



**THE UNIVERSITY  
OF AUCKLAND**

**FACULTY OF EDUCATION**

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

# **Graduate Diploma in Teaching (Primary)**

## **Programme Handbook 2015**

### **EPSOM CAMPUS**

Private Bag 92601  
Symonds Street  
Auckland 1150, NZ

Gate 3, 74 Epsom Ave, Epsom  
Auckland 1023  
P: (09) 623 8899

The University of Auckland | Faculty of Education | Internet: [www.education.auckland.ac.nz](http://www.education.auckland.ac.nz) | Ph: 0800 61 62 63

## GRADUATE DIPLOMA IN TEACHING (PRIMARY) CONTACTS

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### CONTACTS:

#### Associate Director Graduate Diploma in Teaching (Primary)

**Paul Heyward**

Email: [p.heyward@auckland.ac.nz](mailto:p.heyward@auckland.ac.nz)

Extn: 48447

Office: H207

#### Teacher Education Office Co-ordinator

**Chris Tennet**

Email: [c.tennet@auckland.ac.nz](mailto:c.tennet@auckland.ac.nz)

Extn: 48650

Office: H201A

#### Practicum Office:

**Judy Robinson**

**Practicum Manager**

Email: [judy.robinson@auckland.ac.nz](mailto:judy.robinson@auckland.ac.nz)

Extn: 48891

Office: H211X

**Liz Jenkins**

**Practicum Placement Co-ordinator - Primary**

Email: [l.jenkins@auckland.ac.nz](mailto:l.jenkins@auckland.ac.nz)

Extn: 48452

Office: H202

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## Introduction

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

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

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

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

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

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

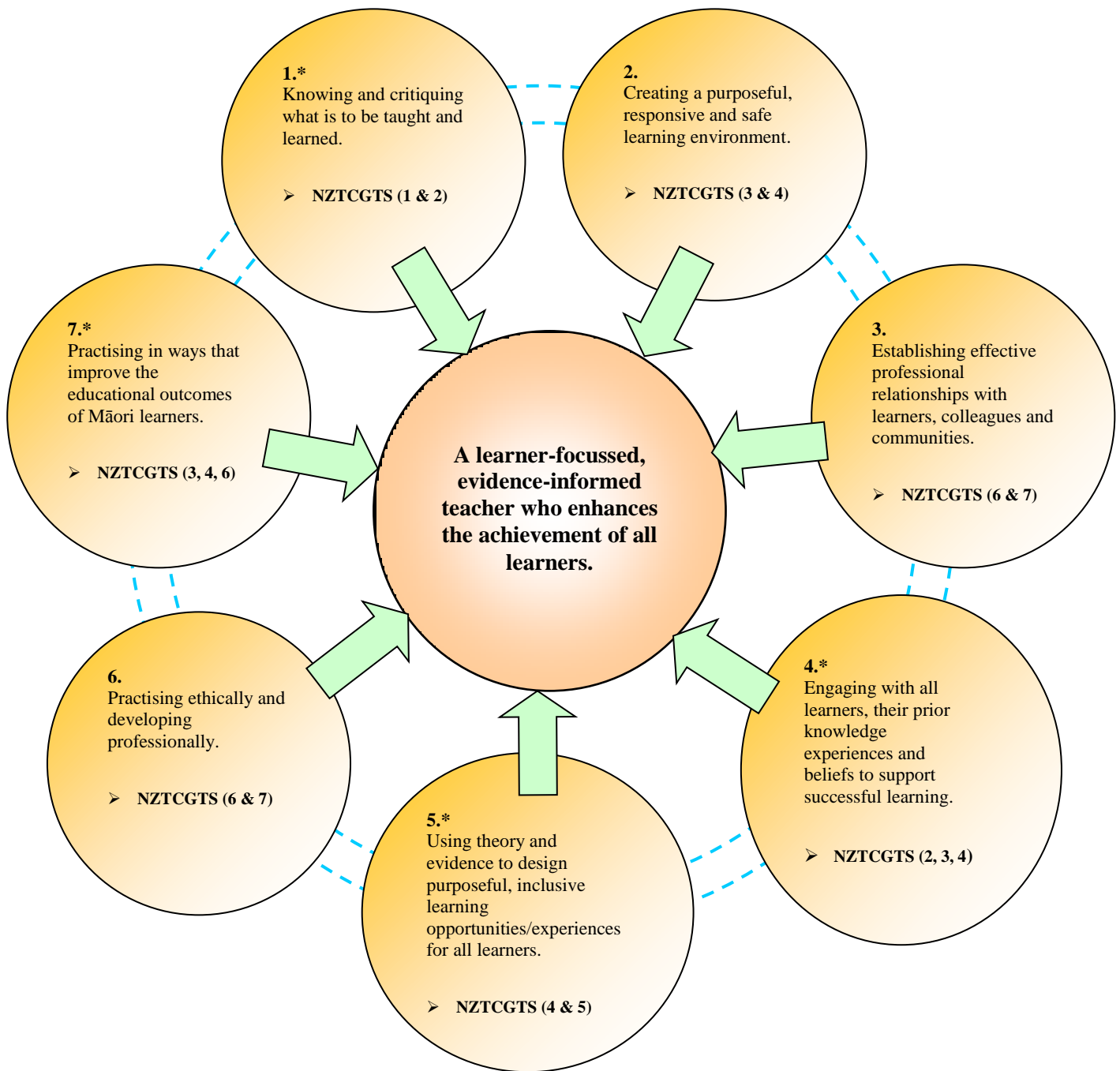
It is hoped that your programme will be a fulfilling, rewarding, gainful experience that results in you becoming a successful beginning teacher. Best wishes in your studies.

