



THE UNIVERSITY  
OF AUCKLAND

**FACULTY OF EDUCATION**

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

# 2014

## Graduate Diploma in Teaching (Early Childhood Education) Programme Handbook

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Kia koutou ngā taurira hou,  
E ngā mana, e ngā mata waka o te ao,  
Tena ra koutou katoa  
Tenei te mihi ki a koutou e whai ake nei i te matauranga  
Hei whakakiki i a koutou kete  
No reira, kia kaha, kia maia, kia manawanui  
Ngā mihi nui ki a koutou

*To all new students,  
Many from various corners of the world,  
Greetings to you all  
Greetings to you all in your pursuit of knowledge  
to fill your baskets with wisdom.  
Be strong, be patient, and have faith in yourselves.*

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## Introduction

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Welcome to the Faculty of Education at the University of Auckland.

The aim of all of 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.

To this end, 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).

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 faculty graduate outcomes that contribute to each vital area and collectively address the overarching goal of the Conceptual Framework, underpins all teacher education qualifications (please refer to page 8 for Principles and Graduate Outcomes). These, in turn, link to the New Zealand Teachers Council Graduating Teacher Standards (please refer to page 7).

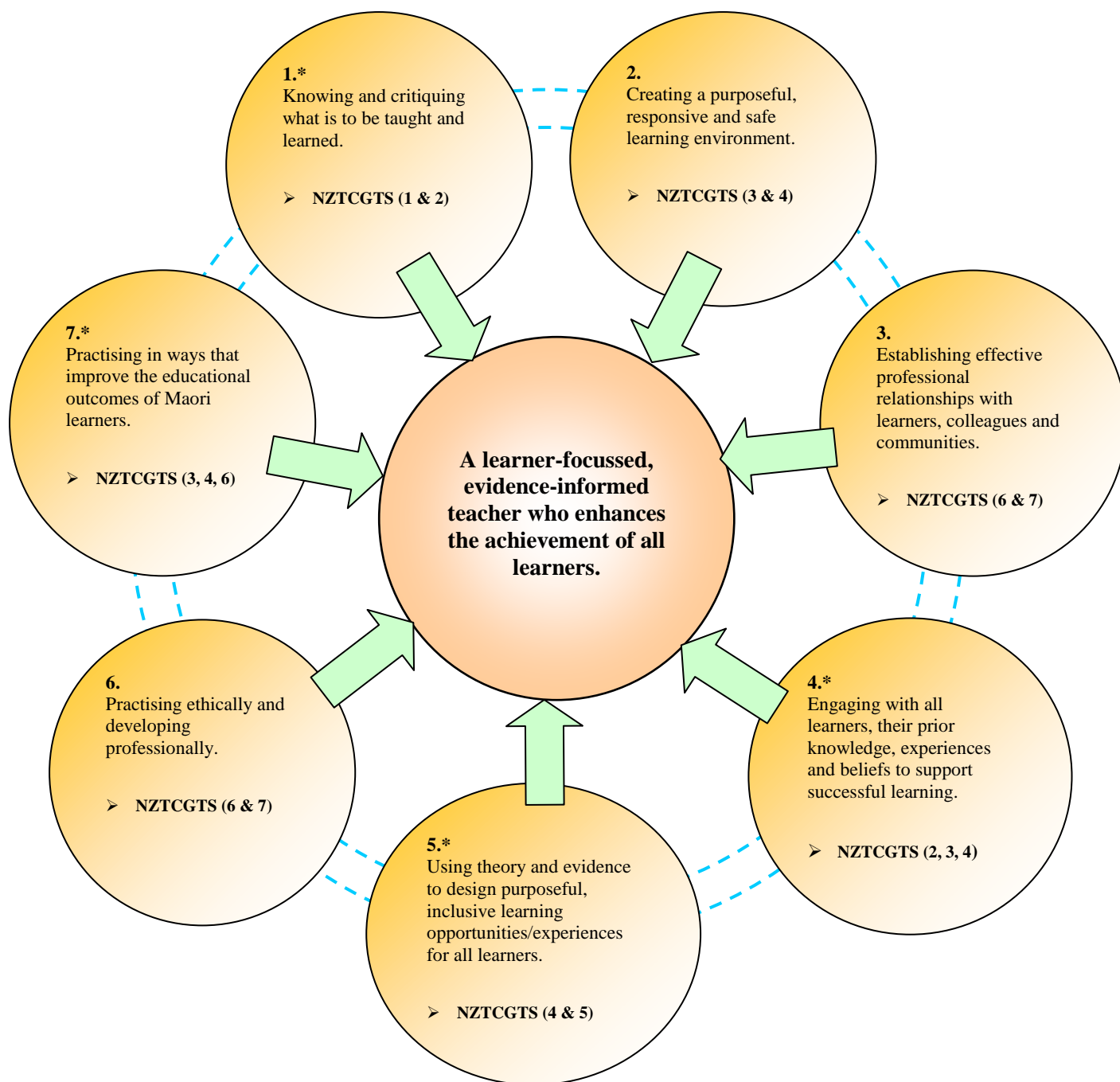
Concepts relating to Maori and diversity are fundamental to the achievement of all other outcomes. The first concept is the recognition of the special place of Maori in education in Aotearoa/New Zealand. This recognizes the commitment to prepare teachers with a sound understanding of Maori education 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 and rewarding experience that results in you becoming a successful beginning teacher.

### 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.
- 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 Maori learners and communities.
- b. Developing knowledge of tikanga Maori, te ao Maori and te reo Maori.

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

### Comments:

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

# NZTC Graduating Teacher Standards: Aotearoa New Zealand

<b>PROFESSIONAL KNOWLEDGE</b>	
<b>Standard 1:</b>	<b>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:</b>	<b>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:</b>	<b>Graduating Teachers understand how contextual factors influence teaching and learning</b>
a)	have an understanding of the complex influences that personal, social and cultural factors may have on teachers and learners
b)	have knowledge of tikanga and te reo Maori to work effectively within the bicultural contexts of Aotearoa New Zealand
c)	have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand
<b>PROFESSIONAL PRACTICE</b>	
<b>Standard 4:</b>	<b>Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment</b>
a)	draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating
b)	use and sequence a range of learning experiences to influence and promote learner achievement
c)	demonstrate high expectations of all learners, focus on learning and recognise and value diversity
d)	demonstrate proficiency in oral and written language (Maori and/or English), in numeracy and in ICT relevant to their professional role
e)	use te reo Maori me nga tikanga-a-iwi appropriately in their practice
f)	demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners
<b>Standard 5:</b>	<b>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:</b>	<b>Graduating Teachers develop positive relationships with learners and the members of learning communities</b>
a)	recognise how differing values and beliefs may impact on learners and their learning
b)	have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whanau and communities
c)	build effective relationships with their learners
d)	promote a learning culture which engages diverse learners effectively
e)	demonstrate respect for te reo Maori me nga tikanga-a-iwi in their practice
<b>Standard 7:</b>	<b>Graduating Teachers are committed members of the profession</b>
a)	uphold the New Zealand Teachers Council Code of Ethics/Nga Tikanga Matatika
b)	have knowledge and understanding of the ethical, professional and legal responsibilities of teachers
c)	work co-operatively with those who share responsibility for the learning and wellbeing of learners
d)	are able to articulate and justify an emerging personal, professional philosophy of teaching and learning

## Principles Underpinning Teacher Education Programmes and Related Outcomes

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



## Faculty Contacts

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

<b>TEACHER EDUCATION</b>	
<b>Director Early Childhood Teacher Education</b>	▪ Barbara Backshall
<b>Director Primary Teacher Education</b>	▪ Jeanne Sheehan
<b>Director Secondary Teacher Education</b>	▪ Dr Ngaire Hoben
<b>Bachelor of Physical Education Programme Leader</b>	▪ Mike Truman
<b>Associate Director Early Childhood Teacher Education</b>	▪ Shiree Lee
<b>Associate Director Primary Teacher Education</b>	▪ Vivienne Mackisack
<b>Associate Director Secondary Teacher Education</b>	▪ Kelly Bigwood
<b>Academic Programmes Co-ordinator at Manukau</b>	▪ Pam Millward

