THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tāmaki Makaurau
Incorporating the Auckland College of Education

2014 Programme Handbook

Graduate Diploma in Teaching (Primary) Programme Handbook

CONTACTS:

Director Primary Teacher Education
Jeanne Sheehan
Email: j.sheehan@auckland.ac.nz Extn: 48536 Office: H207

Teacher Education Office Administrator
Chris Tennet
Email: c.tennet@auckland.ac.nz Extn: 48650 Office: H201A

Practicum Office:
Judy Robinson
Practicum Manager Extn: 48891 Office: H201A
Email: judy.robinson@auckland.ac.nz

Liz Jenkins
Practicum Adviser
Email l.jenkins@auckland.ac.nz Extn: 48452 Office: H202

Education Student Centre:
Corinne Court
Email: c.court@auckland.ac.nz Extn: 48682 Office: A111

The University of Auckland
Faculty of Education
Gate 3, 74 Epsom Ave, Epsom Auckland 1023
Private Bag 92601, Symonds Street, Auckland 1150, NZ
Telephone: (0064 9) 6238899
Internet: www.education.auckland.ac.nz

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Introduction

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 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 5).

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, underpin all teacher education qualifications (please see page 36 for principles and graduate outcomes). These in turn link to the New Zealand Teachers Council Graduating Teacher Standards (please refer to page 6).

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.

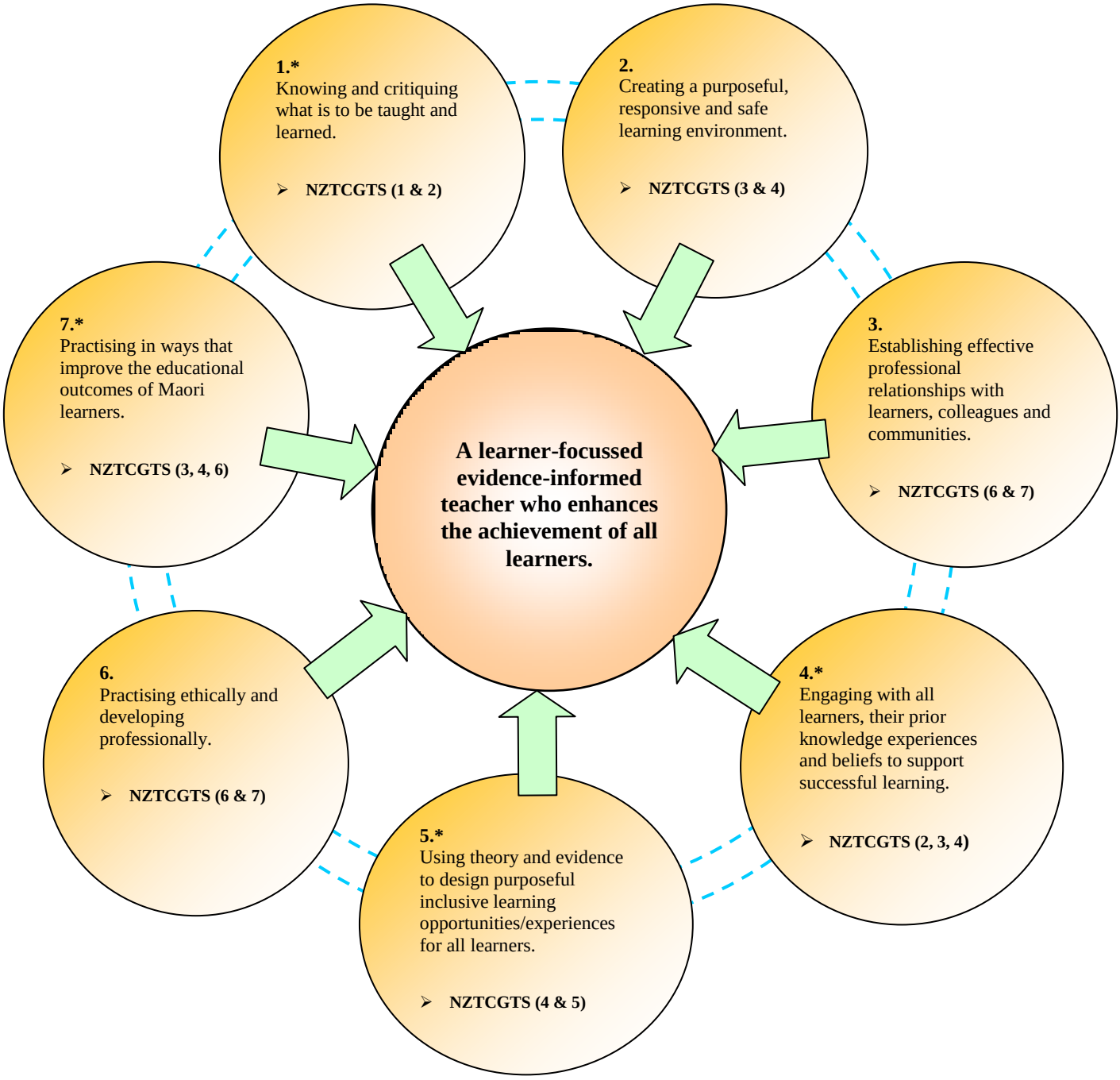
It is hoped that your programme will be a fulfilling and rewarding experience that results in you becoming a successful beginning teacher.

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

PROFESSIONAL KNOWLEDGE	
Standard 1:	**Graduating Teachers know what to teach**
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
Standard 2:	**Graduating Teachers know about learners and how they learn**
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
Standard 3:	**Graduating Teachers understand how contextual factors influence teaching and learning**
a)	have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners
b)	have knowledge of tikanga and te reo Maori to work effectively within the bicultural contexts of Aotearoa New Zealand
c)	have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand
PROFESSIONAL PRACTICE	
Standard 4:	**Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment**
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
Standard 5:	**Graduating Teachers use evidence to promote learning**
a)	systematically and critically engage with evidence to reflect on and refine their practice
b)	gather, analyse and use assessment information to improve learning and inform planning
c)	know how to communicate assessment information appropriately to learners, their parents/caregivers and staff
PROFESSIONAL VALUES & RELATIONSHIPS	
Standard 6:	**Graduating Teachers develop positive relationships with learners and the members of learning communities**
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
Standard 7:	**Graduating Teachers are committed members of the profession**
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

Faculty Contacts

DEAN OF EDUCATION	▪ **Associate Professor Graeme Aitken**
DEPUTY DEAN (TEACHER EDUCATION)	▪ **Dr Lexie Grudnoff**
DEPUTY DEAN (ACADEMIC)	▪ **Dr Helen Dixon**
DEPUTY DEAN (RESEARCH)	▪ **Professor Stephen May**

