

# PROGRAMME HANDBOOK 2017

Initial Teacher Education

# Graduate Diploma in Teaching (Secondary)

## EPSOM CAMPUS

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## Programme Contacts:

		Office No.	Extn:
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Teacher Education Office Co-ordinator	Christine Tennet Email: <a href="mailto:c.tennet@auckland.ac.nz">c.tennet@auckland.ac.nz</a>	H201A	48650
Practicum Matters	Carol Jarrett Associate Director Secondary Teacher Education Email: <a href="mailto:c.jarrett@auckland.ac.nz">c.jarrett@auckland.ac.nz</a>	H208	48403
Practicum Placement	Judy Robinson Practicum Manager Email: <a href="mailto:judy.robinson@auckland.ac.nz">judy.robinson@auckland.ac.nz</a>	H211X	48891
	Shima Mozafarian Practicum Placement Co-ordinator Email: <a href="mailto:s.mozafarian@auckland.ac.nz">s.mozafarian@auckland.ac.nz</a>	H202	48781
Education Student Centre	Rachael Hastie and Hannah Wolfreys Customer Services Consultant Email: <a href="mailto:r.hastie@auckland.ac.nz">r.hastie@auckland.ac.nz</a>	A111	48723

## Introduction:

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

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

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

The faculty's teacher education programmes are underpinned by a conceptual framework, at the centre of which is the overarching goal that you, as a graduate, will become: *A research-informed, inquiry-based practitioner who leads the learning of others by creating purposeful, responsive and safe learning environments within which all learners achieve valued skills, knowledge and attitudes* (please refer to the Conceptual Framework on page 6 of this handbook).

Each of the seven circles within the framework addresses a vital area of critical knowledge, skills and dispositions that provide a consistent focus across all courses and learning experiences in teacher education programmes. A related set of principles, along with specific graduate outcomes that contribute to each vital area and collectively address the overarching goal of the Conceptual Framework, underpin all teacher education qualifications. (These are included and detailed on page 7). Importantly the Education Council's Graduating Teacher Standards (which are listed on page 8) are embedded in this framework.

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

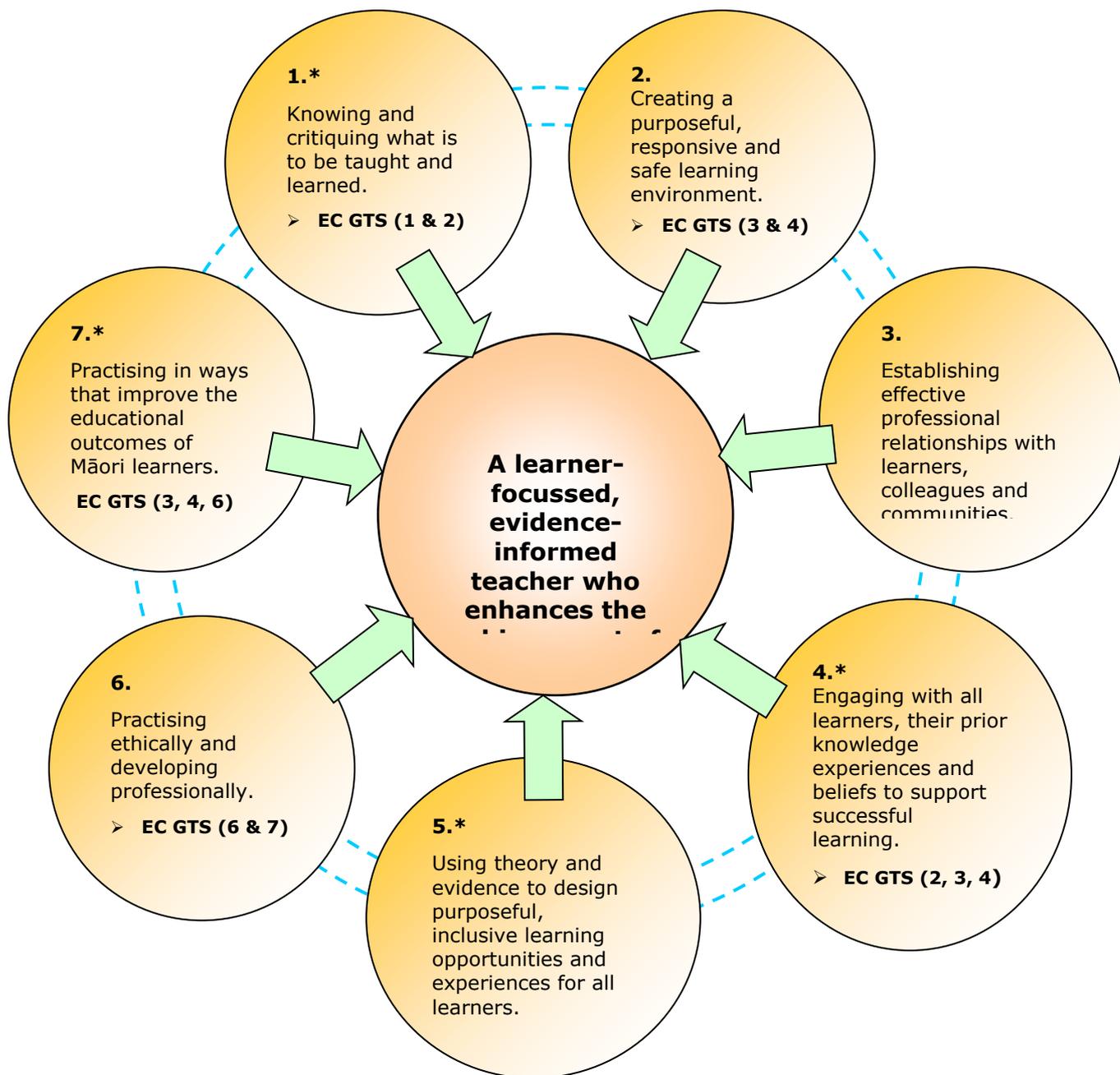
It is hoped that your programme will be a fulfilling, rewarding, gainful experience that results in you becoming a successful beginning teacher. Best wishes in your studies.

## References

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

Dewey. J. (1916). *Democracy and education*. New York: Free Press.