<b>SCHOOLS</b>	<b>HEAD OF SCHOOL</b>
<b>School of Counselling, Human Services and Social Work</b>	▪ Associate Professor Christa Fouché
<b>School of Critical Studies in Education</b>	▪ Associate Professor Carol Mutch
<b>School of Curriculum and Pedagogy</b>	▪ Professor Judy Parr
<b>School of Learning, Development and Professional Practice</b>	▪ Associate Professor Christine Rubie-Davies
<b>School of Te Puna Wananga</b>	▪ Dr Jenny Lee

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<b>Associate Dean Programmes</b>	▪ Dr Eleanor Hawe
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<b>Associate Dean Tai Tokerau</b>	▪ Dr Brent Mawson
<b>Director Maori-Medium Education</b>	▪ Hemi Dale

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## Features of the Graduate Diploma in Teaching (Early Childhood Education)

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The Graduate Diploma in Teaching (Early Childhood Education) builds on the principles and conceptual framework that underpin the University of Auckland pre-service teacher education qualifications. It has an evidence-informed, outcomes-focused and inquiry-based approach to preparing student teachers to teach diverse learners. It acknowledges learning as a complex process and begins from the premise that teaching is a moral and ethical activity which requires critical knowledge, skills and dispositions to result in quality education for children. The programme therefore offers learning opportunities to student teachers that require them to critique their own knowledge, beliefs and understandings. This forms the basis for them to develop new knowledge, understandings and a repertoire of skills that will enable them to teach effectively as beginning teachers. To achieve this, the programme weaves together strands of pedagogy, subject matter knowledge, an awareness of context and an understanding of learners, along with skills of critical reflection and analysis. This is demonstrated in the course outlines and the links made in these to the pre-service teacher education graduate outcomes outlined earlier in this document.

Courses in this programme highlight the importance of developing pedagogical practices that value and address diversity (Alton-Lee, 2003). These practices include the development of an ethic of care and quality teaching that focuses on young children's learning. The importance of responding effectively to the needs and aspirations of Maori learners is addressed. Diversity, on many dimensions, is increasingly recognised as a challenge for teachers in New Zealand. Preparing student teachers to cater for diversity, in particular Pasifika children, is relevant to the Auckland and wider New Zealand populations. This programme offers courses which directly address this challenge.

The way in which the courses are structured and delivered reflects consideration of best practice in adult learning. The programme recognises that candidates in this programme are motivated adult learners who bring with them academic qualifications, content knowledge, understandings and skills. This prior knowledge and experience is valued by the programme and is also examined through the tools of critical reflection outlined above in order to understand the impact of personal assumptions and beliefs on teaching practice. These student teachers are adult learners who are beginning a professional learning process. They are required to develop an ongoing commitment to effective practice and learning. The Graduate Diploma in Teaching (Early Childhood Education) qualification consists of 150 points and is available both full-time, over one extended academic year, or part-time, over two extended academic years. The full-time course of study involves ten 15-point courses. Each course involves approximately 40 hours of face-to-face teaching and approximately 100 hours of self-directed study.

The programme of study is delivered face-to-face and in flexible mode. Face-to-face mode means either in block courses (5 weeks), or weekly lectures during a semester (an approximately 9-11 week period). Flexible mode means study will be by study guide with regular interactions with lecturers and other students via the internet. Some courses for this programme of study are designed as internet only courses with no study guide. This means that, for those courses, all information is accessed through the internet class. Flexible students will also have up to seven days of on-campus workshops/lectures within each semester.

### References:

Alton-Lee, A. (2003). *Best evidence synthesis: Quality teaching for diverse students in schooling*. Wellington: Ministry of Education.

## Course Enrolment Information for Face-to-Face and Flexi Students 2014

Face to Face cohort – Full-time	Flexi cohort – Full-time
<b>Semester One 2014</b>	<b>Semester One 2014</b>
EDCURRIC 630 – Early Years Curriculum	EDCURRIC 630 – Early Years Curriculum
EDCURRIC 632 – The Arts	EDCURRIC 631 – Languages and Culture
EDCURRIC 635 – Exploration	EDCURRIC 634 – Hauora
EDCURRIC 634 – Hauora	EDCURRIC 635 – Exploration
EDPROFST 622 – Learning Theories	EDPROFST 622 – Learning Theories
EDPRAC 621 – Conceptualising Practice (Practical experience in an early childhood centre)	EDPRAC 621 – Conceptualising Practice (Practical experience in an early childhood centre)
<b>Semester Two 2014</b>	<b>Semester Two 2014</b>
EDPROFST 621 - Personal Pedagogy <b>OR</b> (with Director’s approval) EDPROFST 624 - Professional Knowledge in Early Childhood Education (This change can be made towards the end of Semester One without incurring any extra fee, so students are advised to enrol in EDPROFST 621 - Personal Pedagogy for now)	EDPROFST 621 - Personal Pedagogy <b>OR</b> (with Director’s approval) EDPROFST 624 - Professional Knowledge in Early Childhood Education (This change can be made towards the end of Semester One without incurring any extra fee, so students are advised to enrol in EDPROFST 621 - Personal Pedagogy for now)
EDCURRIC 631 – Languages and Cultures	EDCURRIC 632 – The Arts
EDCURRIC 633 – Te Ao Maori	EDCURRIC 633 – Te Ao Maori
EDPRAC 622 – Pedagogy in Practice (Practical experience in an early childhood centre)	EDPRAC 622 – Pedagogy in Practice (Practical experience in an early childhood centre)

Face-to-Face cohort – Part-time	Flexi cohort – Part-time
<b>Semester One 2014</b>	<b>Semester One 2014</b>
EDCURRIC 630 – Early Years Curriculum	EDCURRIC 630 – Early Years Curriculum
EDPROFST 622 – Learning Theories	EDPROFST 622 – Learning Theories
<b>Semester Two 2014</b>	<b>Semester Two 2014</b>
EDCURRIC 631 – Languages and Culture	EDCURRIC 632 – The Arts
EDCURRIC 633 – Te Ao Maori	EDCURRIC 633 – Te Ao Maori
EDPRAC 621 – Conceptualising Practice (Practical experience in an early childhood centre)	EDPRAC 621 – Conceptualising Practice (Practical experience in an early childhood centre)

### Part-time students please note:

In Semester One you have no requirement to be on-line when the full-time students are on practicum. Please check the Calendar on pages 13 and 14 of this Programme Handbook.

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## Courses within the Programme

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EDCURRIC 630	Early Years Curriculum (is a pre-requisite for EDPROFST 621)
EDCURRIC 631	Language and Cultures
EDCURRIC 632	The Arts
EDCURRIC 633	Te Ao Maori Early Childhood Education
EDCURRIC 634	Hauora
EDCURRIC 635	Exploration
EDPROFST 621	Personal Pedagogy
EDPROFST 622	Learning Theories (is a pre-requisite for EDPROFST 621)
EDPROFST 624	Professional Knowledge (replacement course for EDPROFST 621 where required).

If a student has completed BEd (Tchg) Primary qualification in the last six years and has gained a B+ pass or above in EDCURRIC 630 and EDPROFST 622, then please discuss this option with the Director Early Childhood Teacher Education.