TEACHER EDUCATION	
Director Early Childhood Teacher Education	▪ **Barbara Backshall**
Director Primary Teacher Education	▪ **Jeanne Sheehan**
Director Secondary Teacher Education	▪ **Dr Ngaire Hoben**
Bachelor of Physical Education Programme Manager	▪ **Mike Truman**
Associate Director Early Childhood Teacher Education	▪ **Shiree Lee**
Associate Director Primary Teacher Education	▪ **Vivienne Mackisack**
Associate Director Secondary Teacher Education	▪ **Kelly Bigwood**
Academic Programmes Coordinator at Manukau	▪ **Pam Millward**

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

ASSOCIATE DEANS	
Associate Dean International	▪ **Dr John Hope**
Associate Dean Programmes	▪ **Dr Eleanor Hawe**
Associate Dean Pasifika	▪ **Dr Diane Mara**
Associate Dean Postgraduate	▪ **Associate Professor Toni Bruce**
Associate Dean Research Development	▪ **Dr Martin East**
Associate Dean Students	▪ **TBA**
Associate Dean Tai Tokerau	▪ **Dr Brent Mawson**
Director Maori-Medium Education	▪ **Hemi Dale**

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 Primary Teacher Education
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Disability Support	Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz
Early Childhood Centre	Epsom Campus - P Block
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Director Primary Teacher Education, Course Directors
Financial, Student Association etc.	ETTSA Inc, Budgeting Service, Margaret Lewis ext 48544
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)
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment at Student Health Services DD 6238889
Practicum experience in schools	Jeanne Sheehan (EDPRAC 607) ext 48536; Practicum Office, ext 48452
Qualification issues	Director Primary 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) – Tim Baice ext 48469
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 6238886 Email: library@auckland.ac.nz 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	*Phone: 623 8899*
Tai Tokerau Campus	*Phone: 09 470 1000 (or 0800 61 62 63)*
Manukau Institute of Technology Campus	*Phone: 968 8765*
City Campus	*Phone: 373 7599*

Features of the Graduate Diploma in Teaching (Primary)

The Graduate Diploma in Teaching (Primary) builds on the principles and conceptual framework that underpin The University of Auckland pre-service teacher education qualifications. It has an evidenced-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 on which 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 and the NZTC Graduating Teacher Standards.

Research evidence suggests that programmes that make a difference develop connectedness and coherence, bridging the gap between knowledge, skills and practice (Graber, 1996; Hargreaves, 1995; Wideen, Mayer-Smith & Moon, 1998). The Graduate Diploma in Teaching (Primary), through the articulation of the conceptual framework, has a shared vision of effective teaching and counters fragmentation by having courses and a practicum structure that integrates tertiary teaching and learning by explicitly linking subject content knowledge to practice (Darling-Hammond & McLaughlin, 1999; Feiman-Nemser, 2001; Graber, 1996; Kennedy, 1999; Loewenberg, Ball & Cohen 1999). Bridging theory and effective teaching practice is enhanced through the close and informed partnership relationships the programme has with schools (Feiman-Nemser, 2001; Kennedy, 1999; Wideen et al., 1998). These partnerships facilitate student and programme feedback and feed-forward to improve learning.

The knowledge and skills for evidenced informed practice are developed through close consideration of teaching and learning, both through literature and through practice. Teaching requires innovation, creativity, improvisation, organisation, experimentation and the ability to plan and respond to children's learning needs. To do this the programme develops the tools and dispositions to study and reflect on teaching and how to teach. This includes a critical examination of teaching and learning and the development of professional dispositions that support ethical and collaborative practice.

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 student achievement including social outcomes. 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 schools. Preparing student teachers to cater for diversity, in particular Pasifika children, is relevant to the Auckland population. 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 on-going commitment to effective practice and learning.

References:

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

Darling-Hammond, L., & McLaughlin, M. W. (1999). Investing in teaching as a learning profession. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession handbook of policy and practice* (1st ed., pp. 376-413). San Francisco: Jossey-Bass.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record, 103*(6), 1013-1055.

Graber, K. C. (1996). Influencing student beliefs: The design of a "high impact" teacher education program. *Teaching and Teacher Education, 12*(5), 451-466.

Hargreaves, A. & Jacka, N. (1995). Induction or seduction? Postmodern patterns of preparing to teach. *The Peabody Journal of Education, 70*(3), 41-63

Kennedy, M. M. (1999). The role of preservice teacher education. In L. Darling-Hamond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (1st ed., pp. 54-86). San Francisco: Jossey-Bass Inc.

Loewenberg Ball, D., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (Vol. 1, pp. 3-32). San Francisco: Jossey-Bass.

Wideen, M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research, 68*(2), 130-178.

Programme of Study

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

Summary of courses:

1. **One practicum course:** EDPRAC 607: Professional Practice in Context.
2. **One professional studies course**. EDPROFST 608: Learning and Teaching in New Zealand.
3. **Eight curriculum-based courses**.

Please refer to page 11 for an outline of these papers and to page 38 for the course descriptions.

Course Readings

"Course Readings" refers to the required and recommended resources that complement the content of teaching:

a) *Required readings* refer to those that are essential for the students to complete the course requirements and without which student understanding would be seriously impaired.
b) *Recommended or optional readings* refers to those that complement the content of lectures and/or that inform particular assessment choices that students might make.

Graduate Status

The Graduate Diploma in Teaching (Primary) qualification is an equivalent of 1.3 academic years delivered in one calendar year. It is made up of 160 points and is available as both full-time (one year) and part-time (two years) study. The course of study involves 30 point, 15 point and 10 point courses.

Programme Structure – 160 Points

Course Number	Course Title	Semester	Points
EDPRAC 607	Professional Practice in Context	One & Two	30
EDPROFST 608	Learning and Teaching in NZ	One & Two	30
EDPROFST 601	Te Ao Maori	One	10
EDCURRIC 604	Health and Physical Education	One	10
EDCURRIC 610	Science Education	One	10
EDCURRIC 611	Social Studies Education	Two	10
EDCURRIC 621	Arts, Language & Literacies Education 1	One	15
EDCURRIC 622	Arts, Language & Literacies Education 2	Two	15
EDCURRIC 628	Mathematics, Statistics & Technology Education 1	One	15
EDCURRIC 629	Mathematics, Statistics & Technology Education 2	Two	15
EDCURRIC 613	Special Topic: Teaching Languages *(special entry requirements)*		10

Please refer to page 38 for course descriptors.