**Conceptual Model Underpinning Teacher Education Programmes:**



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

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

**Comments:**

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

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

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

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

## Education Council of Aotearoa New Zealand Teacher Standards:

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

## Faculty of Education and Social Work Academic Roles:

DEAN OF EDUCATION	▪ Professor Graeme Aitken
DEPUTY DEAN	▪ Associate Professor Wayne Smith
ASSOCIATE DEAN INITIAL TEACHER EDUCATION	▪ Dr Fiona Ell
ASSOCIATE DEAN TEACHING and LEARNING	▪ Dr Kirsten Locke
ASSOCIATE DEAN RESEARCH	▪ Associate Professor Martin East
ASSOCIATE DEAN POSTGRADUATE	▪ Associate Professor Richard Pringle
ASSOCIATE DEAN STAFFING	▪ Professor Stephen May
ASSOCIATE DEAN INTERNATIONAL PROGRAMMES	▪ Dr John Hope
ASSOCIATE DEAN PASIFIKA	▪ Dr Tanya Samu
TE TUMU	▪ Dr Te Kawehau Hoskins

Teacher Education	
Director Early Childhood Teacher Education	Dr Sandy Farquhar
Director of Primary Programmes	Vivienne Mackisack
Director Secondary Teacher Education	Dr Ngaire Hoben
Director Māori Medium Education	Katarina Edmonds
Programme Leader Bachelor of Physical Education	Rachel Russell
Programme Leader BEd (Tchg) ECE Pasifika Teacher Education	Manutai Leaupepe
Associate Director Early Childhood Teacher Education	Shareen Sapsworth
Associate Director Grad Dip Primary Teacher Education	Paul Heyward
Associate Director Bachelor of Education (Teaching) Primary	Karen Major
Associate Director Secondary Teacher Education	Carol Jarrett
BEd (Teaching) Programme Co-ordinator (MIT)	Tessa Tupai
Director Tai Tokerau Campus	Professor Cindy Kiro

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

## Support Systems:

Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source. Support for Manukau Institute of Technology campus and Tai Tokerau campus please contact campus staff for details.

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	<b>First Year Experience</b> Michael Willimott, ext 48855 <b>Academic English Language Co-ordinator</b> Jenni Bedford, ext 48186 <b>Speech Language Therapist</b> Elaine Tasker, ext 48756 <b>Maths Support</b> Angela Spavin, ext 48217 <b>Careers Services</b> Sue Edwards, ext 88645
Deferral, Resignation, Transfer	Education Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Disability Support	Email: <a href="mailto:disability@auckland.ac.nz">disability@auckland.ac.nz</a> Website: <a href="http://www.disability.auckland.ac.nz">www.disability.auckland.ac.nz</a>
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Student Association etc.	ESSA Inc., Budgeting Service, email: <a href="mailto:epsomhub@ausa.org.nz">epsomhub@ausa.org.nz</a> or phone: (09) 9237294
Health/Medical	Epsom Campus Student Health Service, R Block, ext 48526, DD 623 8889
International Students	Associate Dean International Programmes Dr John Hope, ext 87515
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment online under 'Counselling Services' or phone 923-7681
Practicum experience in schools	Please refer to Procedures for Resolving Professional Concerns in relevant Practicum Handbook
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	Kaitiaki Tauira Māori /Māori Student Support Co-ordinator: Rochai Taiaroa, ext 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (D Block)
Support for Pasifika students	Pasifika Success Co-ordinator (Level 2 N211) Tim Baice, Academic Co-ordinator, ext 48469
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: <a href="mailto:library@auckland.ac.nz">library@auckland.ac.nz</a> See University website for hours
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre, A Block

### Contact Details for Campuses:

City Campus  
Epsom Campus  
Manukau Institute of Technology Campus  
Tai Tokerau Campus

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

## Graduate Diploma in Teaching (Secondary) Brief Description:

The Graduate Diploma in Teaching (Secondary) is approved by the New Zealand Qualification Authority and recognised by the Education Council for teacher registration purposes.

Students may undertake the course in one year of full-time study or over a period of two years, if engaged in part-time study. The course requires 14 weeks of practicum to be undertaken in two different secondary school settings. Part-time students typically undertake practicum in year 2, though we make the observation experience (EDPRAC 608A) available to them too.

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

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

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

Research evidence confirms the central role of the teacher in the achievement of learning outcomes for pupils. This programme affirms that teachers can and do make a difference to the pupils they teach and that positive outcomes for pupils are achieved when teachers reflect critically on their practice. Thus our programme operates within an environment in which our students are asked to reflect critically on their practice as teachers and to challenge their own assumptions, beliefs and values. The support of practitioners within the profession is vital in both supporting pre-service teachers as they learn to reflect on their practice and as they begin to develop a sense of membership of the profession.

## Programme Options:

### ➤ **Graduate Diploma in Teaching (Secondary): Graduate Pathway**

**1a** One Year Full-time Programme at Epsom Campus

**1b** For those students holding graduate status or its approved equivalent qualification or who will attain this qualification level by 1 February of the year they enter the University of Auckland. Students graduate with a Graduate Diploma in Teaching (Secondary). All major secondary school curriculum subjects are offered.

**2a** Part-time, by arrangement in advance

**2b** If undertaken part-time, the course must be completed in two years.

**3** Note: Teachers with a Limited Authority to Teach (LAT) who need to undertake a programme of teacher preparation must speak to the Programme Director to plan their course of study. Please contact Director Secondary Teacher Education, Dr Ngaire Hoben ([n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz)) to make an appointment.

Application for entry into any of the above programmes requires completion of the appropriate documentation as well as selection by interview and any other procedures deemed applicable in the case of individual programmes, e.g., practical assessments.

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

## Programme Structure:

The Graduate Diploma in Teaching (Secondary) is a prescribed course of study made up of 120 points.

### **Core or generic elements studied by all students - totalling 60 points:**

EDPROFST 612 A and B – Te Whakaako in New Zealand Secondary Schools (30 points)

EDPRAC 608 A and B – Professional Learning in Practice (30 points)

In 2017 the course **EDPROFST 612 A and B** will be taught at Epsom and MIT.

- Epsom campus - daytime classes meet three times a week and cease while you are on practicum.
- or
- MIT on a Monday evening [three hours between 5pm - 9pm]. This class continues weekly throughout the semester, even when on practicum.

### **EDPRAC 608A (Semester 1) and EDPRAC 608B (Semester 2)**

- There is a one hour tutorial per week to support EDPRAC 608.

Part-time students usually do their practicum in the second year.

Professional practice tutorial classes meet ONCE a week throughout the year.

### **Curriculum elements - totalling 60 points:**

These are mostly 15 point courses and most people do two per semester [if full-time] or one if part-time.

Curriculum courses are taught at Epsom.

Please note: when you embark on the Graduate Diploma in Teaching (Secondary) on a part-time basis, you must be able to complete the programme in two years. You need to make sure you develop a proposed outline of your course with Ngaire Hoben.