EDPRAC 621	Conceptualising Practice (Practicum placement)
EDPRAC 622	Pedagogy in Practice (Practicum placement)

# Graduate Diploma in Teaching (ECE) Calendar 2014

2014 Dates							Standard Teaching Periods (see below)			Graduate Diploma ECE		
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	UoA Standard Pattern	FoEd Pattern	ECED-GDETE 1.0	ECED-GDETE 1.0F	ECED-GDETE MYF
1	30-Dec	31-Dec	New Years Day	New Years Day Hol	3-Jan	Summer School Lectures Begin 6th	Christmas Holidays					
2	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan							
3	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan							
4	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan							
5	Akl'd Ann Day	28-Jan	29-Jan	30-Jan	31-Jan		Term 1 Begins			Intro Day 28 Jan	Flexi Block	Flexi Block
6	3-Feb	4-Feb	5-Feb	Waitangi Day	7-Feb					Block Delivery 3 Feb-28 Feb		
7	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb	Summer School Lectures End 14th						
8	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb	Study Break/Exams		Study Break/Exams	Study Break/Exams			
9	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb							
10	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar	Semester 1 Lectures Begin 3rd		Semester 1 Lectures Begin 3rd	Sem 1 Lectures Begin 3rd			
11	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar							
12	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar							
13	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar						Flexi Block	Flexi Block
14	31-Mar	1-Apr	2-Apr	3-Apr	4-Apr							
15	7-Apr	8-Apr	9-Apr	10-Apr	11-Apr					EDPRAC 621 31 Mar - 17 April	EDPRAC 621 31 Mar - 17 April	EDPRAC 622 31 Mar - 17 Apr
16	14-Apr	15-Apr	16-Apr	17-Apr	Good Friday	UoA Mid-Semester Break 14 - 26 April	Term 1 Ends	UoA Mid-Semester Break 14 - 26 April				
17	Easter Monday	Easter Holiday	23-Apr	24-Apr	ANZAC Day		School Holidays		FOED Break	FOED Break	FOED Break	FOED Break
18	28-Apr	29-Apr	30-Apr	1-May	2-May							
19	5-May	6-May	7-May	8-May	9-May	Graduation - 5, 7, 9	Term 2 Begins					
20	12-May	13-May	14-May	15-May	16-May					EDPRAC 621 Cont... 5 May - 30 May	EDPRAC 621 Cont... 5 May - 30 May	EDPRAC 622 Cont... 5 May - 30 May
21	19-May	20-May	21-May	22-May	23-May							
22	26-May	27-May	28-May	29-May	30-May							
23	Queen's Birthday	3-Jun	4-Jun	5-Jun	6-Jun	Semester 1 Lectures End 6th						
24	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun							
25	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS			
26	23-Jun	24-Jun	25-Jun	26-Jun	27-Jun							
27	30-Jun	1-Jul	2-Jul	3-Jul	4-Jul		Term 2 Ends					
28	7-Jul	8-Jul	9-Jul	10-Jul	11-Jul	INTER SEMESTER BREAK	School Holidays	INTER SEMESTER BREAK	INTER SEMESTER BREAK	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK	INTER-SEMESTER BREAK
29	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul					INTER-SEMESTER BREAK	Flexi Block	
30	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	Semester 2 Lectures Begin 21st	Term 3 Begins	Sem 2 Lectures Begin 21st	Sem 2 Lectures Begin 21st	Sem 2 Lectures Begin 21st		
31	28-Jul	29-Jul	30-Jul	31-Jul	1-Aug							
32	4-Aug	5-Aug	6-Aug	7-Aug	8-Aug							
33	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug							
34	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug						Flexi Block	
35	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug							

36	1-Sep	2-Sep	3-Sep	4-Sep	5-Sep	UoA Mid-Semester Break 1st Sept - 13 Sept		UoA Mid Semester Break			Study Week	Study Weeks							
37	8-Sep	9-Sep	10-Sep	11-Sep	12-Sep														
38	15-Sep	16-Sep	17-Sep	18-Sep	19-Sep														
39	22-Sep	23-Sep	24-Sep	25-Sep	26-Sep	Graduation - 23	Term 3 Ends												
40	29-Sep	30-Sep	1-Oct	2-Oct	3-Oct		School Holidays		FOED Break	FOED Break	FOED Break	FOED Break							
41	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct														
42	13-Oct	14-Oct	15-Oct	16-Oct	17-Oct		Term 4 Begins												
43	20-Oct	21-Oct	22-Oct	23-Oct	24-Oct	Semester 2 Lectures End 24th													
44	Labour Day	28-Oct	29-Oct	30-Oct	31-Oct	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	EDPRAC 622 13 Oct - 28 Nov	EDPRAC 622 13 Oct - 28 Nov								
45	3-Nov	4-Nov	5-Nov	6-Nov	7-Nov														
46	10-Nov	11-Nov	12-Nov	13-Nov	14-Nov														
47	17-Nov	18-Nov	19-Nov	20-Nov	21-Nov														
48	24-Nov	25-Nov	26-Nov	27-Nov	28-Nov														
49	1-Dec	2-Dec	3-Dec	4-Dec	5-Dec														
50	8-Dec	9-Dec	10-Dec	11-Dec	12-Dec														
51	15-Dec	16-Dec	17-Dec	18-Dec	19-Dec		Term 4 Ends - Prim/Sec												
52	22-Dec	23-Dec	24-Dec	Christmas Day	Boxing Day														
53	29-Dec	30-Dec	31-Dec	1-Jan	2-Jan														

## 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.

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	Academic English Language Co-ordinator Jenni Bedford, ext 48186 Speech Language Therapist Elaine Tasker, ext 48756 Student Learning Hilary van Uden, ext 46316
Deferral, withdrawals, transfer from programme	Director Early Childhood Teacher Education
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block Level 3 foyer
Disability Support	Email: <a href="mailto:disability@auckland.ac.nz">disability@auckland.ac.nz</a> Website: <a href="http://www.disability.auckland.ac.nz">www.disability.auckland.ac.nz</a>
Early Childhood Centre	Epsom Campus - P Block
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Director Early Childhood Teacher Education, Course Director
Financial, Student Association etc.	ETTSA Inc, Budgeting Service, Margaret Lewis ext 48544
Flexible mode students – anything missing from study guide	Centre for Educational Design and Development Email: <a href="mailto:cedd@auckland.ac.nz">cedd@auckland.ac.nz</a>
Health/Medical	Epsom Campus Student Health Service, R Block ext 48526, DD 6238889
International Students	Associate Dean International Students Dr John Hope ext 87515 (B103)
Moodle assistance (for flexible students)	Moodle Administrator, ext 48698 Email: <a href="mailto:foed-Moodle@auckland.ac.nz">foed-Moodle@auckland.ac.nz</a>
Personal, professional or confidential issues	Epsom Campus Counsellors: make appointment at Student Health Services DD 6238889
Practicum experience	Practicum Adviser, Laurice Joicey, ext 48868 or email <a href="mailto:l.joicey@auckland.ac.nz">l.joicey@auckland.ac.nz</a> , Director Early Childhood Teacher Education, Barbara Backshall, ext 48536 or email <a href="mailto:b.backshall@auckland.ac.nz">b.backshall@auckland.ac.nz</a>
Qualification issues	Director Early Childhood Teacher Education
Student Allowances/Loans	StudyLink, 0800-889900
Support for Maori students Te Korowai Atawhai / Maori Student Support Service	Kai Manaaki/Maori Student Support Co-ordinator: Rochai Taiaroa, ext 46388 Kaiawhina & student study space (contact Rochai for location) Te Puna Wananga Graduate student space (B Block)
Support for Pasifika students	Pasifika Success Co-ordinator (Level 2 N211 ext 48367)
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 6238886 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
University Careers Services	City Campus

### Contact Details for Campuses:

Epsom Campus

Tai Tokerau Campus

City Campus

Phone: 623 8899

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

Phone: 373 7599

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## Practicum

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### Introduction

There are two practicum courses for the Graduate Diploma in Teaching (Early Childhood Education) students. The first 15-point course, EDPRAC 621, comprises of two blocks of practicum. Each block is carried out in a different centre. The first block is for three weeks. The second block is for four weeks. The second practicum, EDPRAC 622, is a seven-week block placement in an early childhood centre.

