



THE UNIVERSITY  
OF AUCKLAND

FACULTY OF EDUCATION

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

# 2014

## Programme Handbook

### Graduate Diploma in Teaching (Secondary)

#### CONTACTS:

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## Introduction

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

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

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

To this end, the faculty's teacher education programmes are underpinned by a conceptual framework, at the centre of which is the overarching goal that you, as a graduate, will become: A research-informed, inquiry-based practitioner who leads the learning of others by creating purposeful, responsive and safe learning environments within which all learners achieve valued skills, knowledge and attitudes (please refer to Conceptual Framework on page 5).

Each of the seven circles within the framework addresses a vital area of critical knowledge, skills and dispositions that provide a consistent focus across all courses and learning experiences in teacher education programmes. A related set of principles, along with specific faculty graduate outcomes that contribute to each vital area and collectively address the overarching goal of the conceptual framework, underpin all teacher education qualifications (please refer to page 6 for Principles and Graduate Outcomes). These in turn link to the New Zealand Teachers Council Graduating Teacher Standards (please refer to page 7).

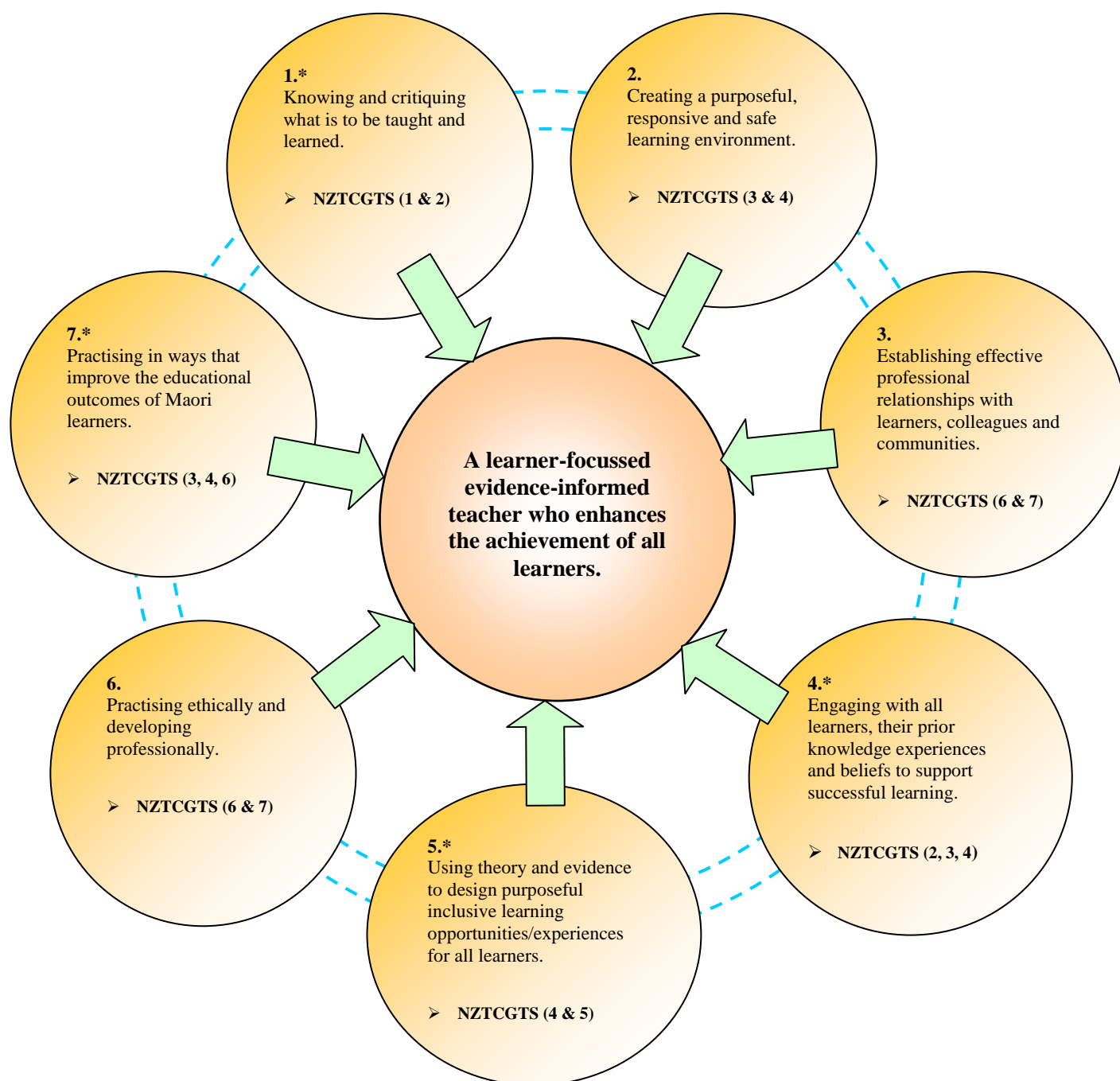
Concepts relating to Maori and diversity are fundamental to the achievement of all other outcomes. The first concept is the recognition of the special place of Maori in education in Aotearoa/New Zealand. This recognizes the commitment to prepare teachers with a sound understanding of Maori education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