## Graduate Diploma in Teaching (Secondary) Outline of Programme Structure for 2017

All courses are taught over Semesters One and Two.

EDCURSEC 687/1	Science
EDCURSEC 687/2	Mathematics
EDCURSEC 687/3	English
EDCURSEC 687/4	Languages
EDCURSEC 687/5	Physical Education/Health
EDCURSEC 687/6	Social Sciences
EDCURSEC 687/7	Technology
EDCURSEC 687/8	Music
EDCURSEC 687/9	Art
EDCURSEC 687/10	Dance

### Administrative Matters

The following staff will assist you if you have any queries or concerns:

- The Education Student Centre will assist you with programme enquires, enrolment, fees, programme of study, changes to your programme, academic records, qualification issues, and graduation.
- The **Director Secondary Teacher Education** is **Dr Ngaire Hoben**, who will assist students with general matters related to their programme and progress (including the flexible and LAT pathways) after initial consultation with the Education Student Centre. Appointments to see the Director Secondary Teacher Education should be made through email at [n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz).
- **Your lecturers** will help you with all general questions and concerns. If they are unable to help you, they will certainly advise you on where to go for help.
- **Practicum** - please see **Carol Jarrett, Associate Director Secondary Teacher Education**, in room H208, extension 48403, email [c.jarrett@auckland.ac.nz](mailto:c.jarrett@auckland.ac.nz) or the **Secondary Practicum Placement Co-ordinator, Shima Mozafarian**, in room H202, extension 48781, email [s.mozafarian@auckland.ac.nz](mailto:s.mozafarian@auckland.ac.nz).
- **Programme Elements**

The following lecturers are responsible for co-ordinating the different elements of the programme:

EDPRAC 608A & 608B Professional Learning in Practice  
Carol Jarrett: Ext 48403

EDPROFST 612 Te Whakaako in New Zealand Secondary Schools:  
Maree Davies: Ext 48628

## Practicum:

For Practicum 608A and 608B, school placements are selected by the Associate Director, Secondary Teacher Education. You are welcome to provide suggestions as to where you wish to go but our initial arrangements need to be set up well in advance of the start of the course and we are seeking placement at schools close to your home.

In choosing schools student teachers must read carefully the detailed information on school selection and eligibility in Section E of the Practicum Handbook for the Graduate Diploma in Teaching (Secondary).

Students **must** choose from a range of practicum schools:

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

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

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

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

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

Practicum experiences provide opportunities in a range of educational contexts for students to:

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

- Understand the complex role of a teacher as an individual, embedded in teams and wider communities.
- Develop their identity as a member of the teaching profession.

Practicum experiences also provide opportunities for the programme to:

- Expose students to the diversity and complexity of educational settings.
- Use contextual experiences to inform course work.
- Give constructive feedback on student teacher practice.
- Gauge student suitability for teaching.
- Develop reciprocal partnership relationships with the professional community.
- Provide professional development for associate teachers and visiting lecturers about their roles.

Practicum is seen as a central and essential component of the programme and constitutes the focus of the course EDPRAC 608.

**There will be a total of 14 weeks’ practicum in the programme undertaken in two different secondary schools.**

### **Practicum One – EDPRAC 608A**

Practicum 1A	1 week	10th – 13th April 2017
Practicum 1B	6 weeks	8th May – 16th June 2017

### **Practicum Two – EDPRAC 608B**

Practicum 2A	1 week	7th – 11th August 2017
Practicum 2B	6 weeks	21st August – 29th September 2017

### **Practicum Placements**

All students are required to complete a **range** of placements to ensure a necessary breadth of experience and increase the validity of the assessment of competence for national credentialing.

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

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

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

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

## Special notes:

- No student will be placed in a practicum setting where s/he had/has a previous or current association (e.g., employee, parent of child or family member attending, committee member etc.).
- Student teachers may not approach schools to organise their own placements. Student teachers can only approach a school when a confirmed placement has been posted.
- Requests for placements in schools outside the geographical areas of Warkworth in the North and Pokeno in the South must be made through the Associate Director Secondary Teacher Education. A letter outlining the reasons for the request must be presented. Out of area placements are not available for the first practicum of the programme or where a student teacher has not achieved the learning outcomes of Practicum One.
- It is not permissible to take babies or young children on practicum. Student teachers 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 12 Information Privacy Principles which set out rules and exceptions to those rules. In schools, as individuals and organisations, we must be informed about and adhere to the requirements of the Privacy Act. However, for student teachers on practicum, Principle 1 *Purpose of Personal Information*, Principle 4 *Manner of Collection of Personal Information*, Principle 10 *Limits on Use of Personal Information* and Principle 11 *Limits on Disclosure of Personal Information* are particularly relevant.

Student teachers should familiarise themselves with school policies that relate to confidentiality and the Privacy Act. In particular the following should be noted:

1. Student teachers wishing to photograph, audiotape, or videotape children must ensure that a Faculty lecturer is informed in the first instance. Also, associate teacher and parent/guardian consent must be obtained prior to any such project.
2. Information gained about children, their family/whanau, staff and other student teachers while on practicum or at University, must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.
  - 2.1 Please note that this does not preclude disclosing information through the appropriate channel regarding any concerns about the life or health of children, Principle 10 d, (i) and (ii) or;
  - 2.2 Using the information in a form in which the individual concerned is not identified, Principle 10 f, (i).

Student teachers should also note the Teacher Registration Board list of criteria 'Fit to be a Teacher' which includes "trustworthiness: to preserve confidence, meet any reasonable requirement for the protection and safety of others."