### References:

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

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

## Conceptual Model Underpinning Teacher Education Programmes



### Notes (refer to circles above):

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

### Comments:

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

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

## Principles Underpinning Teacher Education Programmes and Related Graduate Outcomes

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

## NZTC Graduating Teacher Standards: Aotearoa New Zealand

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

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

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

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

## Support Systems

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

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	<b>First Year Experience</b> Michael Willimott, ext 48855 <b>Academic English Language Co-ordinator</b> Jenni Bedford, ext 48186 <b>Speech Language Therapist</b> Elaine Tasker, ext 48756 <b>Student Learning</b> Hilary van Uden , ext 46316 <b>Maths Support</b> Angela Spavin, ext 48217 <b>Careers Services</b> Lorraine Moriarty, ext 88645
Deferral, Resignation, Transfer	Education Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Disability Support	Email: <a href="mailto:disability@auckland.ac.nz">disability@auckland.ac.nz</a> Website: <a href="http://www.disability.auckland.ac.nz">www.disability.auckland.ac.nz</a>
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Student Association etc.	ETTSA Inc., Budgeting Service, Margaret Lewis, ext 48544
Health/Medical	Epsom Campus Student Health Service, R Block, ext 48526, DD 623 8889
International Students	Associate Dean International Programmes Dr John Hope, ext 87515
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment at Student Health Services DD 623 8889
Practicum experience in schools	Please refer to Practicum contact details on page 1
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	Kaitiaki Taura Māori /Māori Student Support Co-ordinator: Rochai Taiaroa, ext 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (D Block)
Support for Pasifika students	Pasifika Success Co-ordinator (Level 2 N211) Tim Baice, Academic Co-ordinator, ext 48469
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: <a href="mailto:library@auckland.ac.nz">library@auckland.ac.nz</a> See University website for hours
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre, A Block

### Contact Details for Campuses:

City Campus

Phone: 373 7599

Epsom Campus

Phone: 623 8899

Manukau Institute of Technology Campus

Phone: 968 8765

Tai Tokerau Campus

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

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## Features of the Graduate Diploma in Teaching (Primary)

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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* (1<sup>st</sup> 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-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (1<sup>st</sup> 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.

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## Programme of Study

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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.

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## Graduate Status

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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.