2014 Year Overview – Graduate Diploma in Teaching (Primary)

SEMESTER 1		UoA Year Week	Significant Dates	PRIM-GDTPR 1.0.11
Dec/Jan	30 - 03	1		
Jan	06 - 10	2		
	13 - 17	3		
	20 - 24	4		**Introduction Day 20 Jan & Block Delivery 21-31 Jan**
Jan/Feb	27 - 31	5	**Akl Ann Day 27 Jan**	
Feb	03 - 07	6	**Waitangi Day 06 Feb**	**EDPRAC 607A (+ study) 03 – 19 Feb**
	10 - 14	7		(2 week practicum)
	17 - 21	8		**Block Delivery 20 Feb – 28 Feb**
Feb/Mar	24 - 28	9		
March	03 - 07	10	**Sem 1 Lectures Begin**	Tues in School **(On Campus Prep)**
	10 - 14	11		Tues in School
	17 - 21	12		Tues in School
	24 - 28	13		Tues in School
March/April	31 - 04	14		Tues in School
	07 - 11	15		Tues in School
	14 - 18	16	**Good Friday 18 April**	**Block Delivery/Study 14 – 17 April**
	21 - 25	17	**Easter Monday 21 April** **ANZAC Day 25 Apr**	**FoE Mid-Semester Break 22 April – 02 May**
Apr/May	28 - 02	18	**School Holidays 22 Apr – 02 May**	
May	05 - 09	19		Tues in School
	12 - 16	20		Tues in School
	19 - 23	21		Tues in School
	26 - 30	22		**EDPRAC 607A cont… 26 May – 27 June**
June	02 - 06	23	**Queen's Birthday 02 June**	(5 weeks)
	09 - 13	24		
	16 - 20	25		
	23 - 27	26		
June/July	30 - 04	27		**Inter-Semester Break – 30 June – 18 July**
	07 - 11	28	**School Holidays 07 – 18 July**	
	14 - 18	29		
SEMESTER 2				
July	21 - 25	30	**Sem 2 Lectures Begin**	Tues in School **(On Campus Prep)**
July/Aug	28 - 01	31		Tues in School
August	04 - 08	32		Tues in School
	11 - 15	33		Tues in School
	18 - 22	34		Tues in School
	25 - 29	35		Tues in School
Sept	01 - 05	36		**Block Delivery/Study Break**
	08 - 12	37		Tues in School
	15 - 19	38		Tues in School
	22 - 26	39		Tues in School – Practicum 3 School Introduction Day
Sept/Oct	29 - 03	40	**FoEd Break** **School Holidays 29 Sept – 10 Oct**	**FoED Mid-Semester Break 29 Sept – 10 Oct**
Oct	06 - 10	41		
	13 - 17	42		**EDPRAC 607B 13 Oct – 14 Nov**
	20 - 24	43		
	27 - 31	44	**Labour Day 27 Oct**	
Nov	03 - 07	45		
	10 - 14	46		
	17 - 21	47		**Post-Practicum: 17 – 21 Nov** **Portfolio Preparation: 18 and 19 November** **Portfolio Presentations: 20 November** **Professional Day/Job Preparation: 21 November**
	24 - 28	48		
Dec	01 - 05	49		
	08 - 12	50		
	15 - 19	51	Term 4 Ends	

Keeping Informed

It is surprisingly challenging to keep 170 students informed about what is going on and what they need to be aware of. Our main means of communication are as follows:

1. Announcements posted on CECIL EDPRAC 607A & B. This is reasonably effective for all except the part-time students not enrolled in EDPRAC 607 this year.

2. For part-time students we will establish an email distribution list for posting messages.

It is your responsibility to ensure that your mailing address, email address and telephone numbers are accurately recorded on Student Services On-Line - www.studentservices.auckland.ac.nz/uoa/***. Please also inform Corinne Court, email*** c.court@auckland.ac.nz ***in the Education Student Centre of any change of mailing address. It is important that the university has accurate mailing address information to which we can send details about results and graduation.***

Please also refer to the section on EC Mail under Policy: Assessment of Student Learning on page 27 of this programme handbook.

Student Representatives
Each class will be asked to select a student representative to represent the interests of the class stream. There will be occasions each semester when the representatives meet with the Director Primary Teacher Education. Please consider offering yourself as the representative for your class. A part-time student will represent part-time students from all classes.

Graduation
Once you have completed all the requirements for your degree or diploma, and you become eligible to graduate, *you must apply to graduate* online via www.studentservices.auckland.ac.nz/uoa/. Students who are eligible to graduate will be sent an invitation to apply by the Graduation Office. Please keep your mailing address up to date in Student Services Online to ensure that you receive this information.

Every year there are a number of students who do not make it to graduation because they either never receive the notices from the graduation office or because they don't respond in time.
Please ensure that your MAILING address is updated on www.studentservices.auckland.ac.nz/uoa/**.**

For dates and further details about Graduation please access the following link:

http://www.auckland.ac.nz/uoa/pid/uoa-home/current-students/cs-academic-information/cs-graduation-information

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

Assessment

Assessment and Grading

Assessment comprises both examinations and coursework. There are no examinations in the Graduate Diploma in Teaching (Primary) programme. Coursework refers to assignments, seminars, practicum, tests etc.

1. In courses that only include coursework students must complete to the satisfaction of the examiners such oral, practical, written or other tests and assignments as have been prescribed for the completion of the course. "Completion to the satisfaction of the examiners" should be defined in the course handbook issued at the start of the course.

2. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.

3. With the exception of a small number of courses that are approved for Pass/Fail results all course results are reported as grades. There are ten pass grades and three fail grades as set out below.

Grading Scale

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

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/uoa/home/for/current-students/assignments

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.

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 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 programme 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.

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, 4th July 2014
- Semester Two 2014, 28th November 2014

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

- not all assessment tasks relating to learning outcomes are completed and submitted

or

- the total of marks awarded is below 50% of the course total.

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

- complete and submit all assessment tasks related to learning outcomes

and

- achieve a points total of at least 50% of the course total
- meet the particular requirements in courses that cover two curricula: a minimum of 50% for all assignments.

DELNA Requirement
The University requires that all students reach a minimum 'satisfactory' standard with regard to English language competence.

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 in Teaching students will complete DELNA language requirements.
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.

For students in the Graduate Diploma in Teaching (Pry) only those who have completed the DELNA screening will be permitted to undertake practicum one. DELNA screening will therefore take place during the first week of the programme so that this is completed well in advance of the practicum one placement.

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

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 607A, Professional Practice in Context.

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

1. **Screening**

The DELNA screening is a thirty-minute online task.