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

### References:

- Darling-Hammond, L. & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey
- Dewey, J. (1916). *Democracy and education*. New York: Free Press.

# Conceptual Model Underpinning Teacher Education Programmes



## Notes (refer to circles above):

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

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

## Comments:

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

# Principles Underpinning Teacher Education Programmes and Related Outcomes

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

# NZTC Graduating Teacher Standards: Aotearoa New Zealand

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

## Faculty Contacts

**DEAN OF EDUCATION**

**DEPUTY DEAN (TEACHER EDUCATION)**

**DEPUTY DEAN (ACADEMIC)**

**DEPUTY DEAN (RESEARCH)**

▪ Associate Professor Graeme Aitken

▪ Dr Lexie Grudnoff

▪ Dr Helen Dixon

▪ Professor Stephen May

### TEACHER EDUCATION

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

### SCHOOLS

### HEAD OF SCHOOL

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

### ASSOCIATE DEANS

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



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

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

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

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

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

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

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

## Programme Options

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

- 1a** One Year Full-time Programme at Epsom Campus
- 1b** For those students holding graduate status or its approved equivalent qualification or who will attain this qualification level by 1 February of the year they enter the University of Auckland. Students graduate with a Graduate Diploma in Teaching (Secondary). All major secondary school curriculum subjects are offered.
- 2a** Part-time, by arrangement in advance
- 2b** If undertaken part-time, the course must be completed in two years.
- 3** Note: Teachers with a Limited Authority to Teach (LAT) who need to undertake a programme of teacher preparation must speak to the Programme Director to plan their course of study. Please contact Director Secondary Teacher Education, Dr Ngaire Hoben ([n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz)) to make an appointment.

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

## Programme Structure

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

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

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

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

In 2014 the course **EDPROFST 612 A and B** will be taught at Epsom, MIT, and Tai Tokerau.

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

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

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

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

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

**Curriculum elements - totalling 60 points:**

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

Curriculum courses are taught at Epsom.