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**Programme Structure – 160 Points**

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<b>Course Number</b>	<b>Course Title</b>	<b>Semester</b>	<b>Points</b>
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 <i>(special entry requirements)</i>		10

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## Course Descriptions

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**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 incorporate 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)

<b>Code</b>	<b>EDCURRIC 613</b>
<b>Title</b>	<b>Special Topic: Teaching Languages</b>
<b>Points</b>	<b>10</b>
<b>Calendar Description</b>	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?
<b>Learning Outcomes</b>	<p><i>At the completion of this course, it is intended that students will be able to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2 Examine a range of theories and research findings about bi/ multi lingualism, bi/ multi literacy and inter-culturality, and how languages are acquired, maintained and lost.</li> <li>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.</li> </ol>
<b>Code</b>	<b>EDCURRIC 621</b>
<b>Title</b>	<b>Arts, Language and Literacies Education 1</b>
<b>Points</b>	<b>15</b>
<b>Restriction</b>	<b>EDCURRIC 101, EDCURRIC 202, EDCURRIC 605</b>
<b>Calendar Description</b>	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?
<b>Learning Outcomes</b>	<p><i>At the completion of this course, it is intended that students will be able to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2 Examine a range of theories, research findings and curriculum implications for first language acquisition and the literacy and arts development of diverse learners</li> <li>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</li> </ol>

<b>Code</b>	<b>EDCURRIC 622</b>
<b>Title</b>	<b>Arts, Language and Literacy Education 2</b>
<b>Points</b>	<b>15</b>
<b>Pre-requisite</b>	<b>EDCURRIC 621</b>
<b>Restriction</b>	<b>EDCURRIC 101, EDCURRIC 202, EDCURRIC 606</b>
<b>Calendar Description</b>	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?
<b>Learning Outcomes</b>	<p><i>At the completion of this course, it is intended that students will be able to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2 Examine a range of theories, research findings and curriculum implications for first language acquisition and the literacy and arts development of diverse learners</li> <li>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</li> </ol>

<b>Code</b>	<b>EDCURRIC 628</b>
<b>Title</b>	<b>Mathematics, Statistics and Technology Education 1</b>
<b>Points</b>	<b>15</b>
<b>Restriction</b>	<b>EDCURRIC 608, EDCURRIC 612</b>
<b>Calendar Description</b>	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?
<b>Learning Outcomes</b>	<p><i>At the completion of this course, it is intended that students will be able to:</i></p> <ol style="list-style-type: none"> <li>1 Explain mathematical and statistical concepts, learning progressions and thinking skills in Levels 1 to 3 of the national curriculum.</li> <li>2 Explain their understanding of the nature and purpose of technology education as reflected in the NZ curriculum.</li> <li>3 Justify the inclusion of learning tasks and teaching approaches in planned teaching sequences for diverse learners.</li> </ol>

<b>Code</b>	<b>EDCURRIC 629</b>
<b>Title</b>	<b>Mathematics, Statistics and Technology Education 2</b>
<b>Points</b>	<b>15</b>
<b>Prerequisite</b>	<b>EDCURRIC 628</b>
<b>Restriction</b>	<b>EDCURRIC 609, EDCURRIC 612</b>
<b>Calendar Description</b>	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 practices?
<b>Learning Outcomes</b>	<p><i>At the completion of this course, it is intended that students will be able to:</i></p> <ol style="list-style-type: none"> <li>1 Explain mathematical, learning progressions and thinking skills in Levels 3 to 5 of the national curriculum.</li> <li>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.</li> <li>3 Demonstrate an understanding of a range of approaches to implementing technological literacy and practice in educational settings.</li> </ol>