You must complete the screening before practicum one commences and you book online for the screening at www.delna.auckland.ac.nz/booking/

- If you score s*atisfactory* 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 2-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/booking/

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.

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

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 ext 48186. She 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.

Extensions

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

2. Extensions will not be granted for **academic workload** reasons (for example, 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. Course Directors or designated lecturers or tutors can grant extensions for the shorter of:
    a. **up to** three calendar weeks, or
    b. the handing back of other candidates' work, or
    c. the cut-off date for each semester.

Group Projects

a. The inclusion of any group project as part of the contribution to the final coursework percentage in a course should be restricted to relevant fields at higher levels.
b. Assessment should be on an individual basis wherever possible.

c. Assessment criteria should be able to assess individual contributions to the project.
d. Each group working on a project should be of limited size and not exceed a membership of four.
e. Where marks allocated for group projects are part of the final percentage, such marks should not normally constitute more than 20% of the total marks for the course.

Handing in Non-Secure Assessment (e.g., assignments)

1. Assignments must clearly indicate the student name, ID, course code, lecturer, and assignment number and title.

2. The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence.

   All assignments must be accompanied by the following statement and written declaration:

   Student Declaration
   - I declare that this work is my own work and reflects my own learning.
   - I declare that where work from other sources (including sources on the world-wide web) has been used it has been properly acknowledged and referenced.
   - I understand that my assessed work may be reviewed against electronic source material using computerised detection mechanisms.
   - I agree that, upon reasonable request, I may be required to provide an electronic version of my work for computerised review.

3. In the case of electronic submission, a coversheet must be downloaded and included with the assignment. The attachment of this coversheet with the declaration statement on it will be deemed equivalent to a written declaration by the student.

4. Any requirement for students to submit electronic copies of their assignments to Turn-it-in.com must be signalled in writing (hard copy or electronically) to students at the start of the course. Where students submit a hard copy this will not be returned until an electronic copy is submitted to Turn-it-in.com.

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

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.

Notification of Assessment Information

1. The following details of assessment requirements must be communicated by the Course Director in writing (hard copy or electronically) to students by the start of the course:
   a. detail of assessment tasks including specific referencing requirements
   b. weighting of each task in relation to the overall course assessment load
   c. expectations of word limits/workload for each task as appropriate
   d. criteria by which each task will be assessed and any significant weighting of criteria
   e. due date and time for each assessment task
   f. a statement detailing what “completion to the satisfaction of the examiners” entails
   g. reference to the faculty statement on Cheating.

2. The deadline for all coursework is 12.30pm on the due date.

3. Any change to coursework must be communicated by the Course Director in writing (hard copy or electronically) to all students, and to the relevant administration staff, at least two weeks in advance of the original due date. In professional programmes any change to coursework deadlines must be approved by the Director before students are informed.

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

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 the other students' work – 100% deduction. Note: under University of Auckland Examination Regulation 1c) and d) 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.

Purposes and Roles of Assessment

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

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

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

Referencing

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

Resubmission

There will be no resubmission of assessment of work for remarking.

At the discretion of the Director, and in consultation with the Head of School, 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.

Repeated Fails

Please refer to the University of Auckland Calendar 2014, Regulation 8b on page 209 which states: **'Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee'**
and
Regulation 8c on page 209 which states: **'At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this degree.'**

For this programme:

1. A student who has failed an EDPRAC course **once** (Degree and Diploma regulations) or who has **twice** enrolled in, but has failed to be credited with a pass in, a non-EDPRAC course is not entitled to enrol again in that course other than in exceptional circumstances approved by the Senate or its representative. Application for consideration of exceptional circumstances must be made to the Director using the form '*Application to Repeat a Failed Course*.'

2. In undergraduate programmes, a student who fails an EDPRAC course **once**, or a non-EDPRAC core course **twice** must apply to the Director Primary Teacher Education to repeat the course. If the Director, in consultation with the Head of School, grants the right to re-enrol the student must be informed in writing that a further fail may result in a recommendation to the Dean for discontinuation in the programme. (Please refer to Regulation 7b on page 22 of the University of Auckland Calendar 2014.

3. Student appeals against the Director's decision 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.

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.

Special Consideration: Unavoidable Personal Circumstances

A student who faces unavoidable personal circumstances, supported by written evidence from a doctor or counsellor, that means he/she is unable to submit a component of **coursework** by the end of the course may apply to the Director for special consideration on the application form *Special Consideration: Unavoidable Personal Circumstances*. The student must apply no later than two weeks after the due date of assignment.

If the Director 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
b. or, *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** a grade indicated by the 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

c. or, ask the student to submit the work 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 Director/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.

Students with Failed Courses

Students failing a course are required to re-sit 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 pre-requisite 'Language and Literacy' and 'Mathematics and Statistics Education' 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 re-sit.

Professional Requirements and Conduct

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 the associate teacher as a matter of professionalism and courtesy. Please see the Director or a counsellor if you feel this is more appropriate.

In order to be credited with a course a student needs to have attended to the satisfaction of Senate. Students can expect to have any particular attendance requirements, especially those associated with professional programmes with registration requirements, to be notified at the start of the programme. The University of Auckland Calendar states that students must attend "to the satisfaction of the examiner."

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.

Levels of attendance/engagement inconsistent with New Zealand Teachers Council requirements will be reported to the Director for follow-up. Please refer to the 'Review of Student Progress' section on page 21.