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

Graduate Diploma in Teaching (Secondary)							
Outline of Programme Structure for 2014							
		Course Titles	Points	Epsom Campus	Other Campuses	Semester	
						One	Two
<b>GENERIC COURSES</b>							
EDPROFST	612	Te Whakaako in NZ Secondary Schools	30	✓	MIT	✓	✓
EDPRAC	608	Professional Learning in Practice	30	✓		✓	✓
<b>CURRICULUM COURSES</b>							
EDCURSEC	601	Teaching Yr7-10 Mathematics and Statistics	15	✓		✓	
EDCURSEC	602	Teaching Yr9-11 Mathematics and Statistics	15	✓			✓
EDCURSEC	603	Curriculum Statistics Education 2	15	✓		✓	
EDCURSEC	604	Senior Mathematics Education	15	✓			✓
EDCURSEC	607	Physical Education Practice	15	✓		✓	
EDCURSEC	608	Physical Education Curriculum	15	✓			✓
EDCURSEC	610	Education Outside the Classroom	15	✓			✓
EDCURSEC	611	Teaching Health Education 1	15	✓		✓	
EDCURSEC	612	Teaching Health Education 2	15	✓			✓
EDCURSEC	613	Teaching and Learning Science 1	15	✓		✓	
EDCURSEC	614	Teaching and Learning Science 2	15	✓		✓	
EDCURSEC	615	Teaching and Learning Science 3	15	✓			✓
EDCURSEC	616A & B	Teaching Chemistry Education	15	✓		A	B
EDCURSEC	617A & B	Teaching Biology Education	15	✓		A	B
EDCURSEC	618A & B	Teaching Physics Education	15	✓		A	B
EDCURSEC	624	Social Studies Education 1	15	✓		✓	✓
EDCURSEC	625	Social Studies Education 2	15	✓			✓
EDCURSEC	626	Geography for Teaching 1	15	✓		✓	
EDCURSEC	627	Geography for Teaching 2	15	✓			✓
EDCURSEC	630	History for Teaching 1	15	✓*		✓	
EDCURSEC	631	History for Teaching 2	15	✓*			✓
EDCURSEC	634	Economics Education 1	15	✓		✓	
EDCURSEC	636	Accounting Education 1	15	✓		✓	
EDCURSEC	638A & B	Business Studies 1	15	✓		A	B
EDCURSEC	639	Understanding the Technology Curriculum	15	✓		✓	
EDCURSEC	640	Developing Technological Literacy	15	✓			✓
EDCURSEC	641	Teaching Specialist Technological Practice	15	✓		✓	
EDCURSEC	642	Implementing the Technology Curriculum	15	✓			✓
EDCURSEC	643	Educating for Visual Communication	15	✓			✓
EDCURSEC	644 A&B	Teaching Graphics and Design	15	✓		A	B
EDCURSEC	645	Music Education 1	15	✓		✓	
EDCURSEC	646	Music Education 2	15	✓		✓	

		Course Titles	Points	Epsom Campus	Other Campuses	Semester	
						One	Two
EDCURSEC	647	Research in Music Education	15	✓			✓
EDCURSEC	648	Visual Arts Education 1	15	✓		✓	
EDCURSEC	649	Visual Arts Education 2	15	✓		✓	
EDCURSEC	650	Visual Arts Education 3	15	✓			✓
EDCURSEC	651	Teaching Drama 1	15	✓		✓	
EDCURSEC	652	Teaching Drama 2	15	✓			✓
EDCURSEC	653	Teaching Dance Education 1	15	✓		✓	
EDCURSEC	654	Teaching Dance Education 2	15	✓			✓
EDCURSEC	655 A&B	Art History Education	15	✓		A	B
EDCURSEC	656	Teaching and Learning English 1	15	✓		✓	
EDCURSEC	657	Teaching and Learning English 2	15	✓		✓	
EDCURSEC	658	Teaching and Learning English 3	15	✓			✓
EDCURSEC	663	Teaching Media Studies 1	15	✓		✓	
EDCURSEC	664	Teaching Media Studies 2	15	✓			✓
EDCURSEC	665	Teaching ESSOL 1	15	✓		✓	
EDCURSEC	666	Teaching ESSOL 2	15	✓			✓
EDCURSEC	667 A&B	Teaching Languages	30	✓		A	B
EDCURSEC	668 A&B	Teaching Chinese	15	✓		A	B
EDCURSEC	669 A&B	Teaching French	15	✓		A	B
EDCURSEC	670 A&B	Teaching German	15	✓		A	B
EDCURSEC	671 A&B	Teaching Japanese	15	✓		A	B
EDCURSEC	674 A&B	Teaching Samoan	15	✓		A	B
EDCURSEC	675 A&B	Teaching Spanish	15	✓		A	B
EDCURSEC	676	Teaching Religious Education	15	✓			✓
EDCURSEC	677 A&B	Teaching Classical Studies	15	✓*		A	B
EDCURSEC	678	Te Whakapuakitanga	15	✓		✓	
EDCURSEC	679	Te Whanaketanga	15	✓			✓
EDCURSEC	680	Te Whakatairanga	15	✓			✓
EDCURSEC	681	Special Study	10	✓			✓
EDCURSEC	682	Special Study	15	✓			✓
EDCURSEC	684	Special Topic (2013 – Junior Commerce)	15	✓			
EDCURSEC	689	Environmental Education	15	✓			✓
EDCURSEC	690	Multi-Disciplinary Approaches	15	✓			✓