## References

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

### **Vulnerable Children Act**

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

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

## Grad Dip Tchg (Secondary) Shape of the Year 2017

							Standard Teaching Periods (see below)			Teacher Education - Graduate Diploma Programmes		
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	UoA Standard Pattern	EDSW Pattern	Week	SCND-GDTSE 1.0	
1	26-Dec	27-Dec	28-Dec	29-Dec	30-Dec		School Holidays			1		
2	New Year's Day observed	Day after New Year's Day	4-Jan	5-Jan	6-Jan	Summer School Lectures Begin Thurs 5th					2	Summer School Lectures Begin Thu 5th
3	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan						3	
4	16-Jan	17-Jan	18-Jan	19-Jan	20-Jan						4	
5	23-Jan	24-Jan	25-Jan	26-Jan	27-Jan						5	
6	Akl'd Ann Day	31-Jan	1-Feb	2-Feb	3-Feb			Term 1 Begins			6	
7	Waitangi Day	7-Feb	8-Feb	9-Feb	10-Feb					7		
8	13-Feb	14-Feb	15-Feb	16-Feb	17-Feb	Summer School Lectures End 17				8	Summer School Lectures End 17	
9	20-Feb	21-Feb	22-Feb	23-Feb	24-Feb	Study Break/Exams		Study Break/Exams	Study Break/Exams	9	Study Break/Exams	
10	27-Feb	28-Feb	1-Mar	2-Mar	3-Mar					10	Intro Day 3 March	
11	6-Mar	7-Mar	8-Mar	9-Mar	10-Mar	Semester 1 Lectures Begin 6 March		Semester 1 Lectures Begin 6 March	Semester 1 Lectures Begin 6 March	11	Semester 1 Lectures Begin 6 March	
12	13-Mar	14-Mar	15-Mar	16-Mar	17-Mar					12		
13	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar					13		
14	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar					14		
15	3-Apr	4-Apr	5-Apr	6-Apr	7-Apr					15		
16	10-Apr	11-Apr	12-Apr	13-Apr	Good Friday		Term 1 Ends			16	EDPRAC 608A 10 -13 Apr	
17	Easter Monday	UoA holiday	19-Apr	20-Apr	21-Apr	UoA Mid-Semester Break 17-30 April	School Holidays	UoA Mid-Semester Break 17-30 April	EDSW Break	17	EDSW Break	
18	24-Apr	ANZAC day	26-Apr	27-Apr	28-Apr					18		
19	1-May	2-May	3-May	4-May	5-May	Graduation - 1,3,5	Term 2 Begins			19		
20	8-May	9-May	10-May	11-May	12-May					20	EDPRAC 608A Cont... 8 May - 16 June	
21	15-May	16-May	17-May	18-May	19-May					21		
22	22-May	23-May	24-May	25-May	26-May					22		
23	29-May	30-May	31-May	1-Jun	2-Jun					23		
24	Queen's Birthday	6-Jun	7-Jun	8-Jun	9-Jun	Semester 1 Lectures End 9 June		Semester 1 Lectures End 9 June	Semester 1 Lectures End 9 June	24		
25	12-Jun	13-Jun	14-Jun	15-Jun	16-Jun	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	25		
26	19-Jun	20-Jun	21-Jun	22-Jun	23-Jun		26					
27	26-Jun	27-Jun	28-Jun	29-Jun	30-Jun		27					
28	3-Jul	4-Jul	5-Jul	6-Jul	7-Jul	INTER SEMESTER BREAK	Term 2 Ends	INTER SEMESTER BREAK	INTER SEMESTER BREAK	28	INTER SEMESTER BREAK	
29	10-Jul	11-Jul	12-Jul	13-Jul	14-Jul		School Holidays			29		
30	17-Jul	18-Jul	19-Jul	20-Jul	21-Jul		30					

31	24-Jul	25-Jul	26-Jul	27-Jul	28-Jul	Semester 2 Lectures Begin 24th	Term 3 Begins	Semester 2 Lectures Begin 24th	Semester 2 Lectures Begin 24th	31	Semester 2 Lectures Begin 24th
32	31-Jul	1-Aug	2-Aug	3-Aug	4-Aug					32	
33	7-Aug	8-Aug	9-Aug	10-Aug	11-Aug					33	EDPRAC 608B 7 - 11 Aug
34	14-Aug	15-Aug	16-Aug	17-Aug	18-Aug					34	Careers Week
35	21-Aug	22-Aug	23-Aug	24-Aug	25-Aug					35	EDPRAC 608B Cont... 21 Aug - 29 Sep
36	28-Aug	29-Aug	30-Aug	31-Aug	1-Sep					36	
37	4-Sep	5-Sep	6-Sep	7-Sep	8-Sep	UoA Mid-Semester Break 4 Sept - 17 Sept		UoA Mid-Semester Break 4 Sept - 17 Sept		37	
38	11-Sep	12-Sep	13-Sep	14-Sep	15-Sep					38	
39	18-Sep	19-Sep	20-Sep	21-Sep	22-Sep					39	
40	25-Sep	26-Sep	27-Sep	28-Sep	29-Sep		Term 3 Ends			40	
41	2-Oct	3-Oct	4-Oct	5-Oct	6-Oct	Graduation - 3	School Holidays		EDSW Break	41	EDSW Break
42	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct					42	
43	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct		Term 4 Begins			43	
44	Labour Day	24-Oct	25-Oct	26-Oct	27-Oct	Semester 2 Lectures End 27th		Semester 2 Lectures End 27th		44	
45	30-Oct	31-Oct	1-Nov	2-Nov	3-Nov	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	45	
46	6-Nov	7-Nov	8-Nov	9-Nov	10-Nov		46				
47	13-Nov	14-Nov	15-Nov	16-Nov	17-Nov		47				
48	20-Nov	21-Nov	22-Nov	23-Nov	24-Nov	Term 4 Ends - Prim/Sec		Term 4 Ends - Prim/Sec	Term 4 Ends - Prim/Sec	48	
49	27-Nov	28-Nov	29-Nov	30-Nov	1-Dec		49				
50	4-Dec	5-Dec	6-Dec	7-Dec	8-Dec		50				
51	11-Dec	12-Dec	13-Dec	14-Dec	15-Dec		51				
52	18-Dec	19-Dec	20-Dec	21-Dec	22-Dec		52				
53	Christmas Day	Boxing Day	27-Dec	28-Dec	29-Dec		53				

## Vital Information at a Glance:

These pages contain information which we really need you to be aware of. There will be times in the year when you have particular need of the information provided here. For that reason we urge you to keep this handbook somewhere where it can be located at time of need.

## Keeping Informed

It is surprisingly challenging to keep 250+ students informed about what is going on and what they need to be aware of. Our main means of communication are as follows:

1. Announcements posted on Canvas EDPRAC 608A & B. This is reasonably effective for all except the part-time students and LATs who may not be doing EDPRAC 608 this year. We communicate regularly with you via Canvas.
2. For part-time students, including LATs, we will establish an email distribution list to post messages on.
3. For ALL students, the notice board in outside the H Block corridor (Level 2) is a site of information for students. We post information about jobs, timetables, etc. on this board.

Please make sure that we have an accurate email address and telephone number for you. It is important that the university has an accurate mailing address to which we can send information about results and graduation. ***It is your responsibility to ensure that your mailing address is accurately recorded on Student Services Online. Please also inform the Education Student Centre of any change of mailing address.***

## Student Communications using Email

The University of Auckland policy requires students to use the University's centrally managed email service (Student Email) and to check this email regularly for official communications from the University. All enrolled students are provided with a free University student email address (netID@aucklanduni.ac.nz) which is accessible at Student Email <http://webmail.ec.auckland.ac.nz/webmail.html>. Official email includes, but is not limited to, communications regarding classes, lectures, examinations, assignments, graduation, library and other informational notices.