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

UNIVERSITY OF AUCKLAND POLICY

ASSESSMENT OF STUDENT LEARNING

Academic Integrity

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

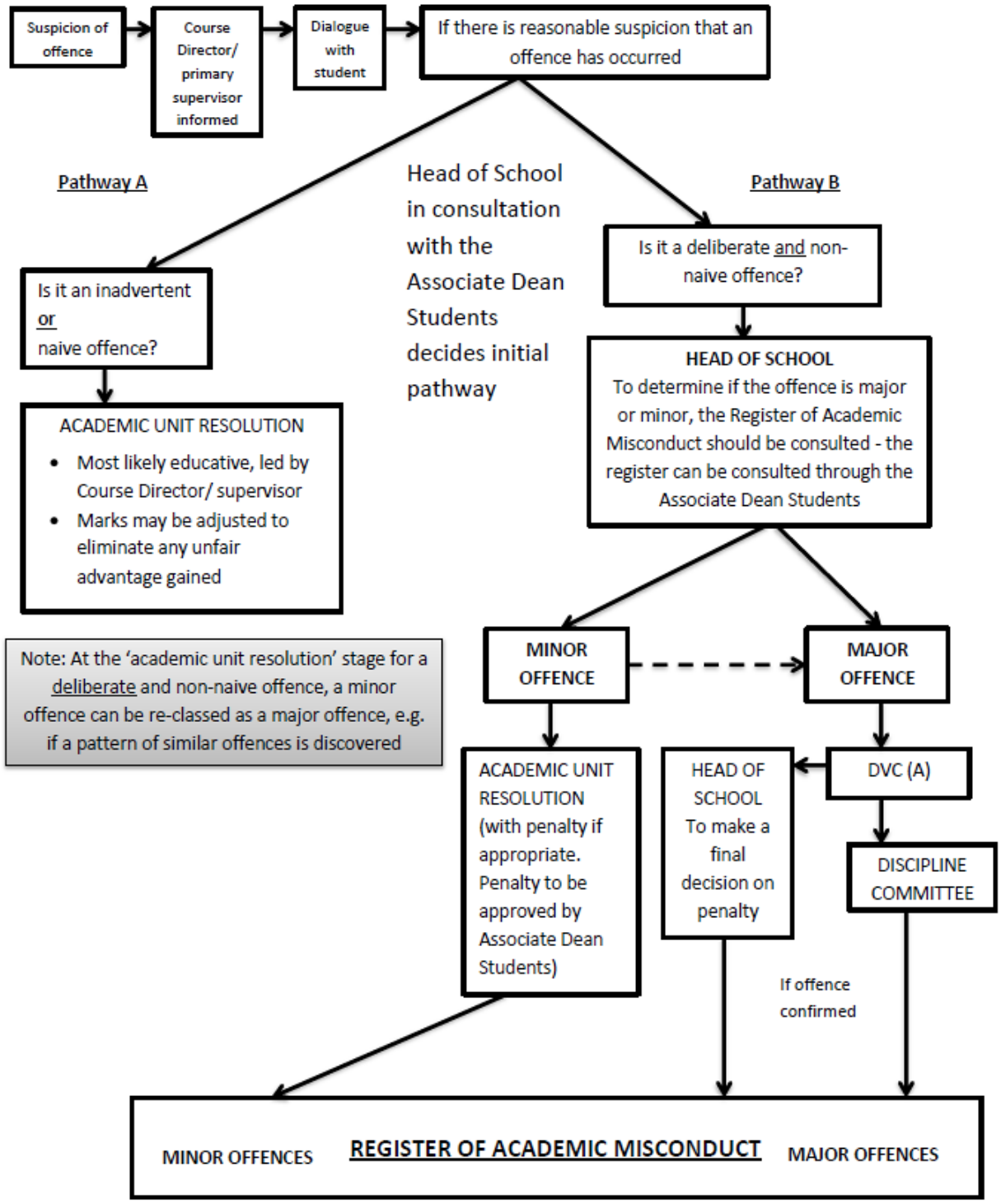
Academic Misconduct

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.

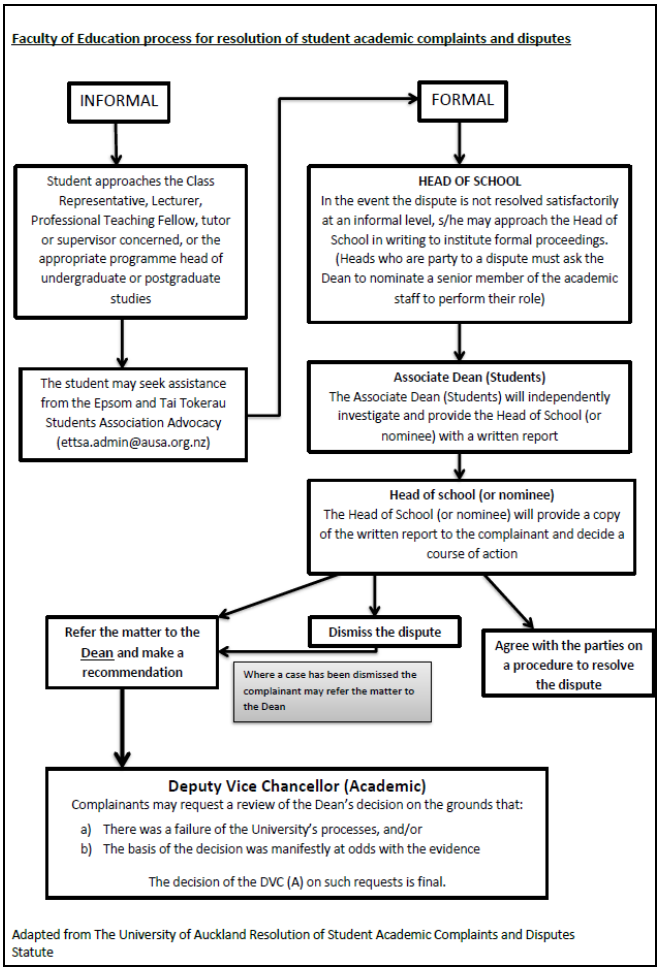
Allegations of academic misconduct at the Faculty of Education shall be dealt with by the following process: (please refer to the diagram on the following page)

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



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

- 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

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

Only students who have completed the DELNA requirements will be permitted to undertake practicum.

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

EC Mail
All students enrolled at the university are provided with a student email account called EC Mail. At the time of enrolment, students are provided with an email address. This address includes a student's NetID characters plus a generic address e.g. jbon007@aucklanduni.ac.nz. 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/uoa/home/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/uoa

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

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

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

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

Fees advice

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

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

Graduation

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

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

Submission in 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/uoa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines

Unsatisfactory Progress

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

Other Matters

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).

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. There is also a pamphlet at the Lending Desk which explains how many books you may borrow and the length of the borrowing period. It also explains how to request an item and how much the fines are.

Key points to remember:

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

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

Practicum

Practicum Placements
Practicum courses are at the heart of each candidate's professional development.

Practicum courses are completed during full-time block and single day placements in a school. There are three block placements during the year and student placements will be determined and organised by the Practicum Office in conjunction with the EDPRAC 607 Course Director. **Students are not to arrange their own practicum placements.** Please note that while we endeavour to place you

at a school in an area of your choice, it is the job of the Practicum Office, in conjunction with the Director to assign you to a designated school. You may be required to travel to the majority of your placements. Any changes to a placement must be negotiated with the Director.

If a student teacher is out of synchrony with their cohort due to deferral, withdrawal or being part-time, practicum placements will be assigned on a case-by-case basis by the Director. Student teachers will not be able to complete a practicum at the beginning or the end of the year as it is not appropriate to accommodate this within the faculty and schools at these times of the year.

Students Withdrawing from Practicum

Students who suddenly need to withdraw from practicum before it commences must inform the Practicum Office immediately so that schools can be notified as a matter of courtesy.