2015 Dates							Standard Teaching Periods (see below)			Grad Dip Primary			
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	UoA Standard Pattern	FoEd Pattern	Week	PRIM-GDTPR 1.0		
1	29-Dec	30-Dec	31-Dec	New Years Day	New Years Day Hol					1			
2	UoA Hol	6-Jan	7-Jan	8-Jan	9-Jan	Summer School Lectures Begin 6th	School Holidays			2	Summer School Lectures Begin 6th		
3	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan					3			
4	19-Jan	20-Jan	21-Jan	22-Jan	23-Jan					4	Intro Day 19 Jan Delivery Block 20-30 Jan		
5	Akld Ann Day	27-Jan	28-Jan	29-Jan	30-Jan					5			
6	2-Feb	3-Feb	4-Feb	5-Feb	Waitangi Day			Term 1 Begins			6	EDPRAC 607A Prac 1 2 Feb - 18 Feb	
7	9-Feb	10-Feb	11-Feb	12-Feb	13-Feb	Summer School Lectures End 13th				7			
8	16-Feb	17-Feb	18-Feb	19-Feb	20-Feb	Study Break/Exams		Study Break/Exams	Study Break/Exams	8	Block Delivery 19 Feb - 27Feb		
9	23-Feb	24-Feb	25-Feb	26-Feb	27-Feb					9			
10	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar	Semester 1 Lectures Begin 2nd		Semester 1 Lectures Begin 2nd	Sem 1 Lectures Begin 2nd	10	Tues in Sch		
11	9-Mar	10-Mar	11-Mar	12-Mar	13-Mar					11	Tues in Sch		
12	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar					12	Tues in Sch		
13	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar					13	Tues in Sch		
14	30-Mar	31-Mar	1-Apr	2-Apr	Good Friday		Term 1 Ends			14	Block Delivery / Study		
15	Easter Monday	Easter Holiday	8-Apr	9-Apr	10-Apr	UoA Mid-Semester Break 3-18 April	School Holidays	UoA Mid-Semester Break 3-18 April	FOED Break	15	FOED Break		
16	13-Apr	14-Apr	15-Apr	16-Apr	17-Apr								
17	20-Apr	21-Apr	22-Apr	23-Apr	24-Apr		Term 2 Begins			17	Tues in Sch		
18	ANZAC day	28-Apr	29-Apr	30-Apr	1-May					18	Tues in Sch		
19	4-May	5-May	6-May	7-May	8-May	Graduation - 4, 6, 8				19	Tues in Sch		
20	11-May	12-May	13-May	14-May	15-May					20	Tues in Sch		
21	18-May	19-May	20-May	21-May	22-May					21	Tues in Sch		
22	25-May	26-May	27-May	28-May	29-May					22	EDPRAC 607A Prac 2 25 May - 26 Jun		
23	Queen's Birthday	2-Jun	3-Jun	4-Jun	5-Jun	Semester 1 Lectures End 5th				23			
24	8-Jun	9-Jun	10-Jun	11-Jun	12-Jun	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	24			
25	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun							25	
26	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun							26	
27	29-Jun	30-Jun	1-Jul	2-Jul	3-Jul	INTER SEMESTER BREAK	Term 2 Ends	INTER SEMESTER BREAK	INTER-SEMESTER BREAK	27	INTER-SEMESTER BREAK		
28	6-Jul	7-Jul	8-Jul	9-Jul	10-Jul		School Holidays						28
29	13-Jul	14-Jul	15-Jul	16-Jul	17-Jul								29
30	20-Jul	21-Jul	22-Jul	23-Jul	24-Jul	Semester 2 Lectures Begin 20th	Term 3 Begins	Sem 2 Lectures Begin 20th	Sem 2 Lectures Begin 20th	30	Sem 2 Lectures Begin 20th		
31	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul					31	Tues in Sch		
32	3-Aug	4-Aug	5-Aug	6-Aug	7-Aug					32	Tues in Sch		
33	10-Aug	11-Aug	12-Aug	13-Aug	14-Aug					33	Tues in Sch		
34	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug					34	Tues in Sch		
35	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug					35	Tues in Sch		
36	31-Aug	1-Sep	2-Sep	3-Sep	4-Sep	UoA Mid-Semester Break		UoA Mid-Semester		36	Block Delivery / Study		