### How early childhood centre practicums are organised:

Students at enrolment complete an online practicum choices form for the first semester 2014. Students' practicum early childhood centres are organised by the practicum office – Early Childhood Advisor – Laurice Joicey. Should (in exceptional cases) none of the early childhood centres requested be available, then the student will be informed by telephone or email and asked to make contact with the Early Childhood Practicum Adviser. **Please note:** Students may not approach an early childhood centre to organise their own practicum. Students may only approach an early childhood centre once they have received confirmation of practicum early childhood centre they are to be in.

Semester two practicum: An online choice form will become available to be completed by students early June 2014.

If a student is out of synchrony with their cohort due to a course failure, deferral, and withdrawal or for any other reason, they must also check with the Student Education Centre to ensure they are eligible to enrol. Practicum cannot happen if it clashes with any programme course work. Out of schedule practicum may be allowed in exceptional circumstance but only after consultation with the Director of Early Childhood Teacher Education. Students are advised that an out of schedule practicum will extend their time to completion of the programme. **Please Note:** if a student has an out of schedule practicum and are eligible for a student loan, they may not qualify for a student allowance during the out of schedule practicum.

### Procedures

Requests for placement in centres are usually made at the time of (re)enrolment or through the Early Childhood Education Practicum Adviser early in the semester before the particular practicum placement. A list of placement centres available for selection will be provided in most cases. For each practicum block, students are required to complete a placement request form online to indicate centre preferences.

Should any of the requested early childhood centres be unable to confirm a student's placement, then the student will be informed by telephone or email and will be asked to make contact with the Early Childhood Education Practicum Adviser.

**Please note:** Students may not approach a centre to organise their own placement. Students may only approach a centre when a confirmed placement has been posted and the date for Associate Teacher contact has been advised.

### Placement Requirements

Placement restrictions with regard to links with family members.

Students may not be placed for practicum where:

1. A member of their family attends as a student or as a staff member



2. The student teacher or their family has been or is currently employed in any capacity
3. The student teacher has a personal relationship with any member of the centre staff or Management Committee
4. The student teacher works in an early childhood education and care centre managed by the same owner/committee.

### **Completing a Range of Placements**

All students are required to complete a range of placements to ensure a necessary breadth of experience and to increase the validity of the assessment of competence for national credentialing. There are some specific placement requirements for students. It is the student's responsibility to become familiar with these.

Placements must include:

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

### **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 centres, as individuals and organisations, we must be informed about and adhere to the requirements of the Privacy Act. However, for students on Practicum, Principle 1 - Purpose of Personal Information, Principle 4 - Manner of Collection of Personal Information, Principle 10 - Limits on Use of Personal Information and Principle 11 - Limits on Disclosure of Personal Information are particularly relevant.

Students should familiarise themselves with early childhood centre policies that relate to confidentiality and the Privacy Act. In particular, the following should be noted:

Associate Teacher and parent/guardian consent must be obtained prior to students taking photographs, audiotapes or videotapes of children. Early childhood students must ensure that ethical procedures are followed as outlined in the Practicum Handbook.

Information gained about children, their family/whanau, staff and other student teachers while on Practicum 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 10d, (i) and (ii) nor
- 2.2 Using the information in a form in which the individual concerned is not identified, Principle 10f, (i).

Students should also note the New Zealand Teachers Council criteria 'Fit to be a Teacher' which includes "trustworthiness; to preserve confidences, meet any reasonable requirement for the protection and safety of others."

### **Students with Family Responsibilities**

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

### **Assessment of Practicum Courses Involving Centre Placement**

Practicum points are awarded on successful achievement of practicum learning outcomes. Performance is usually jointly assessed by the student, the Associate Teacher and the University Supervisor. Wherever possible a 'triadic' meeting of all three parties will be held for assessment purposes. This meeting, facilitated by the University Supervisor, will seek consensus in making assessment decisions. Where consensus is not achievable, the University Supervisor, in consultation with the Director Early Childhood Teacher Education, has ultimate responsibility for the decision.

**Cut-off time** for Practicum courses – this will be two calendar weeks following the last scheduled day of the Practicum except as deemed otherwise by the Director Early Childhood Teacher Education.

**Note:** It is the student's responsibility to ensure that all necessary documentation is completed and results delivered to the Practicum Office. For further details of placement requirements and procedures and requirements for professional conduct whilst on Practicum etc., please refer to the Practicum Handbook.

If posting documentation in to the faculty, please address the envelope to:

Laurice Joicey  
Practicum Adviser Early Childhood Education  
Faculty of Education – Office H202  
Gate 3, 74 Epsom Avenue  
Epsom  
Auckland 1023

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## Programme Assessment

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### Assignment Cover Sheets

Students go on-line to generate their unique coversheet for each up-coming assignment at:  
<https://foedassignments.auckland.ac.nz>

This link provides important information and FAQs about the service.

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

### 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 2014 states that students must attend "to the satisfaction of the examiner."

### Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with the university regulations. For full details see *The University of Auckland Calendar* Examination Regulation 18. Therefore there are no conceded passes in the Graduate Diploma in Teaching (Early Childhood Education) qualification.

### Extensions

Student requests for extensions should be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension.

Extensions will not be granted for **academic workload** reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Please note that compassionate reasons may include significant and unexpected pressures in a person's employment situation. The Course Director, (or nominee where applicable) can grant extensions for the shorter of:

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

### Grading Scale

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 as 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.

### Individual and Group Assessments

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

## 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 (please refer to page 47 of the University Calendar 2014), students must complete “to the satisfaction of the examiners.” This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

## Referencing

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

## Repeated Fails

*‘A student who has twice enrolled in, but has failed to be credited with a pass in, a course is not entitled to enrol again in that course other than in exceptional circumstances approved by the Senate or its representative.’* (Please refer to Enrolment and Programme Regulation 6c on page 21 of the University Calendar 2014).

With regard to Practicum requirements, *‘re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.’* Please refer to Practicum Requirements on page 206 of the University Calendar 2014.)

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

## Resubmission

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

At the discretion of the Director, and in consultation with the Course Director, a student in a Graduate Diploma in Teaching programme 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 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, 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 an 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 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 that the student is unable to submit a component of **coursework**, he/she may apply to the 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/Programme Leader supports the application, the Course Director, in consultation with the Head of School, may:

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

## Student Concerns

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

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

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

- a. Approach the Director 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 Deputy Dean Teacher Education/Associate Dean 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 Students.
- 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.

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

No assessment material will be received after semester cut-off times. Semester cut-off times for the programme are:

Semester One 2014 – 18 July

Semester Two 2014 – 17 October

(Except EDPRAC 622 which has a cut-off date of 05 December)

### **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. The need to re-sit a failed course is particularly so for prerequisite 'Early Years Curriculum' and 'Learning Theories' courses in the first semester of study. This, and potential clashes with Practicum, may require an extension to a student's programme of study. In exceptional circumstances the 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.

### **Review of Student Progress**

The Deputy Dean 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 New Zealand Teachers Council requirements may not be met.

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

### **Literacy Standards**

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

### **DELNA Requirement**

All students who have been accepted into Faculty of Education at the University of Auckland are required to undertake the Diagnostic English Language Needs Assessment (DELNA) screening. DELNA is designed to assess the English language ability of new students so that they can be supported in their study at the university. In professional programmes it is also important that students have well-developed English language skills to meet the graduating standards of their particular programme.

To this end, all students in the Faculty of Education, including Graduate Diploma of Teaching and Education Foundation students, will complete the DELNA language requirements.

One course in every programme includes a statement that says:

***In addition to meeting the learning outcomes specified above, you must demonstrate an acceptable level of English language competency as measured by the DELNA assessment.***

In your programme the course is:

**EDPRAC 621 – Conceptualising Practice**

**There are three parts to meeting the DELNA learning outcome of this course:**

### **1. Screening**

The DELNA screening is a thirty-minute online task.