## Health and Counselling Facilities Available on this Campus

Many students do not realise that there are full facilities in Health and Counselling on this campus. These are located in the lower level of R block. Students who are enrolled in the PHO receive **free medical consultations**. The counselling services are also free of charge to all students and staff.

## Compassionate Consideration

It is possible to apply for compassionate consideration should something unforeseen impact on your performance in the course. It is really important that you seek assistance from the Health and Counselling staff so that they can support any request you make for compassionate consideration. There are further details of this on pages 32-33 of this handbook.

Special Consideration: Unavoidable Personal Circumstances forms can be accessed from the Education Student Centre, Counsellors, or Health Centre at Epsom; or from the faculty office at Manukau or the City Campus.

## Attendance

Full attendance is expected in this professional education course. As explained at interview, we have very little time in which to assist you in preparing to teach.

If you cannot attend class then we expect you to do what you will have to do once employed as a teacher: notify your lecturer of your absence. (In schools it will be the Deputy Principal and probably your Head of Department. Schools will also ask for a medical certificate if absent for more than 3 days).

If absent for more than three classes at any one time, we expect you to provide a medical certificate. It is vital that absences be adequately explained, particularly as you may anticipate receiving compassionate consideration because of this absence.

Lecturers are required to inform the Director Secondary Teacher Education once a student has missed three classes in total.

Students whose attendance is unsatisfactory will be informed of this in writing and need to know that their participation in practicum may be jeopardised. We will not send people out on practicum if they have not attended adequately. Our colleagues in schools are just too busy to cover the information we provide in classes here.

**Please see the additional notes on attendance on page 40 of this handbook.**

### Needing Leave from the Programme

Applications for leave are made on a 'GDTSE Leave Form' obtained from either the Practicum Placement Co-ordinator, Secondary, in H202 or the Teacher Education Office Co-ordinator in H201A. Once completed please hand the 'GDSTE Leave Form' to the Teacher Education Office Co-ordinator in H201A for processing. These forms will then be passed on to the Director Secondary Teacher Education for consideration. Please complete a 'GDTSE Leave Form' for any planned absence from the programme. This is a courtesy to your lecturers, is preparation for requirements once you gain employment as a teacher, and ensures that we understand why you may be absent from class.

### Change of Heart or Circumstances

Should you need to **resign** from the programme, we ask you to complete a form available from the Education Student Centre.

Resignation means that you have elected to withdraw from the programme and do not intend to pursue a career in teaching. Clearly you may have a change of heart later and, if so, can reapply to the programme.

### Change of Course

You may only enrol in the papers you have been offered after interview. You may, however, make an appointment with the Director Secondary Teacher Education to discuss the possibility of changing another subject which you believe yourself to be qualified to teach.

### Withdrawing or Adding Courses

Please note the dates for doing so as listed on pages 30-31 of the University of Auckland Calendar for 2017:

Semester courses enrolled in	Deadlines for additions/deletions
First Semester courses	2 <sup>nd</sup> Friday of Semester One
Second Semester courses	2 <sup>nd</sup> Friday of Semester Two
Double semester courses	4 <sup>th</sup> Friday of first semester for the course

Adding to or deleting from your course: use form SA-70 available from the Education Student Centre. Any changes to your course are required to be signed off by the Director Secondary Teacher Education.

## Complaints about a Course or Some Aspect of the Course

***Please refer to the Student Concerns section on page 33 of this handbook.***

## Undertaking Courses in Other Faculties of the University (or at Another University)

All additional tertiary study, whether in or out of Faculty of Education and Social Work hours and whether internal or extramural, must receive the prior approval of Dr Ngaire Hoben, Director Secondary Teacher Education, room H206.

### Graduate Programme

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

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

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

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

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

### Changes in Students' Tertiary Lecture Times

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

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

## Need Help?

Teaching is both rewarding and stressful and preparing to teach often proves to be more demanding than people anticipate. There is plenty of support available here within this faculty and we urge you to seek assistance if you are beginning to feel overwhelmed by the multiple demands made of you. Apart from the centres and individuals mentioned above, the counsellors, staff in the Health Centre, and the Director Secondary Teacher Education (Dr Ngaire Hoben in room H206) are all available to assist. Meryl Ulugia-Pua and her colleagues in Pasifika Education provide special support for Pasifika students. If you need help, please ask and we will do our best to ensure we either provide assistance or direct you to those who can do so. Please utilise the support systems available to avoid the mistake of falling so far behind that there is no option left for you but failure.

## Academic Success Centre:

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

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

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

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

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

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

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

### Of greatest importance to YOU!

The full details of what you need to do are posted on page 50 of this handbook. You need to make sure you are familiar with what is required. Do not miss the information session on Education Council and registration in week 5 of semester 2. We will cover this in EDPRAC 608 tutorials. Page 50 is your "back up" for consultation. That's why you need to refer frequently to this handbook!

#### PROVISIONAL REGISTRATION AT A GLANCE

At the end of the year, if all goes well, you should be eligible to apply to the Education Council for Provisional Registration.

1. To find out Education Council requirements – please go to their website – <http://educationcouncil.org.nz/>.
2. In order to apply, you **MUST** have a Letter of Eligibility to Graduate. Before you can apply for this, your results must be complete and sufficient courses passed to enable you to graduate.
3. If you have lived outside New Zealand for a period of time, you **MUST** have a Police check. These can take time. Please read the Council's advice online about this - <http://educationcouncil.org.nz/content/overseas-police-clearance>.

If your degree was gained at a university outside New Zealand, you must have it checked for 'equivalence' before you can apply for Provisional Registration. Again, please check online **early** in the year as this takes time and there is cost involved.

4. Results are usually processed by December 10<sup>th</sup> (or thereabouts). At that stage you can apply (online) to Student Records for a letter of eligibility to graduate.

There is a charge for these letters. You need at least two copies – one for your Provisional Registration Application and one for the Ministry of Education who determine your starting salary. It is cheaper to obtain both at the same time.

Once you have your Letter of Eligibility to Graduate you can proceed with your application for Provisional Registration with the Education Council.