Placement Restrictions with regard to Links with Family Members

Student teachers may not be placed for practicum where:

- a member of their whanau/family attends as a pupil or as a staff member
- the student teacher or their whanau are employed in any capacity
- the student teacher or a member of their whanau has a personal relationship with any member of the school/centre staff or BOT/Management Committee.

Confidentiality during Practicum

The Privacy Act 1993 controls how agencies (i.e., individuals or organisations) collect, use, disclose, store and give access to personal information. There are 12 Information Privacy Principles which set out rules and exceptions to those rules. In schools/centres, as individuals and organisations, we must be informed about and adhere to the requirements of the Privacy Act. However, for student teachers on Practicum, Principle 1 - *Purpose of Personal Information*, Principle 4 - *Manner of Collection of Personal Information*, Principle 10 - *Limits on Use of Personal Information* and Principle 11 - *Limits on Disclosure of Personal Information* are particularly relevant.

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

1. Student teachers wishing to photograph, audiotape or videotape children must ensure that a faculty lecturer is informed in the first instance. Also, Associate Teacher and parent/guardian consent must be obtained prior to any such project.

2. Information gained about children, their family/whanau, staff or other student teachers while on Practicum or at the faculty 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 using the information in a form in which the individual concerned is not identified, Principle 10, f, (i).

Student teachers 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 Seeking Practicum Placement with Babies or Young Children
It is not permissible to take babies and young children on practicum. Student teachers must either make their own private arrangements for the care of their babies and young children during Practicum.

Location of Practicum
Practicum is located in the EDPRAC 607 course. The quality of learning for candidates is linked to the quality of experiences for professional development that occurs in schools. To this end the Practicum is delivered in a consortium of schools during the programme. There will be a shared understanding of the developmental progression of the programme between the schools, the candidate and University of Auckland, Faculty of Education staff.

This understanding will provide the opportunity for the candidates to take responsibility for their learning with the support of University of Auckland, Faculty of Education and school staff. The practicum will provide candidates with the opportunity to synthesise the knowledge, understandings and dispositions gained from all of the curriculum papers.

The candidates will complete three block placements**:**

1 x 2 weeks (Practicum One)
1 x 5 weeks (Practicum Two)
1 x 5 weeks (Practicum Three)

and a suite of single day placements each week for approximately 15 days.

Single Day Practicum Placements: Tuesdays in Schools
Single day Practicum placements focus on a student teacher's professional development at school-wide level rather than specific classroom teaching skills. The focus and approach to professional learning is whole school rather than the single classroom. An inquiry approach to learning is undertaken. Students will be placed in a 'base' school every Tuesday (except for Tuesdays designated as workshop and lectures on campus).

The work will be a mixture of investigation and self-selected goals. The Tuesdays will provide a context for programme course research as well as for developing an e-portfolio.

Final Block Practicum
In the final block placement candidates must take full responsibility for planning, learning and teaching, and manage the learning environment for a minimum of three consecutive weeks.

Assessment of the EDPRAC 607 Course
Practicum credits are awarded on successful achievement of Practicum requirements and learning outcomes. Performance is usually jointly assessed and wherever possible a 'triadic' meeting of three parties (Visiting Lecturer, Associate Teacher, Student Teacher) will be held for assessment purposes for Practica 2 and 3.

Where consensus is not achievable the University Supervisor/Lecturer, in consultation with the Director, has ultimate responsibility for the decision.

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 entire course.

Results for Practicum courses, once confirmed by the University of Auckland, Faculty of Education, are expressed as:

Pass: This will be granted when the triadic assessment process indicates that all of the learning outcomes have been achieved.

Credit Withheld/Not Achieved (NA): This may be indicated when some of the learning outcome criteria are not achieved and the triadic assessment process indicates that the student teacher be given the opportunity for completion during the next practicum placement. This will be approved and organised by the Practicum Adviser in consultation with the student teacher and the University Supervisor. **This provision is not available for the third practicum.**

Fail: This will be indicated when the triadic assessment process indicates that a full re-sit of the practicum course is required. The Practicum Adviser will confirm this. Where a full re-sit of the Practicum is required, the student teacher must re-enrol through the Education Student Centre. Full tuition fees will apply. Students failing Practicum 2 will be able to re-sit this Practicum during the Practicum 3 timetabled weeks in Semester 2. Students will then need to re-enrol for EDPRAC 607, in the subsequent year through the Education Student Centre.

All students who fail some or all of the learning outcomes in a Practicum will automatically be reviewed so that support systems can be set in place for future success.

Note: Students who fail a Practicum must apply to be given formal permission to resit the course. Student should collect an Application to Repeat a Failed Course form from the Teacher Education Office in H201A.

It is the candidate's responsibility to ensure that all necessary practicum documentation is completed and results delivered to the Practicum Office by the dates set.

Completing a Range of Placements

All student teachers are required to complete a range of placements to ensure a necessary breadth of experience and to increase the validity of the assessment for national credentialing. There are some specific placement requirements in this programme.

Placements Requirements

Placements must include:

at least one practicum at each of the following levels:

- Years 1 – 3 and
- Years 6 – 8

at least one practicum in a school where the school's decile rating falls within the range:

- (Low) 1 – 5 and
- (High) 8 – 10

Please note: A student teacher **may not** approach a school to organise his or her own placement. Student teachers may only approach a school when a confirmed placement has been posted and the date for the Associate Teacher contact has been advised.

Attendance and Professional Conduct during Practicum
For expectations and requirements please refer to the relevant *Practicum Handbooks.*

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

Developing Oral Language Skills

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

The following are some of the areas covered:

- Developing a more expressive voice
- Vocal projection – for the classroom
- Classroom instructions
- Slowing down the pace of spoken English
- Reading aloud with expression
- Speaking with confidence and fluency to groups
- Pronunciation and mastering 'difficult' sounds or words
- Caring for your voice in the teaching environment

The service is offered by a Speech Language Therapist, Elaine Tasker, ext 48756 in Office N324, who offers speech language services to students both by referral and request.

Programme Changes, Procedures and Regulations

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 on the University of Auckland website. It is especially important to ensure that the Practicum Office has your up-to-date contact details at all times.

Withdrawal from Courses
Withdrawals from courses must be completed formally through the Education Student Centre.

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. You can arrange this appointment by emailing the Director to request an appropriate time.

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 nor 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 the 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 Colleges/Faculties of Education
A student is expected to complete the programme for which she/he was selected.

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

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

Teacher Registration

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. Failure to do so may result in a formal review of a candidate's place in the programme.