\* Denotes a course that has input from university subject departments. Delivery may occur on both the Epsom or City Campus.

## Guidance for Students

### Administrative Matters

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

- The Education Student Centre will assist you with programme enquires, enrolment, fees, programme of study, changes to your programme, academic records, qualification issues, and graduation.
- The **Director Secondary Teacher Education** is **Dr Ngaire Hoben**, who will assist students with general matters related to their programme and progress (including the flexible and LAT pathways) after initial consultation with the Education Student Centre. Appointments to see the Director Secondary Teacher Education should be made through email at [n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz).
- **Your lecturers** will help you with all general questions and concerns. If they are unable to help you, they will certainly advise you on where to go for help.
- **Practicum** - please see **Kelly Bigwood, Associate Director, Secondary Teacher Education**, in room H211, extension 46385, email [k.bigwood@auckland.ac.nz](mailto:k.bigwood@auckland.ac.nz) or the **Secondary Practicum Adviser, Robyn Ingram**, in room H202, extension 48781, email [r.ingram@auckland.ac.nz](mailto:r.ingram@auckland.ac.nz).

- **Programme Elements**

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

EDPRAC 608A & 608B	Professional Learning in Practice	Kelly Bigwood	Ext: 46385
EDPROFST 612	Te Whakaako in New Zealand Secondary Schools:	Frank Walton	Ext 48352
		Maree Davies	Ext 48628

## Practicum

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

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

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

- high decile/low decile
- small/large

- state/integrated/private
- multi-ethnic

Please refer to section on Practicum - pages 26 - 29.

## Vital Information at a Glance

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

## Keeping Informed

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

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

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

## Student Communications using Email

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

## Health and Counselling Facilities Available on this Campus

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

## Compassionate Consideration

It is possible to apply for compassionate consideration should something unforeseen impact on your performance in the course. It is really important that you seek assistance from the Health and Counselling staff so that they can support any request you make for compassionate consideration. There are further details of this on page 30 of this handbook.

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

## Attendance

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

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

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

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

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

*Please see the additional notes on attendance on pages 30 and 37 of this handbook.*

## Needing Leave from the Programme

Applications for leave are made on a form obtained from the Education Student Centre. They should be handed to Chris Tennet in H201A and Chris will pass them to the Director Secondary Teacher Education for consideration. Please complete a 'Leave Request Form' for any planned absence from the programme. This is a courtesy to your lecturers, is preparation for requirements once you gain employment as a teacher, and ensures that we understand why you may be absent from class.