## Meeting Minimum Course Requirements

### Failure to Meet Requirements

At an assigned programme assessment date the Director Secondary Teacher Education will be advised of:

- all students who have failed to hand in assignment work by the due date;
- students whose work fails to meet the required standards;
- students whose attendance is such that meeting programme requirements is at risk;
- students whose work/performance on Practicum is causing concern.

### Absence from Specifically Dated Course Requirements

Some assessments can only be done on the day(s) set aside for them. Students who miss these assessments, or who consider that their performance has been affected by circumstances beyond their control, may apply for an aegrotat.

Students whose absence from Practicum is impaired through illness or circumstances beyond their control will notify the Associate Director Secondary Teacher Education, who will assess the degree to which Practicum requirements have been met. In some instances students might be required to undertake additional Practicum.

Resubmission of Assessment Tasks, Reconsideration of Assessment and Procedures regarding course failure, see general section.

## Student Representatives

Certain classes will be asked to select a student representative to represent the interests and concerns of the class. There will be two occasions each semester when the reps meet with the Director Secondary Teacher Education. Please consider offering yourself as the representative for your class.

## Supporting Your Learning

- Library Tours and use of library facilities
- Student Learning Centre for essay writing support – and much more.
- Developing oral language skills

## Library Tours and Use of the Library

Many of you will face the challenge of writing essays for perhaps the first time. There is plenty of support here in the Faculty of Education and Social Work to help you develop the necessary skills. Becoming familiar with the library is a first step and locating the Academic Success Centre is the second.

### Library tours:

There are short tours of the library throughout the first weeks of the semester. Details can be obtained from the front desk in the Sylvia Ashton Warner library.

Follow-up sessions on the library catalogue, APA referencing and Endnote will be available.

## Developing Oral Language Skills

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

The following are some of the areas covered:

- Developing a more expressive voice
- Voice projection – especially for the classroom
- Classroom instructions
- Slowing down the pace of spoken English
- Reading aloud
- Speaking with confidence to groups
- Pronunciation and mastering 'difficult' sounds or words
- Further developing the oral English skills for speakers of English as a second or additional language.

The service is offered by a speech-language therapist, Elaine Tasker, Office N324, Extn 48756.

## Careers Week – 14<sup>th</sup> – 18<sup>th</sup> August 2017

We build some crucial information about seeking employment into the programme in Semester Two. The focus will be on a wide range of topics associated with employment:

- CV writing and interview skills
- An opportunity to listen to first year teachers talk about their experiences to date
- Meeting with principals
- PPTA and employment procedures
- Teaching overseas

- Working with other providers of secondary education [the navy etc.]
- Managing teaching and maintaining a balanced life.
- Education Council and the registration process

Full details of this programme will be made available to you closer to the time.

## Part-time Students

We are keen to support you over the two years in which you are engaged in studying for your Graduate Diploma in Teaching (Secondary) programme. There will be one meeting per semester (well-signalled in advance) which you are expected to attend. Details will follow by email.

## Declaration of Criminal Convictions

Our enrolment form asks you to declare a criminal conviction. Every year a number of you tick 'No' and then the Police Check reveals that you do, in fact, have a conviction. While this conviction may be for (what seems to you) something that should not impact on your eligibility or suitability for teaching, the Education Council may see it differently. What appears to **count against** you is **failure** to **disclose** at the time of selection. So, if you ticked 'No,' knowing that you had a conviction, we urge you to come forward **now** so that we can record the fact that you have disclosed this information. The Teachers Council **do** check with us as to whether or not you have disclosed. It is in your interests to have a discreet word with the Programme Director **now** by emailing Ngaire Hoben directly ([n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz)) rather than risk having your application for provisional registration declined or held up at the end of the year. **For further information, please refer to page 47.**

If you are **charged** or **convicted** after the start of the academic year, you must make an appointment with the Director Secondary Teacher Education ([n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz)) **immediately** to discuss this as it may have implications for your future teaching career.

## Assessment:

### Academic Progress Reviews

At undergraduate level to maintain the status of 'good' academic standing a student is required to pass at least 50% of points enrolled in any one semester. Failure to meet the 50% threshold will mean that a student's academic status in their next semester of study will be reviewed by the Associate Director Secondary Teacher Education or nominee.

### Assessment and Grading Scale

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

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

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

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

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

Example of a Grading System and descriptors relating to student attainment

GRADE	% VALUE	DESCRIPTION
A + A A -	90 – 100 85 – 89 80 - 84	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.
B + B B -	75 – 79 70 – 74 65 - 69	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.
C + C C -	60 – 64 55 – 59 50 - 54	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.
D + D	45 – 49 40 - 44	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D-	0 - 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.

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

## Canvas

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

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

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

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

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

## Assignment Submission

### Non-electronic submission of Assignments

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

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

### **Electronic Submission of Assignments**

All electronic submission of assignments must be uploaded to an assignment dropbox on Canvas, Moodle, or Turnitin as assigned by your lecturer. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission. **The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7 coursework apply to submission of online assignments. Your submission time in the GDTSE programme is 12.30pm.**

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

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

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

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

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

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

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

### **Attendance**

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

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

### Course Cut-Off Times

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

### Course Pass Grades

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

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

### Course Failure

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

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

### Extensions <https://foedassignments.auckland.ac.nz/>

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:

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

### Group Projects

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

### Literacy Standards

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

### Penalties for Late Work

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

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

*Note:* under Examination Regulation 1c and d (on page 55 of the 2017 University of Auckland Calendar) students must complete "to the satisfaction of the examiners." This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

### Referencing

All assignments must use an accepted referencing system employed in a refereed international journal in the fields of Education and Social Work. For Education, this is usually APA referencing style but be guided by your lecturer if you are unclear.

### **Repeated Fails**

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

In undergraduate programmes, a student who fails an EDPRAC course **once**, or a non-EDPRAC core course **twice**, must apply to the Director/Associate Director/Programme Leader to repeat the course. If the Director/Associate Director/Programme Leader, in consultation with the Head of School, grants the right to re-enrol the student must be informed in writing that a further fail may result in a recommendation to the Dean for discontinuation in the programme. 'Application to Repeat a Failed Course' forms are available from the programme's Student Advisor in the Education Student Centre.

In undergraduate programmes, students in their first-year of the programme are required to pass a specified number of points prior to completing the first Practicum.

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

### **Resubmission**

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

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

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

### **Return of Marked Assignments**

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

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

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

The application is made on the form Special Consideration: Unavoidable Personal Circumstances and must be supported by written evidence from a doctor or counsellor.

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

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

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

- d. submit a new task by a revised deadline.