Criminal Convictions: while undertaking, or during deferment from, the programme

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

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

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

All applicants will be required to give consent to disclosure by the police of convictions for any offences. 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 your programme 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 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., the classroom), in the **learning centre** (e.g., the school, kohanga reo), in the **community** and in the teaching **profession.** In each domain a teacher will interact with **learners** (students), **parents/whanau/caregivers, employer** and **colleagues,** and should at all times maintain high standards of:

Trustworthiness, to:

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

Honesty, to:

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

Reliability, to:

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

Sensitivity and compassion, to:

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

Respect for others, to:

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

Imagination, enthusiasm and dedication, to:

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

Communication, to:

- communicate easily and lucidly in the English or Māori official languages of New Zealand;
- exercise discretion;

- give and receive constructive criticism;
- seek advice when needed.

Physical and mental health, to:
- carry out duties safely and satisfactorily;
- show emotional balance and maturity;
- display warmth and humour.

Notwithstanding the above qualities a person could be considered not fit to be (or continue to be) a teacher if evidence was provided that, as a teacher, he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.
For example:
- disobeying lawful and reasonable orders or instructions;
- being negligent, careless or indolent in carrying out duties;
- misusing or failing to take proper care of property or equipment in his or her custody or charge;
- being absent from duty without valid excuse;
- engaging in sexual activity with a student;
- sexually harassing, verbally abusing or assaulting colleagues, parents or students.

Portfolios and New Zealand Teachers Council Graduating Teacher Standards (NZTCGTS)
The New Zealand Teachers Council mandated the Graduating Teacher Standards: Aotearo New Zealand in 2007. Students need to meet these standards by the completion of the programme and provide evidence of this requirement in a personal electronic portfolio. Portfolio development will be 'wrapped around' the practica, in particular, the single Tuesdays-in-Schools placements. 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 (Primary) Students

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 can, in fact, ***do this as soon as you have passed Practicum 3 and all courses.*** Follow the same steps outlined below.

You begin this process by downloading and completing the form from their website:
www.teacherscouncil.govt.nz

The Faculty of Education **does not issue the letter of *eligibility to graduate***. It must be obtained from **Student Records** in the **Clock Tower**, Princes Street, City Campus. You can request it as soon as your self-service Student Services Online record shows that you are eligible to graduate once all of your grades have been entered. The cost of your Official Transcript (cost can be subject to change) is $30 for the first copy and $10 for copies ordered in the same request. It is suggested you get 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 your starting salary can be established. [Note: duplicate copies of the letter are cheaper at time of issue than going back later and re-ordering]. This letter cannot be issued until the Faculty of Education submits all programme marks/grades.

- 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.' Please ensure 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.

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.

Principles Underpinning the Graduate Diploma in Teaching (Primary) and Related Outcomes

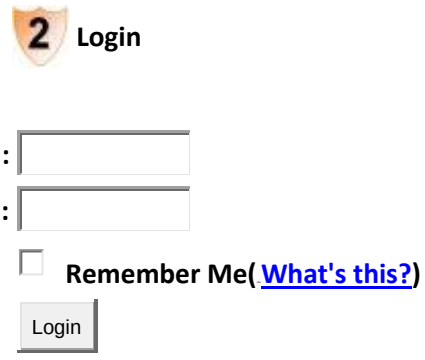
	PRINCIPLES	**RELATED GRADUATE OUTCOMES** *Graduates of initial teacher education programmes will be able to:*
1	Teacher education programmes will develop the skills and understandings that enable teachers to teach in ways that raise overall achievement levels and reduce disparities.	Teach in ways that 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.

'CECIL' Information

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
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:



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

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

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

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

Course Descriptions

Code	**EDPRAC 607** **EDPRAC 607A and EDPRAC 607B**
Title	**Professional Practice in Context**
Points	**607 = 30** **607A = 15** **607B = 15**
Restriction	To complete this course students must enrol in EDPRAC 607A and 607B, or EDPRAC 607.
Calendar Description	Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in primary and middle school contexts. Addresses what it means to establish effective professional relationships and to teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.
Learning outcomes	*At the completion of this course, it is intended that students will be able to:* 1 Collect, analyse and critically engage with information from educational settings to inform and enhance own professional practice. 2 Articulate and justify a personal philosophy of teaching, congruent with research, theory and practice. 3 Demonstrate effective planning, assessment, organisation and management practices that are responsive to children's learning. 4 Establish and demonstrate professional, ethical relationships in educational settings. 5 Evaluate the effectiveness of their teaching and critically reflect on their development as teachers. 6 Implement personal goals that enhance professional development. 7 Demonstrate how their learning links to the NZTC Graduating Teacher Standards. 8 DELNA – in addition to the specified above you must demonstrate an acceptable level of English language competency as measured by the DELNA assessment.

Code	**EDPROFST 608** **EDPROFST 608A and EDPROFST 608B**
Title	**Learning and Teaching in New Zealand**
Points	**608 = 30** **608A = 15** **608B = 15**
Restriction	To complete this course students must enrol in EDPROFST 608A and 608B, or EDPROFST 608.
Calendar Description	Critically examines the New Zealand Curriculum and implications for effective learning and teaching from a range of perspectives. Addresses questions such as: what do teachers need to know about learners and how they develop and learn, how to use evidence to promote learning, how to develop positive, professional relationships, and how contextual factors influence learning and teaching.
Learning outcomes	*At the completion of this course, it is intended that students will be able to:* 1 Describe theories of human development and learning and explain how an understanding of these theories assist teachers to develop and extend student learning. (Graduate Outcomes 2, 5) 2 Discuss and analyse how historical, political and cultural influences shape education in the New Zealand context. (Graduate Outcomes 3, 6) 3 Examine notions of diversity through the New Zealand curriculum, policies and teaching. (Graduate Outcomes 2, 5, 6) 4 Explore and demonstrate the relationship between learning, teaching, assessment and the curriculum. (Graduate Outcomes 5, 6)

Code **EDPROFST 601**
Title **Te Ao Maori**
Points **10**
Restriction **EDPROF 601, 603**

Calendar Description

Critically examines the educational and cultural needs and aspirations of Maori learners and communities. Questions include: What is the social, historical and policy context of schooling for Maori? Why is te reo and matauranga Maori important and how can it be integrated across learning contexts for all students? What current research contributes to effective pedagogical approaches for Maori students?