## Change of Heart or Circumstances

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

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

## Change of Course

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

## Withdrawing or Adding Courses

Please note the dates for doing so - page 21 of the University of Auckland Calendar for 2013:

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

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

## Complaints about a Course or some aspect of the Course

*Please refer to the Student Concerns section on page 36 of this handbook.*

## Undertaking Courses in other faculties of the university (or at another university)

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

### Graduate Programme

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

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

#### **Students wishing to complete a thesis while at the Faculty of Education need to:**

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

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

#### **Changes in Students' Tertiary Lecture Times**

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

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

#### **Leave to Sit Examinations**

One year full-time students may apply for leave to sit exams. Applications are to be made to the Director Secondary Teacher Education in room H206.

### **Need Help?**

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

## Academic Success Centre

The Academic Success Centre 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

We have set up the Centre 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 six computers in the main area of the Centre for students' general use, and there will be six more shortly. There are also several tables in the main area where students will be able to work in groups.

The ASC is central in its location to the library, the student cafeteria, 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, Maori 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, K601, Extn 48459

### **How you'll know what's available at the ASC.**

An information leaflet called "What's On This Week?" will be published weekly so that both staff and students know what is available in terms of student support and will be available on the Friday of the week before. The week's timetable will also be displayed in the library as well as in the foyer outside the ASC.

## End-of-Year: Registration and Essential Matters

### Of greatest importance to YOU!

The full details of what you need to do are posted on pages 44 - 45 of this handbook. You need to make sure you are familiar with what is required. Do not miss the information session on New Zealand Teachers Council and registration in week 5 of semester 2. We will cover this in EDPRAC 608 tutorials. Pages 44 – 45 are your “back up” for consultation. That’s why you need to refer frequently to this handbook!

### PROVISIONAL REGISTRATION AT A GLANCE

At the end of the year, if all goes well, you should be eligible to apply to the New Zealand Teachers Council (NZTC) for Provisional Registration.

1. To find out NZTC requirements – please go to their website – [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz). The form you require is TC1.
2. In order to apply, you ***MUST*** have a Letter of Eligibility to Graduate. Before you can apply for this, your results must be complete and sufficient courses passed to enable you to graduate.
3. If you have lived outside New Zealand for a period of time, you ***MUST*** have a Police check. These can take time. Please read the Council’s advice online about this - <http://www.teacherscouncil.govt.nz/rt/overseaspoliceclearance.stm>

If your degree was gained at a university outside New Zealand, you must have it checked for ‘equivalence’ before you can apply for Provisional Registration. Again, please check online (<http://www.teacherscouncil.govt.nz/os/trackcriteria.stm>) ***early*** in the year as this takes time and there is cost involved.

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

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

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

## Meeting Minimum Course Requirements

### Failure to Meet Requirements

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

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

### Absence from Specifically Dated Course Requirements

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

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

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

## Student Representatives

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

## Supporting Your Learning

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

### DELNA: Diagnostic English Language Needs Assessment

**All students MUST complete the DELNA screening.**

All students who have been accepted into Faculty of Education at The University of Auckland are required to undertake the Diagnostic English Language Needs Assessment (DELNA) screening. DELNA is designed to assess the English language ability of new students so that they can be

supported in their study at the University. In professional programmes it is also important that students have well-developed English language skills to meet the graduating standards of their particular programme.

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

**Please note:**

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

One course in every programme includes a statement that says:

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

In your programme the course is:

**EDPRAC 608 – Professional Learning in Practice**

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

**1. Screening**

The DELNA screening is a thirty-minute online task.

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

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

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

**2. Diagnosis**

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

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

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

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

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

If you are required to develop an individual plan to improve your English language skills, you will meet with the Academic English Language support person, Jenni Bedford, Office N323, email

address: [j.bedford@auckland.ac.nz](mailto:j.bedford@auckland.ac.nz) Extn: 48186. Jenni will assist you with developing your plan and will help you to seek the most appropriate support to meet your own needs.