### **Student Concerns**

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

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

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

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

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

### **Students with Failed Courses**

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

#### **Academic Integrity**

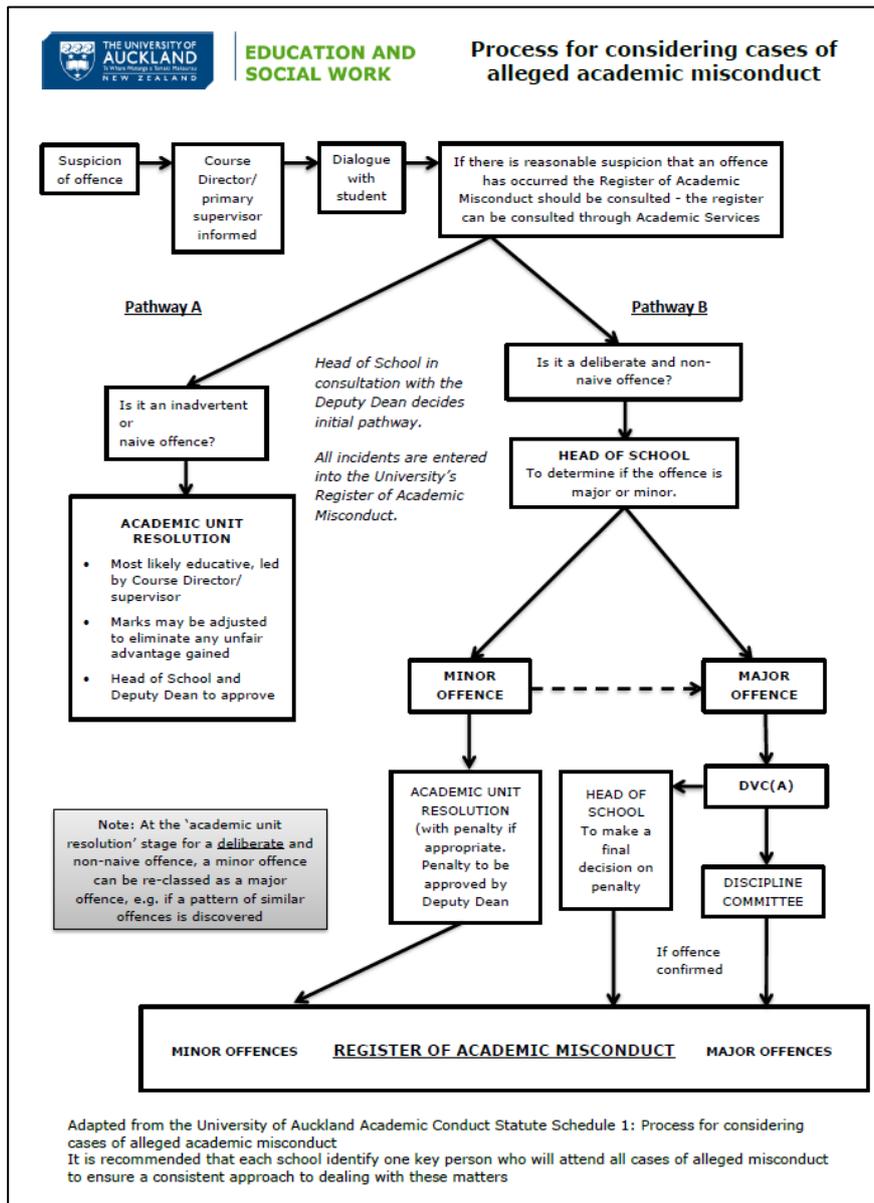
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2017 Calendar, pp 27. This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. Students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information visit this link: [http://www.auckland.ac.nz/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)

#### **Academic Misconduct**

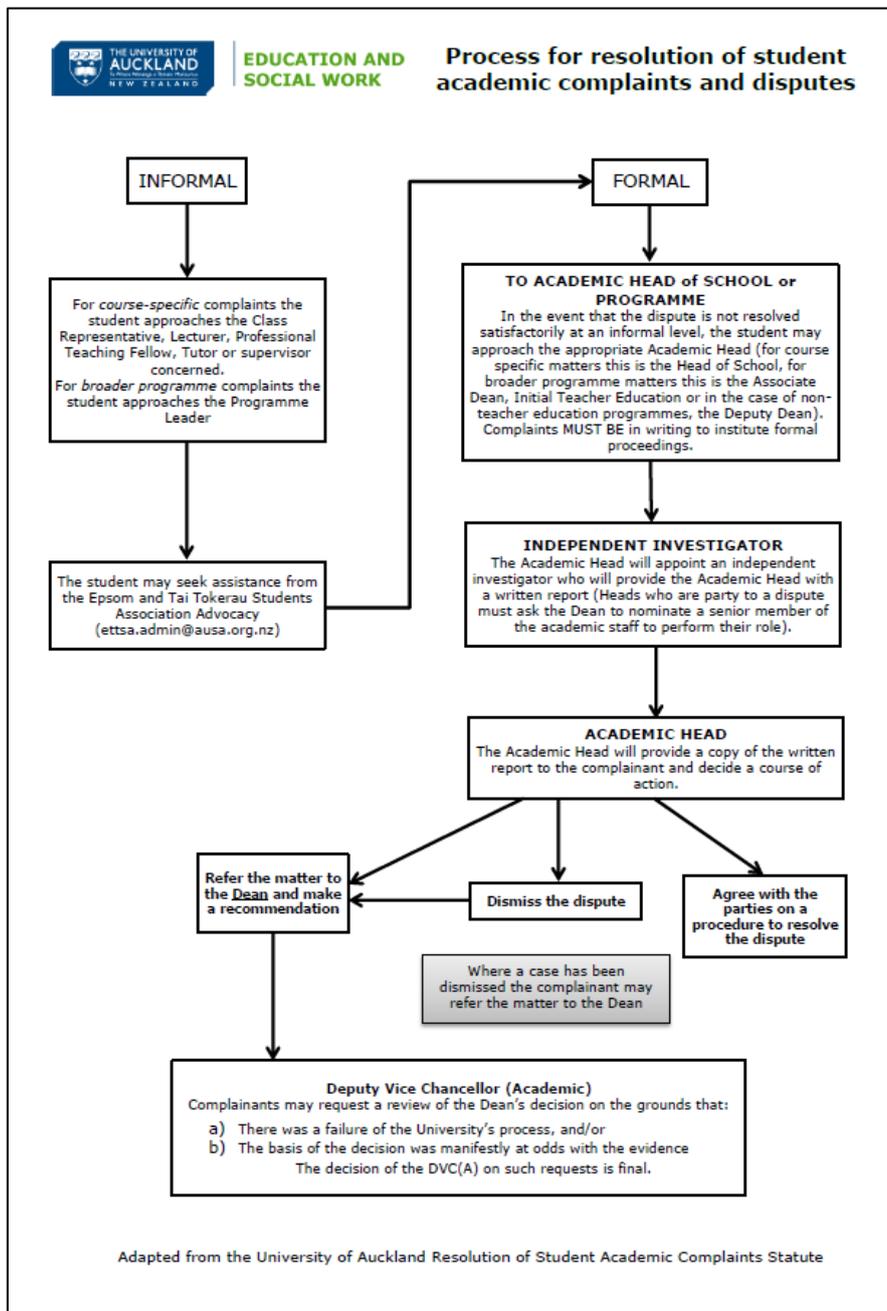
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