Learning outcomes

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

1 Critically explore key historical and contemporary social and policy influences shaping the context of Maori education (Graduate Outcomes 2, 9)
2 Examine the current theoretical, research, policy and practice responses to Maori needs and aspirations in education (Graduate Outcomes 2, 5, 10)
3 Develop pedagogical approaches that in corporate te reo, tikanga and matauranga Maori to enhance teaching and learning and school culture. (Graduate Outcomes 1, 2, 4, 5, 7, 10)

Code **EDCURRIC 604**
Title **Health and Physical Education**
Points **10**
Restriction **ACE 723.631**

Calendar Description

Develops understandings of the theories, concepts and practices that support learning and teaching in Health and Physical Education. It will examine such questions as: How are teachers informed in these subjects? How do teachers implement quality learning experiences based on the Health and Physical Education curriculum for effective learning to occur for a diverse range of learners?

Learning Outcomes

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

1 Appraise and articulate theories, concepts and practices that support teaching and learning in Health and Physical Education. (Graduate Outcome 2)
2 Examine critically the content, values and beliefs associated with teaching and learning in Health and Physical Education in Aotearoa/New Zealand. (Graduate Outcomes 3, 9)
3 Demonstrate knowledge of content and pedagogical approaches for planning, teaching and assessment in Health and Physical Education that maximize purposeful, active participation and achievement for all learners. (Graduate Outcomes 5, 6, 7)

Code **EDCURRIC 610**
Title **Science Education**
Points **10**
Restriction **ACE 724.731**

Calendar Description

Develops an appreciation of the nature of science which supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning environments based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is achievement determined and monitored?

Learning Outcomes

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

1 Demonstrate an understanding of science subject knowledge and pedagogy to create a supportive learning environment (Graduate Outcomes 7, 8)
2 Demonstrate knowledge of curriculum specific requirements and conventions related to planning for effective science learning and teaching for diverse learners. (Graduate Outcomes 1, 7, 8)
3 Evaluate and utilise assessment information and research literature about children's learning in science, when planning and teaching science-rich experiences (Graduate Outcomes 2, 3)

Code **EDCURRIC 611**
Title **Social Studies Education**
Points **10**
Restriction **ACE 726.631**

Calendar Description

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? What do teachers need to know about curriculum requirements, teaching methodologies, management strategies and resources to successfully plan for students' diverse needs?

Learning Outcomes

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

1 Examine the nature and purpose of social studies education in New Zealand primary schools. (Graduate Outcomes 7,9)
2 Apply pedagogical content knowledge, curriculum requirements and Social Studies subject knowledge to plan for the needs of diverse learners. (Graduate Outcome 7)

Code **EDCURRIC 613**
Title **Special Topic: Teaching Languages**
Points **10**

Calendar Description

Develops and extends the knowledge, skills and attitudes associated with planning, teaching and assessing for learning languages and develops conceptual understandings about bi- / multi-lingualism and bi- / multi-literacy and inter-culturality. Addresses such questions as: How are languages acquired? How are languages lost? What factors assist or impede acquisition? What are optimal conditions for acquisition? What are appropriate resources, strategies and approaches?

Learning Outcomes

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

1 Apply knowledge of the structure and use of the learning languages generic curriculum and individual language curriculum documents for effective oral, written, visual and intercultural communication in and for a variety of settings and purposes.
2 Examine a range of theories and research findings about bi/ multi lingualism, bi/ multi literacy and interculturality, and how languages are acquired, maintained and lost.
3 Apply pedagogical content knowledge, skills and strategies in planning, teaching, resourcing and assessing in order to enhance the achievement of diverse learners in learning languages.

Code **EDCURRIC 621**
Title **Arts, Language and Literacies Education 1**
Points **15**
Restriction **EDCURRIC 101, EDCURRIC 202, EDCURRIC 605**

Calendar Description

Develops knowledge, skills and understandings necessary to plan, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important in the junior school and beyond? How do teachers design and resource quality programmes in order to encourage children to become confident, competent communicators and to maximise their achievement in these areas?

Learning outcomes TBA

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

1 Apply knowledge of the structure and use of English and The Arts in the New Zealand Curriculum (2007) for effective multimodal communication in, and for, a variety of settings and purposes.
2 Examine a range of theories, research findings and curriculum implications for first language acquisition and the literacy and arts development of diverse learners
3 Apply pedagogical content knowledge, skills and dispositions to planning, teaching and resourcing, and to assessment, in order to enhance the arts, language and literacy development of diverse learners

Code	**EDCURRIC 622**
Title	**Arts, Language and Literacy Education 2**
Points	**15**
Pre-requisite	**EDCURRIC 621**
Restriction	**EDCURRIC 101, EDCURRIC 202, EDCURRIC 606**
Calendar Description	Extends knowledge, skills and dispositions necessary to plan for, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important to middle/senior primary school learning? What resources, strategies and approaches will maximise achievement? How do teachers design quality teaching and learning programmes which encourage children to become competent communicators in these areas?

Learning Outcomes TBA

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

1. Apply knowledge of the structure and use of English and The Arts in the New Zealand Curriculum for effective multimodal communication in, and for, a variety of settings and purposes.
2. Examine a range of theories, research findings and curriculum implications for first language acquisition and the literacy and arts development of diverse learners
3. Apply pedagogical content knowledge, skills and dispositions to planning, teaching and resourcing, and to assessment, in order to enhance the arts, language and literacy development of diverse learners

Code	**EDCURRIC 628**
Title	**Mathematics, Statistics and Technology Education 1**
Points	**15**
Restriction	**EDCURRIC 608, EDCURRIC 612**
Calendar Description	Develops knowledge and understanding of the nature of mathematics, statistics and technology education by addressing questions such as: What is the nature and purpose of mathematics, statistics and technology education in the New Zealand Curriculum? What are the components, key concepts and learning progressions in the national curriculum? What constitutes effective teaching practices?

Learning Outcomes TBA

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

1. Explain mathematical and statistical concepts, learning progressions and thinking skills in Levels 1 to 3 of the national curriculum.
2. Explain their understanding of the nature and purpose of technology education as reflected in the NZ curriculum.
3. Justify the inclusion of learning tasks and teaching approaches in planned teaching sequences for diverse learners.

Code	**EDCURRIC 629**
Title	**Mathematics, Statistics and Technology Education 2**
Points	**15**
Prerequisite	**EDCURRIC 628**
Restriction	**EDCURRIC 609, EDCURRIC 612**
Calendar Description	Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics, statistics and technology education for diverse learners by addressing questions such as: What are the mathematical, statistical and technological concepts and learning progressions in the national curriculum? What constitutes effective teaching prctices?

Learning Outcomes TBA

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

1. Explain mathematical, learning progressions and thinking skills in Levels 3 to 5 of the national curriculum.
2. Demonstrate the knowledge and ability to effectively plan for learning and teaching approaches based on learner's prior knowledge that will enhance learning for diverse learners.
3. Demonstrate an understanding of a range of approaches to implementing technological literacy and practice in educational settings.