<b>37</b>	7-Sep	8-Sep	9-Sep	10-Sep	11-Sep	31st Aug - 12 Sept		Break 31st Aug - 12 Sept		<b>37</b>	Tues in Sch		
<b>38</b>	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep					<b>38</b>	Tues in Sch		
<b>39</b>	21-Sep	22-Sep	23-Sep	24-Sep	25-Sep		Term 3 Ends			<b>39</b>	Tues in Sch		
<b>40</b>	28-Sep	29-Sep	30-Sep	1-Oct	2-Oct	Graduation - 29	School Holidays		FOED Break	<b>40</b>	FOED Break		
<b>41</b>	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct							<b>41</b>	
<b>42</b>	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct		Term 4 Begins			<b>42</b>	EDPRAC 607B Prac 3 12 Oct - 13 Nov		
<b>43</b>	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct	Semester 2 Lectures End 23rd				<b>43</b>			
<b>44</b>	Labour Day	27-Oct	28-Oct	29-Oct	30-Oct	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	<b>44</b>			
<b>45</b>	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov								<b>45</b>
<b>46</b>	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov								<b>46</b>
<b>47</b>	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov					<b>47</b>	Post/Prac Portfolios		
<b>48</b>	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov							<b>48</b>	
<b>49</b>	30-Nov	1-Dec	2-Dec	3-Dec	4-Dec							<b>49</b>	
<b>50</b>	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec							<b>50</b>	
<b>51</b>	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec					Term 4 Ends - Prim/Sec			
<b>52</b>	21-Dec	22-Dec	23-Dec	24-Dec	Christmas Day					<b>52</b>			
<b>53</b>	Boxing Day Observed	29-Dec	30-Dec	31-Dec	1-Jan					<b>53</b>			

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## Practicum

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### 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 Associate 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 Associate 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 Associate 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 Associate Director, has ultimate responsibility for the decision.

At the discretion of the Associate 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 by the Associate Director and organised by the Practicum Placement Co-ordinator 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 Convenor 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 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 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 Handbook*.

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

### **Please note:**

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

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## **Academic Success Centre**

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

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

- Hilary van Uden, Student Learning Co-ordinator, N321, Extn 46316 and a team from the City Student Learning Centre on a daily basis, N329
- Jenni Bedford, Academic English Language Support, N323, Extn 48186
- Elaine Tasker, Speech Language Therapist, N324, Extn 48756
- Angela Spavin, Mathematics Support, Extn 48217

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

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

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

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

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## Assessment

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### Academic Progress Reviews

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

### Assessment and Grading Scale

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

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

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

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

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


**Example of a Grading System and descriptors relating to student attainment**

GRADE	% VALUE	DESCRIPTION
A +	90 – 100	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.
A	85 – 89	
A -	80 - 84	
B +	75 – 79	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.
B	70 – 74	
B -	65 - 69	
C +	60 – 64	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills.
C	55 – 59	
C -	50 - 54	
D +	45 – 49	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D	40 - 44	
D-	0 - 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.

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

**Assessments – FoEd Assignment Process**

Epsom campus will have a centralized 'hand-in' and 'pick-up' office located at A114A. Site appropriate arrangements will apply at Tai Tokerau, City, and Manukau (your lecturer/course booklet will give details).



**Announcing the Faculty of Education's new assignment service**

- Your coversheet for every assignment generated on line
- Each assignment's coversheet is unique to you and barcoded accordingly
- Automated confirmation of assignment receipt by email
- Convenient central 'hand-in' and 'pick-up' assignment centre for Epsom campus at A114a (opposite the Education Student Centre )

**For more information & FAQs go to:**

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

Faculty Home Page

➡

Current Students

➡

New Assignment Service

**Assessments - 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>

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

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

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

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

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

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

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

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

### **Course Pass Grades**

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

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

### **Course Failure**

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

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

### **Extensions**

Student requests for extensions should be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension. Extensions will not be granted for **academic workload** reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Note compassionate reasons may include significant and unexpected pressures in a person's employment situation. Course Directors, (or nominee where applicable) can grant extensions for the shorter of:

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

### **Group Projects**

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

### **Literacy Standards**

Teachers must be able to *communicate easily and lucidly in the English or Māori official languages of New Zealand* (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.

### **Penalties for Late Work**

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

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

*Note:* under Examination Regulation 1c and d (on page 50 of the 2015 University of Auckland Calendar) students must complete "to the satisfaction of the examiners." This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

### **Referencing**

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

### **Repeated Fails**

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

In undergraduate programmes, a student who fails an EDPRAC course **once**, or a non-EDPRAC core course **twice**, must apply to the Director/Associate Director/Programme Leader to repeat the course. If the Director/Associate Director/Programme Leader, in consultation with the Head of School, grants the right to re-enrol the student must be informed in writing that a further fail may result in a recommendation to the Dean for discontinuation in the programme.