The screening will be offered three days a week for the first month of the semester.

You must complete the screening within one month of the start of your semester and you book online for the screening at [www.delna.auckland.ac.nz](http://www.delna.auckland.ac.nz).

- If you score *satisfactory* or better on the initial DELNA screening, you will automatically meet the DELNA requirement of the course. You are not required to do anything more.
- If you score *diagnosis required*, you will be required to undertake the DELNA Diagnosis.

### **2. Diagnosis**

The DELNA diagnosis provides a more detailed assessment of a student's English language skills. The diagnosis is a two hour pen and paper assessment that has three components: listening, reading and writing.

You book online for the diagnostic assessment at [www.delna.auckland.ac.nz](http://www.delna.auckland.ac.nz)

If you are required to complete the DELNA diagnosis and you score *satisfactory* or better, you will meet the DELNA requirement of the course.

If it is found that you need support, you will be required to develop an individual plan to improve your English language skills.

### **3. Developing an individual plan to improve your English language skills**

If you are required to develop an individual plan to improve your English language skills, you will meet with the Academic English Language Support Person, Jenni Bedford, Office N323, email address: [j.bedford@auckland.ac.nz](mailto:j.bedford@auckland.ac.nz) Extn: 48186. Jenni will assist you with developing your plan and will help you to seek the most appropriate support to meet your own needs.

When you have completed your individual plan, you will be credited with the DELNA requirement of the course.

The DELNA diagnosis and, if required, the development of your individual plan, must be completed within two months of the beginning of Semester One.

**Please be aware that if you do not complete the DELNA requirements in the first semester as outlined, you will not gain credit for the course to which the DELNA requirement is attached, and you will have an N/A recorded on your transcript against that course. In that event, you would need to meet the DELNA requirement in order to gain credit for that course.**

Please note:

If you have already undertaken DELNA at the University of Auckland and have scored *satisfactory* or above, you do not need to undertake the DELNA assessment again.



## 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/>.

Your course may be assessed using Turnitin, a computerized detection mechanism. If this is the case you will be required to provide both an electronic and hard copy version of your work. To portray work as being your own when it is not is cheating. **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 that 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. To avoid having your work copied without permission, do not lend your draft or complete assignments to anyone. 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.

Full details of the University's policy are available from

<http://www.auckland.ac.nz/uoa/home/about/teaching-learning/honesty/tl-about-academic-honesty>.

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## Professional Requirements and Conduct

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### 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 both 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 lecturer/s or Associate Teacher/s as a matter of professionalism and courtesy. Please see the Director or a counsellor if you feel this is more appropriate.

**Important note:** It is the University of Auckland's responsibility to confirm that graduates meet 'satisfactory teacher' criteria for provisional registration by the New Zealand Teachers 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 New Zealand Teachers Council criteria is included in this handbook. A review of a student's progress may result from concerns in these areas.

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

Levels of attendance/engagement inconsistent with New Zealand Teachers Council requirements will be reported to the Director for follow-up. Please refer to 'Review of Student Progress' on page 23 of this handbook.

### **Academic Integrity**

All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2014 Calendar, p.22). This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. Students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information visit this link: [www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity](http://www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity)

