times
- Communicate effectively, orally and in writing, in ways that are appropriate for different audiences

- Establish appropriate connections with others in professional settings
- Demonstrate their understanding of the importance of language, culture and identity in their relationships with ākongā and whānau from other cultures
- Collaborate effectively with colleagues and ākongā

### **Learning Focused Culture**

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

### **Design for Learning**

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

### **Teaching**

- Draw on sound curriculum-related knowledge to plan and deliver stimulating lessons/experiences
- Plan lessons/experiences which enable ākongā to achieve valued outcomes
- Provide concise and clear explanations of new concepts
- Monitor their impact on learners and adjust their practice based on the evidence of learning they collect

- Respond to Māori learners in ways that respect their identity, language and culture and advance their aspirations
- Respond to learners of diverse cultural backgrounds, especially Pacific learners, in ways that respect their identity, languages and cultures and advance their aspirations
- Use technology to enhance outcomes for learners
- Manage the learning environment effectively to foster ākonga social skills and emotional competence
- Reflect on lessons/experiences taught and consider next steps for own and ākonga learning
- Demonstrate inclusive practices in their teaching