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

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

### **Resubmission**

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

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

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

### **Return of marked assignments**

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

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

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

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

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

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

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

### **Student Concerns**

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

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

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

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

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

### **Students with Failed Courses**

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

**Academic Integrity**

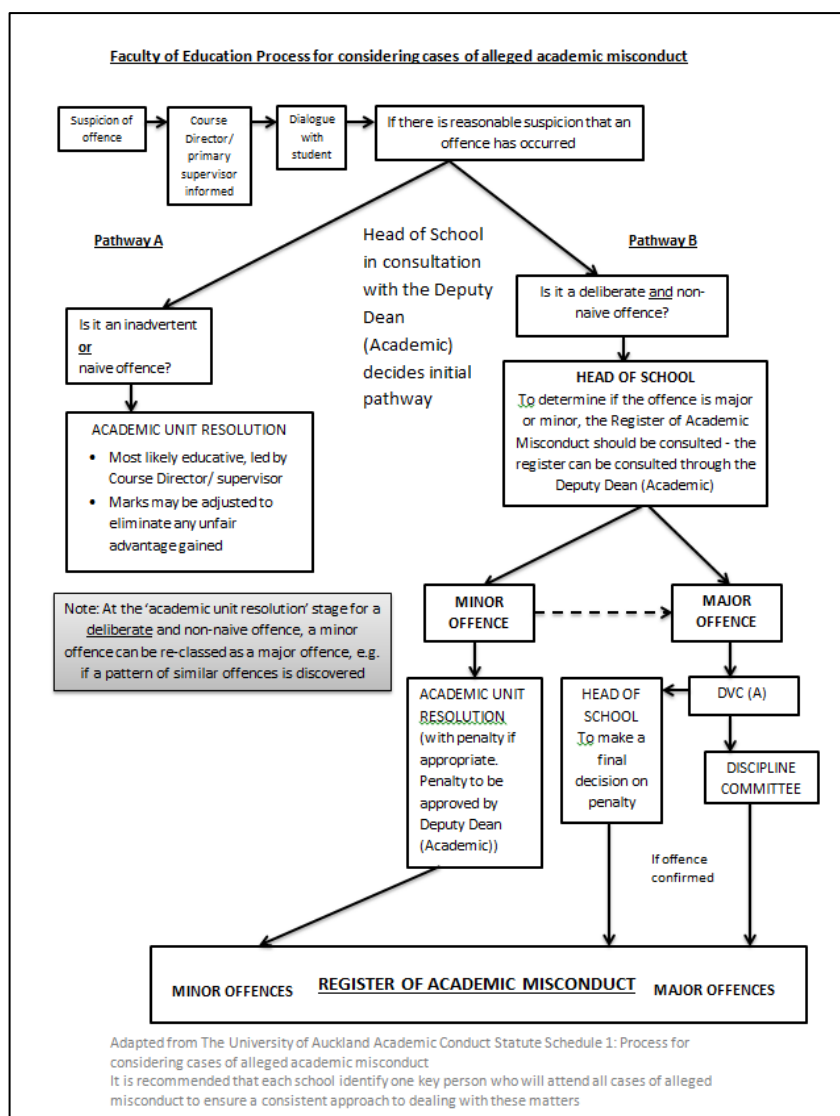
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (please refer to the University of Auckland 2015 Calendar, pp 25-26). This online course, comprised of 5 modules, asks students to explore the 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](http://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.