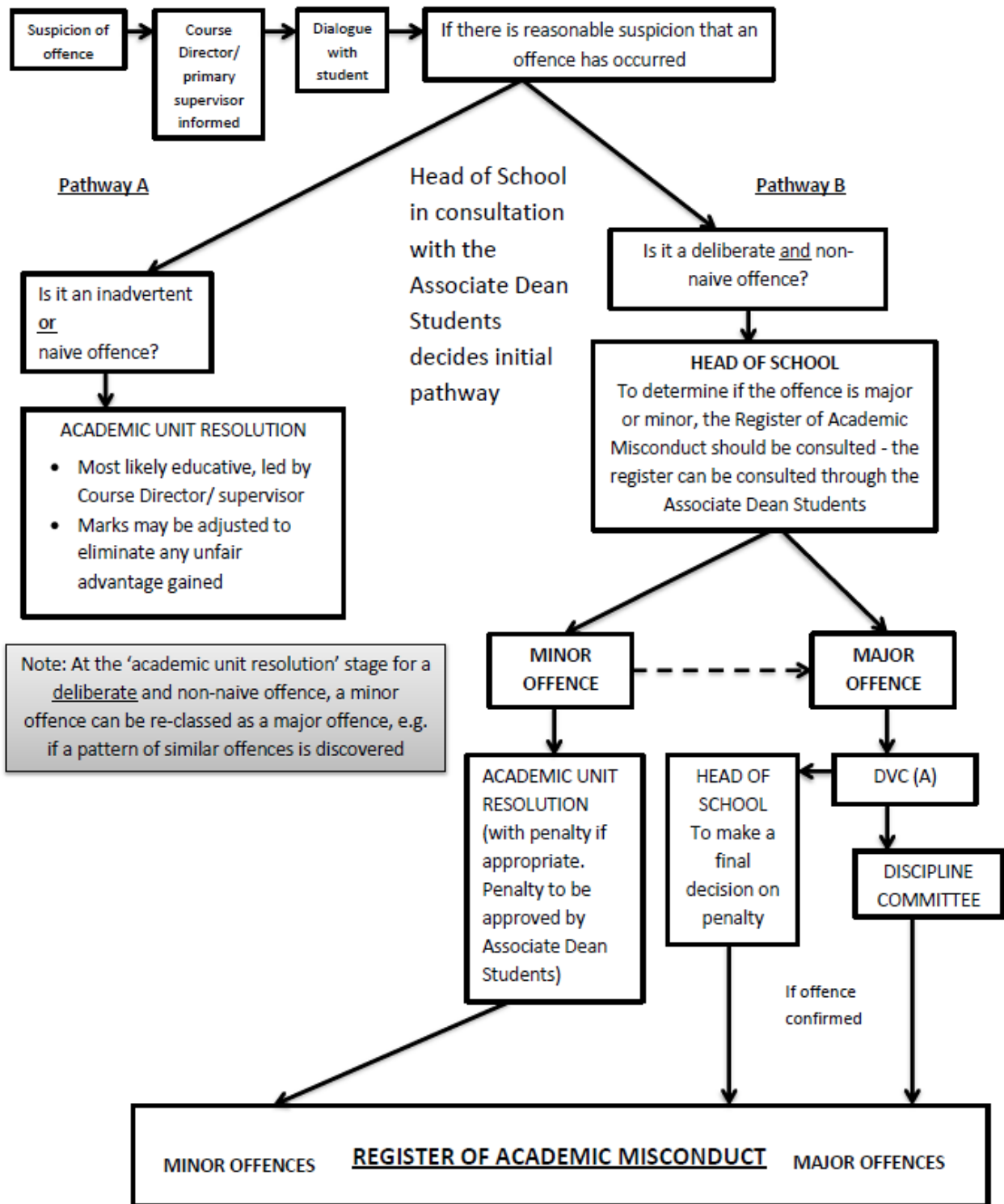
### **Academic Misconduct**

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

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

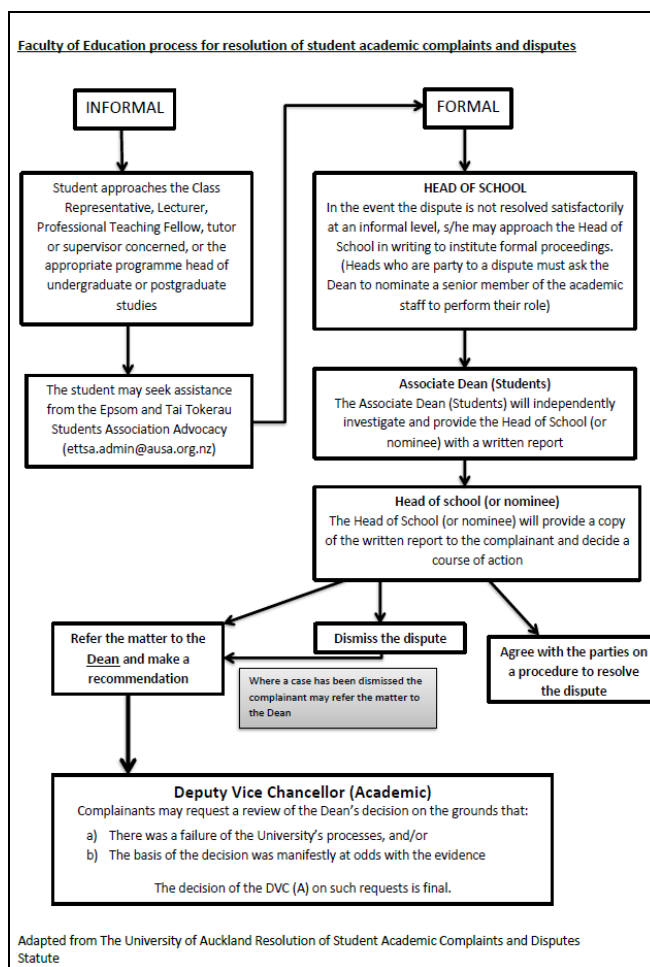
Allegations of academic misconduct at the Faculty of Education shall be dealt with by the following process: (please refer to the diagram on the following page).

**Faculty of Education Process for considering cases of alleged academic misconduct**



Adapted from The University of Auckland Academic Conduct Statute Schedule 1: Process for considering cases of alleged academic misconduct  
It is recommended that each school identify one key person who will attend all cases of alleged misconduct to ensure a consistent approach to dealing with these matters

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



### Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in *The University of Auckland Calendar Examination Regulation 11*.

### Appeal of Marks

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

### Conceded passes

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

### Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. Specific dates at which deletions can occur can be obtained via the following link: [www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html](http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html)

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

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

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

### **EC Mail**

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

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

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

### **Group assessment**

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

### **Partial Resits**

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

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

Examination scripts will be retained in secure storage until at least six months after the examination and thereafter be destroyed. Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

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

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

Student Services Online is The University of Auckland's comprehensive online system, which enables students to apply for admission to the university and once accepted into a programmed, enrol in courses. Students can access SSO via the following link:

[www.studentservices.auckland.ac.nz/uoas](http://www.studentservices.auckland.ac.nz/uoas)

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

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

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

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

#### **Fees advice**

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

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

#### **Graduation**

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

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

### **Submission in 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 [www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines](http://www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines)

### **Unsatisfactory Progress**

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



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## Other Matters

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### Jury Service

If you are called up for jury service you are able to request a letter of support from your programme Director 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 Administrator in H201A.

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

### Meetings with Director Early Childhood Teacher Education

Students wishing to see the Director/Associate Director of their programme should arrange an appointment with that person directly via email.

### 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 library books before you go. The Library will not accept either of the above as excuses to have fines remitted.

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

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### **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.

### **Change of Personal Details**

It is your responsibility to keep your personal details (address, phone numbers) up to date through Student Services Online (SSO) on the University of Auckland website. It is especially important to ensure that the Practicum Office have your up-to-date contact details at all times.

### **Withdrawal from Courses**

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the University of Auckland Calendar 2014 page 24 and Education Student Centre for details.

### **Resignation from Programme**

You must discuss any intention to resign from the programme with your Director.

Please collect the relevant forms from the Education Student Centre, then make an appointment to present the completed form to the Director. Please arrange this appointment with the Programme Director via email.

### **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.

Please follow the same procedure as for resignation.

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

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

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

- All such transfers shall be subject to the approval of both the Deputy Dean Teacher Education and Director responsible for the pathway from which transfer is sought 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 'Credit Regulations' in consultation with the ROPAS Co-ordinator. Where programme components vary, full credit for already-completed courses may not be awarded.

An administration fee will apply. Please refer to University of Auckland Calendar 2014.

### **Transfer to Other Universities/Faculties of Education**

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

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

#### **Process**

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

#### **Criminal Convictions: While Undertaking, or During Deferment from, the Programme**

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

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## Teacher Registration

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

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

### The Criteria for Registration of a Teacher

Please refer to the New Zealand Teachers Council website for information regarding teacher registration: <http://www.teacherscouncil.govt.nz/registering-as-a-teacher> and criteria: <http://www.teacherscouncil.govt.nz/content/registered-teacher-criteria>.

### Is of Good Character

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

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

Independent referees' reports on the character of an applicant will be required. For those who have recently graduated from an approved New Zealand Teacher Education programme, an endorsement from the Director of the institution offering the course will be required instead of referees' reports. This endorsement is made on the application form.

**Please note:** The requirement for referees' reports may be waived for teachers from Australia currently registered in a state which has a mutual recognition agreement with the New Zealand Teachers Council.

### 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**, **an employer**, and **colleagues** and should, at all times, maintain high standards of:

**Trustworthiness, to:**

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

**Honesty, to:**

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

**Reliability, to:**

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

**Sensitivity and compassion, to:**

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

**Respect for others, to:**

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

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

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

**Communication, to:**

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

**Physical and mental health, to:**

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

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

For example:

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

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

The New Zealand Teachers Council (NZTC) 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 portfolio. Portfolio development will be wrapped around the practica. The portfolio will be developed during the year as part of a student's professional development journey.

**Registration and Other End-of-year Procedures for Graduate Diploma in Teaching (Early Childhood Education) Students:****Preparing your Curriculum Vitae (CV) in order to apply and be short-listed for advertised jobs**

A CV is usually prepared in the semester prior to graduation. Many graduands are successful in applying for and winning positions during their final semester. Employment will usually be conditional on successful completion of the qualification. Many prospective graduands like to provide prospective employers with an interim transcript of their study to date as part of their CV, (e.g., first five semesters of a 3 year programme). While this will not show completion of the qualification, it can indicate your performance and areas of study/specialisation to date. Please note that interim transcripts are informal, unofficial documents and will not be verified as accurate by the University.

**Interim Transcripts** (free of charge) are available from:

- Student Services Online. Log on to your own page, click on Application Summary, and then Unofficial Transcript. Your transcript should appear and you can then print it out.
- Education Student Centre - Epsom Campus (or campus office at Tai Tokerau or Manukau Institute of Technology).

## Official Transcripts

Completing students often require an official transcript (that confirms that they have completed their qualification) in the period between completion of the qualification and the graduation ceremony that takes place in the following semester (May [or March for Tai Tokerau Campus] or September). Confirmation of completion is sought by graduands to:

- verify that you have completed your qualification (i.e., you are eligible to graduate) and can be formally appointed to a position
- enable you to apply for provisional registration as a teacher or social worker
- ensure that you are paid at the appropriate salary rate in your new appointment.

Please note that confirmation cannot be provided until all academic results have been through the necessary checking processes and formally entered by the Examinations Office. This can take some weeks from the final examination or last day of classes. Students completing via a specially scheduled Practicum need to work with the Practicum Office to ensure an early result is put through. Any outstanding debts to the University (e.g ., unpaid fees, library fines) also need to be cleared. You can check to see when the “Requirements Met - Eligible to Graduate” flag appears on your Student Services Online record. Once this is visible, official transcripts will be available two days after a request is received by Student Records, providing there are no fines or debts on record that would block the production of official documents.

## Official Letters

An official letter of completion may be requested. Usually this is done by students who have already graduated and want to confirm the date they became eligible to graduate as well as the date upon which they graduated.

In some special circumstances students may require an “anticipates completion” letter to verify that they may potentially complete at the end of that semester, providing they pass all courses they are currently enrolled in. This can be requested from the Student Records Office who will confer with the faculty in its preparation.