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

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

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

## Library Tours and Use of the Library

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

### Library tours:

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

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

## Developing Oral Language Skills

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

The following are some of the areas covered:

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

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

## Careers Week – 11<sup>th</sup> – 15<sup>th</sup> August 2014

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

- CV writing and interview skills

- An opportunity to listen to principals discuss their schools
- Meeting with principals
- PPTA and employment procedures
- Teaching overseas
- Working with other providers of secondary education [the navy etc.]
- Managing teaching and maintaining a balanced life.
- NZTC and the registration process

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

## Part-time Students

We are keen to support you over the two years in which you are engaged in studying for your Graduate Diploma in Teaching (Secondary) programme. There will be two meetings a semester which you are expected to attend. Details will follow by email.

## Declaration of Criminal Convictions

Our enrolment form asks you to declare a criminal conviction. Every year a number of you tick 'No' and then the Police Check reveals that you do, in fact, have a conviction. While this conviction may be for (what seems to you) something that should not impact on your eligibility or suitability for teaching, the New Zealand Teachers Council may see it differently. What appears to **count against** you is **failure** to **disclose** at the time of selection. So, if you ticked 'No,' knowing that you had a conviction, we urge you to come forward **now** so that we can record the fact that you have disclosed this information. The Teachers Council **do** check with us as to whether or not you have disclosed. It is in your interests to have a discreet word with the Head of Programme **now**. (Make an appointment with Chris Tennet in N303) rather than risk having your application for provisional registration declined or held up at the end of the year. ***For further information, please refer to page 40.***



2014 Dates								Standard Teaching Periods (see below)		GDTSE	
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	UoA Standard Pattern	FoEd Pattern	Week	SCND-GDTSE 1.0
1	30-Dec	31-Dec	New Years Day	New Years Day Hol	3-Jan	Summer School Lectures Begin 6th	Christmas Holidays			1	
2	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan					2	
3	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan					3	
4	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan					4	
5	Aklid Ann Day	28-Jan	29-Jan	30-Jan	31-Jan		Term 1 Begins			5	
6	3-Feb	4-Feb	5-Feb	Waitangi Day	7-Feb					6	
7	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb	Summer School Lectures End 14th				7	Summer School Lectures End 14th
8	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb	Study Break/Exams		Study Break/Exams	Study Break/Exams	8	Study Break/Exams
9	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb					9	Intro Day 28 Feb
10	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar	Semester 1 Lectures Begin 3rd		Semester 1 Lectures Begin 3rd	Sem 1 Lectures Begin 3rd	10	Semester 1 Lectures Begin 3rd
11	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar					11	
12	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar					12	
13	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar					13	
14	31-Mar	1-Apr	2-Apr	3-Apr	4-Apr					14	
15	7-Apr	8-Apr	9-Apr	10-Apr	11-Apr					15	EDPRAC 608A 7- 11 Apr
16	14-Apr	15-Apr	16-Apr	17-Apr	Good Friday	UoA Mid-Semester Break 14 - 26 April	Term 1 Ends	UoA Mid-Semester Break 14 - 26 April		16	
17	Easter Monday	Easter Holiday	23-Apr	24-Apr	ANZAC Day		School Holidays		FOED Break	17	FOED Break
18	28-Apr	29-Apr	30-Apr	1-May	2-May					18	
19	5-May	6-May	7-May	8-May	9-May	Graduation - 5, 7, 9	Term 2 Begins			19	EDPRAC 608A Cont... 5 May - 13 Jun
20	12-May	13-May	14-May	15-May	16-May					20	
21	19-May	20-May	21-May	22-May	23-May					21	
22	26-May	27-May	28-May	29-May	30-May					22	
23	Queen's Birthday	3-Jun	4-Jun	5-Jun	6-Jun	Semester 1 Lectures End 6th				23	
24	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	24	
25	16-Jun	17-Jun	18-Jun	19-Jun	20-Jun					25	
26	23-Jun	24-Jun	25-Jun	26-Jun	27-Jun					26	
27	30-Jun	1-Jul	2-Jul	3-Jul	4-Jul	INTER SEMESTER BREAK	Term 2 Ends	INTER SEMESTER BREAK	INTER-SEMESTER BREAK	27	INTER-SEMESTER BREAK
28	7-Jul	8-Jul	9-Jul	10-Jul	11-Jul		School Holidays			28	
29	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul					29	
30	21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	Semester 2 Lectures Begin 21st	Term 3 Begins	Sem 2 Lectures Begin 21st	Sem 2 Lectures Begin 21st	30	Sem 2 Lectures Begin 21st
31	28-Jul	29-Jul	30-Jul	31-Jul	1-Aug					31	
32	4-Aug	5-Aug	6-Aug	7-Aug	8-Aug					32	EDPRAC 608B 4 -8 Aug
33	11-Aug	12-Aug	13-Aug	14-Aug	15-Aug					33	Careers Week