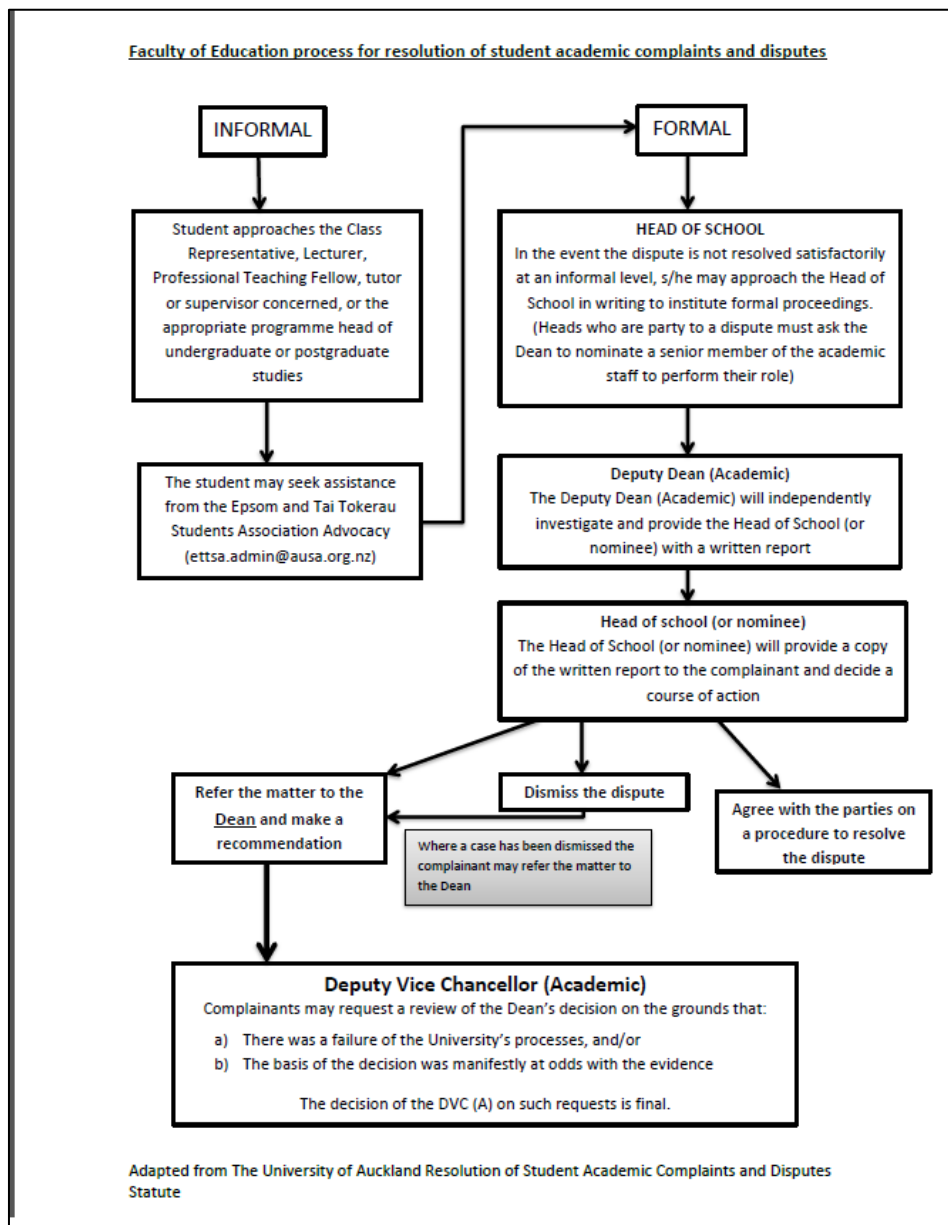
The University of Auckland will not tolerate cheating, or assisting others to cheat. It views cheating as a serious academic offence. To ensure that the standard of all University qualifications is maintained, students and staff have a responsibility to prevent, discourage and report cheating.

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





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



### Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in *the University of Auckland Calendar Examination Regulation 12*.

### 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 19*.

## Course Deletions and Withdrawals

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

## English Language Skills Assessment: DELNA Requirements

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

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

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

Students who have an individual plan will then need to work on developing their English language skills in both an independent and supported manner. Students are expected to work independently utilizing a range of on-line resources in the Moodle DELNA Academic Language Enrichment programme. Enrolment in relevant Student Learning Centre workshops will be useful also. For their General Education course, students will be encouraged to enrol in language courses such as ENGWRIT 101, ESOL 100 or 101. Regular meetings with the DELNA Academic English Language Adviser are necessary for success.