Official transcripts and/or letters confirming completion are available:

1) from Student Records Office at [records@auckland.ac.nz](mailto:records@auckland.ac.nz)

2) by using a AS-38 Form - go to [www.auckland.ac.nz](http://www.auckland.ac.nz) and enter search term “official transcript.” This will take you to the AS-38 Form. The AS-38 Form is also available from the Student Records Office (city) or from the faculty Education Student Centre. The cost (which can be subject to change) is \$30.00 for the first letter and \$10 for copies ordered in the same request. It is suggested that you obtain two copies – one for the New Zealand Teachers Council and one for the school which employs you so that arrangements can be made to pay you and so that your starting salary can be established. Please note that duplicate copies of the letter are cheaper at the time of issue rather than when going back later and re-ordering. This letter cannot be issued until the Faculty of Education submits all marks to the City Campus.

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

- The NZTC require a **Police Check** to be carried out. **This can take considerable time (i.e. months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand.** See what is required and 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 that you **document** your employment history. This can be done during 2014. Seek proof of employment from previous employers, preferably with a very brief description of duties undertaken.

### **Graduation Ceremony**

During your graduation ceremony you will be provided with your formal degree Certificate. If you attend a ceremony in person, this will be handed to you as you leave the stage. If you do not attend, it will be posted to you shortly after the ceremony. If you do not apply to graduate at the point that confirmation of eligibility is emailed to you, you will receive a follow-up invitation outlining what you need to do.

### **International Students**

The Faculty International Office in B Block provides assistance with NZTC registration and immigration requirements. You can contact the Associate Dean International, or Maxine Ma (International Co-ordinator), Extn 48211 for all of your enquiries.



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## 'CECIL' Information

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### WELCOME TO CECIL 7

Cecil is used to access information such as:

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

### How do I logon?

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

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

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



NetID/UIP:

NetAccount Password:

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

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

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

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

The link below is also helpful for students who are new to Cecil. It explains how to use the many different functions available in Cecil.

[http://cecil.auckland.ac.nz/help/cwi7student/cecil\\_7\\_student\\_help.htm](http://cecil.auckland.ac.nz/help/cwi7student/cecil_7_student_help.htm)

## **Information on Courses**

### **Schools responsible for specific courses:**

#### **School of Learning, Development and Professional Practice**

EDPROFST 621	Personal Pedagogy
EDPROFST 622	Learning Theories
EDPROFST 624	Professional Knowledge (Replacement course for EDPROFST 621)
EDPRAC 621	Conceptualising Practice
EDPRAC 622	Pedagogy in Practice

#### **School of Curriculum and Pedagogy**

EDCURRIC 630	Early Years Curriculum: An Integrated Approach
EDCURRIC 631	Language and Cultures
EDCURRIC 632	The Arts
EDCURRIC 634	Hauora
EDCURRIC 635	Exploration

#### **School of Te Puna Wananga**

EDCURRIC 633	Te Ao Māori Early Childhood Education
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## **SCHOOL OF LEARNING, DEVELOPMENT and PROFESSIONAL PRACTICE**

### **Head of School:**

Associate Professor Christine Rubie-Davies  
Office H505 Ext 82974  
Email address: c.rubie@auckland.ac.nz

### **School Administrator:**

Donna Johnson  
Office H504 Ext 48787  
Email address: d.johnson@auckland.ac.nz

### **Courses Administered by the School**

EDPROFST 621	Personal Pedagogy
EDPROFST 622	Learning Theories
EDPROFST 624	Professional Knowledge
EDPRAC 621	Conceptualising Practice
EDPRAC 622	Pedagogy in Practice

**EDPROFST 621****TITLE: PERSONAL PEDAGOGY****COURSE DIRECTOR/ADMINISTRATOR:** Debora Lee: d.lee@auckland.ac.nz**POINTS: 15**

**Calendar Description:** Focuses on developing a personal pedagogy specific to early childhood. Critically examines relationships between theories and practices. How does the exploration of play, communication, and relationships give rise to provision of purposeful and inclusive early childhood learning environments? What is the impact of socio-political issues upon early childhood settings and teachers' practices with infants, toddlers, and young children?

**Restriction:** ACE 711.721**Pre-requisite for EDCURRIC 630 – Early Years Curriculum and  
EDPROFST 622 – Learning Theories****EDPROFST 622****TITLE: LEARNING THEORIES****COURSE DIRECTOR/ADMINISTRATOR:** Debora Lee: d.lee@auckland.ac.nz**POINTS: 15**

**Calendar Description:** Critically examines psychological and sociological aspects of human development and learning. What pertinent theories of learning and development influence pedagogies for infants, toddlers, and young children? What knowledge of diverse families and communities is necessary for teachers to work in partnership with parents in Aotearoa/New Zealand to enhance children's learning?

**Restrictions:** ACE 903.601**Learning Outcomes:**

At the completion of this course, it is intended that students will be able to:

1. Critically examine a range of theories regarding child development and learning.
2. Understand diverse families and communities in New Zealand/Aotearoa to enable teachers to work in partnership to enhance children's learning.
3. Examine theories of learning and child development in relation to effective pedagogical practice for infants, toddlers, and young children.
4. Meet DELNA requirements.

**EDPROFST 624****TITLE: PROFESSIONAL KNOWLEDGE IN EARLY CHILDHOOD EDUCATION****COURSE DIRECTOR/ADMINISTRATOR:** Debora Lee: d.lee@auckland.ac.nz**POINTS: 15**

**Calendar Description:** Portfolio option that addresses learning outcomes content of EDPROFST 621 for recent BEd (Tchg) graduates at discretion of Programme Director. Addresses such questions as: What does it mean to inquire into my own practice as an early childhood teacher? How can my current practice be informed by integration of research, theory and practical experience?

**Prerequisite - Departmental approval required**

## **EDPRAC 621**

### **TITLE: CONCEPTUALISING PRACTICE**

**COURSE DIRECTOR/ADMINISTRATOR:** Barbara Backshall: b.backshall@auckland.ac.nz

**POINTS:** 15

**Calendar Description:** Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience in early childhood settings. Addresses questions as: What does it mean to establish effective professional relationships, practice effectively and teach purposefully in complex environments? Requires demonstration of developing pedagogical practice.

**Restrictions:** ACE 912. 721

### **Learning Outcomes**

At the completion of this course, it is intended that students will be able to:

1. Establish professional relationships and communicate competently with children, parents and colleagues.
2. Demonstrate a developing ability to practice effectively and contextually in early childhood education settings.
3. Demonstrate an ability to integrate theory, research and practical experience in own developing pedagogical practice in early childhood education settings.

This practicum consists of two separate placements. The first is a three-week placement in an early childhood centre. The second is a four-week placement in an early childhood centre. Please refer to the practicum section of this handbook for further information. Practicum briefings will be provided before each practicum and it is important that student teachers attend these to gain a clear idea of the expectation of each placement. A practicum handbook specifically related to EDPRAC 621 will be handed out or sent to students before they go on practicum.

## **EDPRAC 622**

### **TITLE: PEDAGOGY IN PRACTICE**

**COURSE DIRECTOR/ADMINISTRATOR:** Barbara Backshall: b.backshall@auckland.ac.nz

**POINTS:** 15

**Calendar Description:** Refines knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Explores questions as: What does it mean to be a teacher and manage complexities in order to create and sustain purposeful learning environments? What are the moral, ethical and legal obligations of a teacher? Requires demonstration of effective and ethical pedagogical practice.

**Prerequisite:** EDPRAC 621 and EDCURRIC 630-635

**Restriction:** ACE 912.722

### **Learning Outcomes**

At the completion of this course, it is intended that students will be able to:

1. Establish effective professional relationships and communicate competently with children, parents and colleagues.
2. Demonstrate an ability to practice effectively and contextually in early childhood education settings.
3. Demonstrate an ability to integrate theory, research and practical experience in own developing pedagogical practice in early childhood education settings.