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

## Practicum

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

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

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

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

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

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

Practicum experiences also provide opportunities for the programme to:

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

- Provide professional development for associate teachers and visiting lecturers about their roles.

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

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

### **Practicum One – EDPRAC 608A**

Practicum 1A	1 week	7 <sup>th</sup> – 11 <sup>th</sup> April 2014
Practicum 1B	6 weeks	5 <sup>th</sup> May – 13 <sup>th</sup> June 2014

### **Practicum Two – EDPRAC 608B**

Practicum 2A	1 week	4 <sup>th</sup> – 8 <sup>th</sup> August 201
Practicum 2B	6 weeks	18 <sup>th</sup> August – 26 <sup>th</sup> September 2014

## **Practicum Placements**

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

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

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

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

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

### **Special notes:**

- No student will be placed in a practicum setting where s/he had/has a previous or current association (e.g., employee, parent of child or family member attending, committee member etc.).

- Student teachers may not approach schools to organise their own placements. Student teachers can only approach a school when a confirmed placement has been posted.
- Requests for placements in schools outside the geographical areas of Warkworth in the North and Pokeno in the South must be made through the Associate Director Secondary Teacher Education. A letter outlining the reasons for the request must be presented. Out of area placements are not available for the first practicum of the programme or where a student teacher has not achieved the learning outcomes of Practicum One.
- It is not permissible to take babies or young children on practicum. Student teachers must either make their own private arrangements for the care of their babies and young children during practicum or defer their practicum to a more suitable time.

## Confidentiality during Practicum

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

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

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

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

## References

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- Butler, J. (1996). Professional development: Practice as text, reflection as process and self as locus. *Australian Journal of Education*, 40(3), 265-283.

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Lind, P. (2004). *The perceptions of teacher education in relation to the teaching practicum.* Unpublished PhD thesis, Massey University, Palmerston North, New Zealand.

Schön, D. (1987). *Educating the reflective practitioner.* San Francisco, USA: Jossey-Bass.

Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Education*, 40(2), 2-9.

Zeichner, K.M. (1986). The practicum as an occasion for learning to teach. *South Pacific Journal of Teacher Education*, 14(2), 11-27.

## Support Systems/Contacts

Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source.

Nature of your query or concern:	Who to see:
Deferral, withdrawal, transfer from programme	Director Secondary Teacher Education – Dr Ngaire Hoben, (09) 623-8899, Extn 87371
Difficulty with course content or expectations	Your lecturer/s or the Academic Success Centre
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Director Secondary Teacher Education, Course Directors, Associate Dean Students
Financial, Student Association etc.	ETTSA Inc, Budgeting Service, extn 48544
Health/Medical	Epsom Campus Student Health Service, R Block extn 48526
Personal, professional, or confidential issues	Epsom Campus Counsellors: Robyn McGill extn 48634
Qualification issues	Director Secondary Teacher Education – Dr Ngaire Hoben, (09) 623-8899, Extn 87371
Student Allowances/Loans	StudyLink, 0800-889900
Support for Maori or Pasifika students	<ul style="list-style-type: none"> <li>Te Korowai Atawhai / Maori Academic Support Service Student Study Space (Rm E4) Rochai Taiaroa (Rm E7), Extn 46388 – Maori Student Support Co-ordinator</li> <li>Meryl Ulugia-Pua (N block level 2) ext: 48367, Academic Support Co-ordinator (Pasifika)</li> </ul>
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre – Kimberley Wu, A111, Extn 46417
Academic Success Centre	Please refer to page 19 of this handbook.
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>
International Students	Dr John Hope, Associate Dean International, extn 87515
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 6238886 Email: <a href="mailto:library@auckland.ac.nz">library@auckland.ac.nz</a> See University website for hours