Prior to the final practicum (EDPRAC 607) students diagnosed as having English language needs will be required to undertake a language assessment task equivalent to DELNA, which will be used as a 'post assessment' for English language competency. Students will need to show on this test that they have met the minimum standard required. If students meet the minimum standard they will then be permitted to undertake their final practicum. Students who have not met this language requirement will not be able to go out on the final practicum. In these cases students will be required to continue to work to improve their English language skills before they can be enrolled in the final practicum.

## Student Email

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

Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do means that students miss out on important information such as communications relating to coursework and academic progress, 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](http://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 programme, enrol in courses. Students can access SSO via the following link: [www.student-services.auckland.ac.nz/uoa](http://www.student-services.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](http://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'.

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## Professional Requirements and Conduct

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

### Attendance

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

**Important note:** It is the University of Auckland's responsibility to confirm that graduates meet 'satisfactory teacher' criteria for provisional registration by the 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 on pages 41 - 42 of this handbook. A review of a student's progress may result from concerns in these areas.

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

Levels of attendance/engagement inconsistent with New Zealand Teachers Council requirements will be reported to the Associate Director Graduate Diploma in Teaching (Primary) Education for follow-up. See 'Review of Student Progress' on page 37 of this handbook.

### Cheating and Plagiarism

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

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

You can avoid cheating by:

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

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

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

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

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

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

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

### **Developing Oral Language Skills**

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

The following are some of the areas covered:

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

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

### **Graduation**

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

For further details about graduation go to:

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

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

### **Jury Service**

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

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

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

The Library lending policy is explained in detail at:

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

Key points to remember:

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

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

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

### **Professionalism and the Use of Social Media**

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

[Professionalism and the use of social media guidelines](http://www.teachersandsocialmedia.co.nz/) <http://www.teachersandsocialmedia.co.nz/>

### **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 Associate Director, a Review Feedback Form may be circulated among staff working with that student. If there proves to be a pattern of concern, then a review meeting will be instigated.

### **Tracking Student Performance**

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

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## Programme Changes, Procedures and Regulations

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### Change of Address / Personal Details

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

### Change of Name

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

### Deferring from Programme

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

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

Follow the same procedure as for resignation (below).

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

### Resignation from Programme

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

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

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

An administration fee will apply. Please refer to the *University of Auckland Calendar 2015*.

### Transfer to other Colleges/Faculties of Education

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

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

### Withdrawal from Courses

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the University of Auckland Calendar 2015 and Education Student Centre for details.



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## UNIVERSITY STATEMENT ON STUDENT FEEDBACK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Your department, school or faculty may occasionally ask for your feedback on specific matters that are within their respective areas of responsibility. Providers of student services or facilities may also ask for your comments through suggestion boxes, on-line feedback links, etc.

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

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

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

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

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

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

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

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

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

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

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

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

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## Teacher Registration

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

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

### **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 manager of the Education Student Centre 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 in this category) please check with the manager of the Education Student Centre as a matter of urgency. The Teachers Council do check with us as to whether or not you have disclosed. Otherwise you risk having your application for provisional registration declined or held up at the end of the year.

### **CRITERIA FOR REGISTRATION OF A TEACHER**

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

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

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

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

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

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

A person who is 'fit to be a teacher' should have the personal qualities to operate in four domains: in the teaching/learning space (e.g., classroom), in the learning centre (e.g., school, kohanga reo), in the community and in the teaching profession. In each domain a teacher will interact with learners (students), parents/whanau/caregivers, employer and colleagues, and should at all times maintain high standards of:

#### **Trustworthiness, to:**

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

#### **Honesty, to:**

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

#### **Reliability, to:**

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

**Sensitivity and compassion, to:**

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

**Respect for others, to:**

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

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

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

**Communication, to:**

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

**Physical and mental health, to:**

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

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

For example:

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

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

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

## REGISTRATION AND OTHER END-OF-YEAR PROCEDURES

### Provisional Registration

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

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

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

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

- The NZTC require a **Police Check**. This can take time (i.e., months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand. Initiate your check well in advance of the end of the year.
- Your starting salary is determined by the Ministry of Education. Your previous employment in areas related to education and teaching **may** contribute to your starting at a higher level than the basic starting 'step'. Make sure you **document** your employment history. This can be done during 2015. Seek proof of employment from previous employers (where relevant), preferably with a very brief description of duties undertaken.

### International Students

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