4. Demonstrate understanding of the complex social, moral, political and ethical factors that impact on pedagogical practice.

This practicum consists of a seven-week placement in an early childhood centre and is designed to be completed in the final semester of your study. A practicum handbook specifically related to EDPRAC 622 will be handed out or sent to students before they go on practicum. A full briefing session is provided before students begin their practicum.

# SCHOOL OF CURRICULUM and PEDAGOGY

## Head of School:

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## Courses Administered by the School

EDCURRIC 630                      Early Years Curriculum

EDCURRIC 631                      Language and Cultures

EDCURRIC 632                      The Arts

EDCURRIC 634                      Hauora

EDCURRIC 635                      Exploration

## EDCURRIC 630

**TITLE: EARLY YEARS CURRICULUM**

**COURSE DIRECTOR/ADMINISTRATOR:** Helen Hedges: h.hedges@auckland.ac.nz

**POINTS: 15**

**Calendar Description:** Critically evaluates appropriate curriculum for infants, toddlers, and young children in early years' settings. Integrated approaches to learning and teaching will be emphasized. Addresses, explores, and examines questions about complex relationships between curriculum theory, current learning theory, teachers' subject knowledge, planning, assessment, and evaluation practices with reference to early childhood curriculum.

**Restrictions:** ACE 731.724

## Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Critically examine appropriate early years curriculum for infants, toddlers, and young children.
2. Explain philosophical and theoretical underpinnings of the integrated and holistic approach to early years' curriculum.
3. Investigate the professional knowledge needed to understand the complexity of implementing and evaluating appropriate curriculum for infants, toddlers, and young children in early years' settings.

**EDCURRIC 631****LANGUAGES AND CULTURES****COURSE DIRECTOR/ADMINISTRATOR:** Nola Harvey: n.harvey@auckland.ac.nz**Points: 15**

**Calendar Description:** The course develops knowledge, skills and attitudes associated with the planning, teaching and assessing languages and literacies. Addresses such questions as what are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whanau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

**Restrictions:** ACE 920.721**Learning Outcomes:**

At the completion of this course, it is intended that students will be able to:

1. Analyse the complex interrelationships between languages and cultures in order to support and promote children's learning.
2. Plan, teach and assess in ways that develop infants', toddlers' and young children's languages and literacies in order to support and promote their learning.
3. Demonstrate personal understanding of the subject knowledge of language learning and language for learning in relation to oral, written and visual languages and literacies for diverse learners investigate current issues for family and whanau, teachers and learners to assist the development of confident and competent learners and communicators in Aotearoa New Zealand
4. Critically appraise the social, political and technological influences on construction and interpretation of oral, written and visual texts to support the learning for infants, toddlers and young children

**EDCURRIC 632****THE ARTS****COURSE DIRECTOR/ADMINISTRATOR:** Lesley Pohio: l.pohio@auckland.ac.nz**POINTS: 15**

**Calendar Description:** Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as how do specific learning and teaching approaches and strategies motivate and enhance all children's learning.

**Restriction:** ACE 922.621**Learning Outcomes:**

At the completion of this course, it is intended that students will be able to:

1. Demonstrate understanding of the required knowledge theory, skills and attitudes critical for implementing the arts curriculum for infants, toddlers and young children.
2. Develop approaches and strategies specific to learning and teaching in the arts for infants, toddlers and young children.



3. Analyse and critique the place of arts and creativity in relation to student teachers' experiences that inform their teaching.

**EDCURRIC 634****TITLE: HAUORA****COURSE DIRECTOR/ADMINISTRATOR:** Lesley Lyons: l.lyons@auckland.ac.nz**POINTS:** 15

**Calendar Description:** Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social science. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching approaches and resources enhance the well-being and participation of children in a diverse society?

**Restrictions: None****Prerequisites: None****Learning Outcomes**

1. Critically analyse the relationship between the key concepts of health, social sciences and physical education in relations to hauora / wellbeing and belonging for children and their families /whanau in early childhood settings.
2. Critically examine the complexities inherent in, and interconnections between notions of identity, images of children and the hauora / wellbeing of a Pacific nation.
3. Evaluate a range of specific learning and teaching approaches and resources that will foster the wellbeing and enhance the active participation of all infants, toddlers and young children in a diverse society.

**EDCURRIC 635****TITLE: EXPLORATION****COURSE DIRECTOR/ADMINISTRATOR:** Barbara Backshall: b.backshall@auckland.ac.nz**POINTS:** 15

**Calendar Description:** Develops pedagogical content knowledge and understanding in science, mathematics and technology. Considers such questions as: What are key early concepts, processes and possible learning progressions? What constitutes effective learning and teaching approaches to promote children's exploration?

**Restriction:** ACE 521.625**LEARNING OUTCOMES**

At the completion of this course, it is intended that students will be able to:

1. Describe and critique the nature of science, technology and mathematics in early childhood education.
2. Describe learning environments and responses for science, technology and mathematics, which cater for diverse needs of infants, toddlers and young children.
3. Communicate accurate personal understandings of appropriate content and processes in science, technology and mathematics, including ways to seek further information for themselves as teachers.

## SCHOOL OF TE PUNA WANANGA

Tena ra tatou i runga i nga ahuatanga o te wa. Ratou te hunga mate ki a ratou, tatou te hunga ora ki a tatou, tena tatou katoa. Te Puna Wananga is the Māori Faculty within Faculty of Education that is committed to excellence in teacher education underpinned by Tikanga, Te Reo and Mātauranga Māori.

### **Mihi / Welcome**

## **KO MAUNGAWHAU RAUA KO MAUNGAKIEKIE NGĀ MAUNGA**

*Ko Manukau raua ko Waitemata ngā moana*

*Ko Tutahi Tonu te whare*

*Ko Te Aka Matua Te Pou ki Hawaiki te Marae*

*NAU MAI, HAERE MAI KI TE PUNA WĀNANGA*

**E NGĀ MANA, E NGĀ MĀTĀ WAKA O TE AO, TĒNA RĀ**

*koutou katoa*

*Tēnei te mihi ki a koutou e whai ana i te mātauranga ki*

*te whakaako tamariki, arā, ki te whai i te reo Māori*

*me nga Tikanga.*

*Nō reira, kia kaha, kia maia, kia manawanui*

*Ngā mihi nui ki a koe.*

### **Head of School:**

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### **Courses Administered by the School**

EDCURRIC 633

Te Ao Māori early childhood education

**EDCURRIC 633****TITLE: TE AO MĀORI EARLY CHILDHOOD EDUCATION****COURSE DIRECTOR/ADMINISTRATOR:** Marian Pearce: m.pearce@auckland.ac.nz**POINTS:** 15**Calendar Description:**

Develops competence in Te Reo Māori and mātauranga Māori. Addresses the needs and aspirations of Māori learners and communities in order to improve educational outcomes. Critically reviews Te Tiriti o Waitangi and Māori pedagogies in relation to teachers' practices. Addresses questions such as what are the historical and contemporary research and issues for Māori in education?

**Learning Outcomes**

1. At the completion of this course, it is intended that students will be able to:
2. Demonstrate aspects of tikanga Māori and mātauranga Māori through te reo Māori.
3. Apply knowledge about Māori pedagogy and te reo me ngā tikanga Māori in planning for teaching And assessment.
4. Analyse early childhood teachers' practice in relation to the treaty.
5. Examine research and issues in early childhood education for Māori.

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## University Statement on Student Feedback

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The following statement on student feedback was approved by the Teaching and Learning Quality Committee. Please refer to the university policy website - <https://policies.auckland.ac.nz/policy-display-register/student-survey-policy.pdf> for further information.

### **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 and 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 that 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 representatives, 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 lecturers 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
- Greater use of CECIL by teaching staff
- 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.**