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

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



The University of Auckland's full guidelines on procedures and penalties for academic dishonesty are detailed in the University's "Guidelines: Conduct of Coursework" available at [www.auckland.ac.nz/academic\\_honesty](http://www.auckland.ac.nz/academic_honesty)



Adapted from the University of Auckland Resolution of Student Academic Complaints Statute

### Academic English Language Requirement

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

### Aegrotat and Compassionate Consideration

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

## Appeal of Course Marks or Grades

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

## Availability of Examination Scripts

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

## Conceded Passes

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

## Course Deletions and Withdrawals

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

## DELNA (Diagnostic English Language Needs Assessment)

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

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

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

Students who have an individual plan will then need to work on developing their English language skills in both an independent and supported manner. Students are expected to

work independently utilizing a range of on-line resources such as Grammar Smart, Writing for Academic Purposes, Reading for Academic Purposes and Pronunciation. Enrolment in relevant Student Learning Centre workshops will be useful also. Regular meetings with the DELNA Language Support person are necessary for success.

### **Group Assessment**

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

### **Partial Resits**

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

### **Student Email**

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

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

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

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

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

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

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

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

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

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

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

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

#### **Fees advice**

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

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

#### **Graduation**

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

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

#### **Submission in Māori**

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

#### **Third Party Assistance**

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. The following link provides full details regarding the type of advice and support that third parties can offer <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/third-party-coursework.html>

#### **Unsatisfactory Progress**

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

## Professional Requirements and Conduct

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

### Attendance

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

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

A copy of current Education Council criteria is included on pages 47 - 49 of this handbook. A review of a student's progress may result from concerns in these areas.

### Cheating and Plagiarism

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in course work as a serious academic offence. The University Guidelines (2001) on cheating define plagiarism as the use of other people's work in an assignment, and presenting it as your own without explicitly acknowledging or referencing where it came from. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments. Therefore, all assignments must be accompanied by a signed, student written declaration. This written declaration can be obtained via the following link: <https://foedassignments.auckland.ac.nz/>

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

You can avoid cheating by:

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

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

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

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

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

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

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

### **Developing Oral Language Skills**

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

The following are some of the areas covered:

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

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

### **Graduation**

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

For further details about graduation go to:

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

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

### **Jury Service**

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

(Please refer: <http://www.justice.govt.nz/services/access-to-justice/jury-service-1/just-been-summoned>).

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

The Library lending policy is explained in detail at:

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

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <http://www.library.auckland.ac.nz/subjects/edu/eduinfoservices.htm>.
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: <http://www.library.auckland.ac.nz/booking/>
- **Always** check your patron information on the Library Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your university email address ([netid@aucklanduni.ac.nz](mailto:netid@aucklanduni.ac.nz))
- If you are going to be away from the campus – on practicum or on holiday – please ensure that you return any library books before you go. The Library will not accept either of the above as excuses to cancel any penalty charges.

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

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

Professionalism and the Use of Social Media

The faculty launched its Facebook page in March 2011. Access the following links for professional and practical guidelines for the use of social media to help you maintain professional standards.

[Professionalism and the use of social media guidelines](http://www.teachersandsocialmedia.co.nz/)  
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### **Review of Student Progress**

The Associate Dean Initial Teacher Education or nominee will require a student to meet with a review committee if his/her performance is such that there is a risk that programme, provisional entry, or Education Council requirements may not be met.

Where concerns of an Education Council nature are raised about an individual student with the Associate Director, a Review Feedback Form may be circulated among staff working with that student. If there proves to be a pattern of concern, then a review meeting will be instigated.

### **Tracking Student Performance**

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

## Programme Changes, Procedures and Regulations

### Change of Address / Personal Details

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

### Change of Name

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

### Deferring from Programme

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

**Please note:** Students deferring should note that the programme from which they defer may not be available in the same form, sequence or time-frame when they return, and full credit may not always be awarded for previous study.

Follow the same procedure as for resignation (below).

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

### Resignation from Programme

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

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

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

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

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

An administration fee will apply. Please refer to the *University of Auckland Calendar 2017*.

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

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

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

**Withdrawal from Courses**

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

## University Statement on Student Feedback

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Teacher Registration

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

In awarding a teaching qualification, the University of Auckland, Faculty of Education and Social Work must be confident of each graduate's ability to meet professional standards. During the course of their programme all candidates must demonstrate that they can meet the teacher registration criteria that are reprinted below. Failure to do so may result in a formal review of a candidate's place in the programme.

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

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

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

### **Criteria for Registration of a Teacher**

#### **Is of Good Character**

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

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

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

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

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

A person who is 'fit to be a teacher' should have the personal qualities to operate in four domains: in the teaching/learning space (e.g., classroom), in the learning centre (e.g.,

school, kohanga reo), in the community and in the teaching profession. In each domain a teacher will interact with learners (students), parents/whanau/caregivers, employer and colleagues, and should at all times maintain high standards of:

**Trustworthiness, to:**

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

**Honesty, to:**

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

**Reliability, to:**

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

**Sensitivity and compassion, to:**

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

**Respect for others, to:**

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

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

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

**Communication, to:**

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

**Physical and mental health, to:**

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

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

For example:

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

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

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

## Registration and Other End-of-Year Procedures

### Provisional Registration

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

You begin this process by downloading and completing the form from the website: <http://www.educationcouncil.org.nz/>

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

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

- The Education Council requires a **Police Check**. This can take time (i.e., months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand. Initiate your check well in advance of the end of the year.
- Your starting salary is determined by the Ministry of Education. Your previous employment in areas related to education and teaching **may** contribute to your starting at a higher level than the basic starting 'step'. Make sure you **document** your employment history. This can be done during 2017. Seek proof of employment from previous employers (where relevant), preferably with a very brief description of duties undertaken.

### International Students

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