# POLICY

## ASSESSMENT OF STUDENT LEARNING

### Academic Integrity

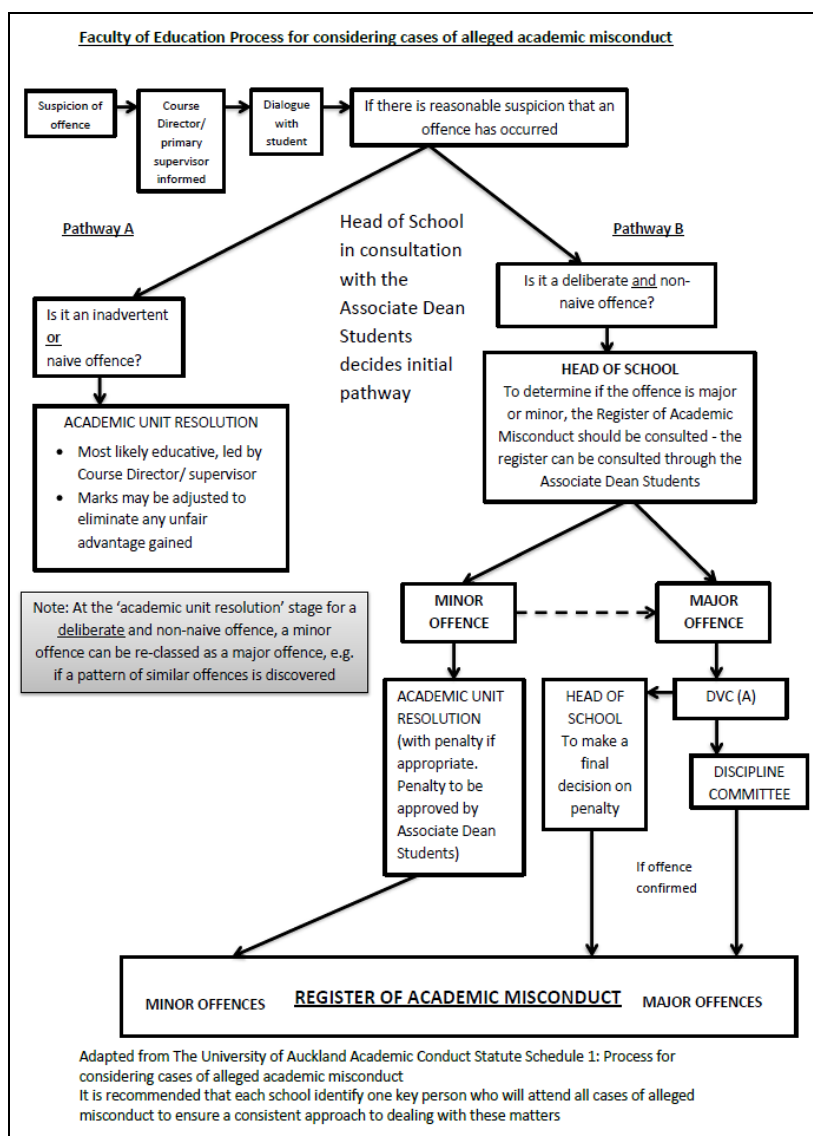
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2014 Calendar, p.22). This online course, comprised of 5 modules, asks students to explore the concept of academic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

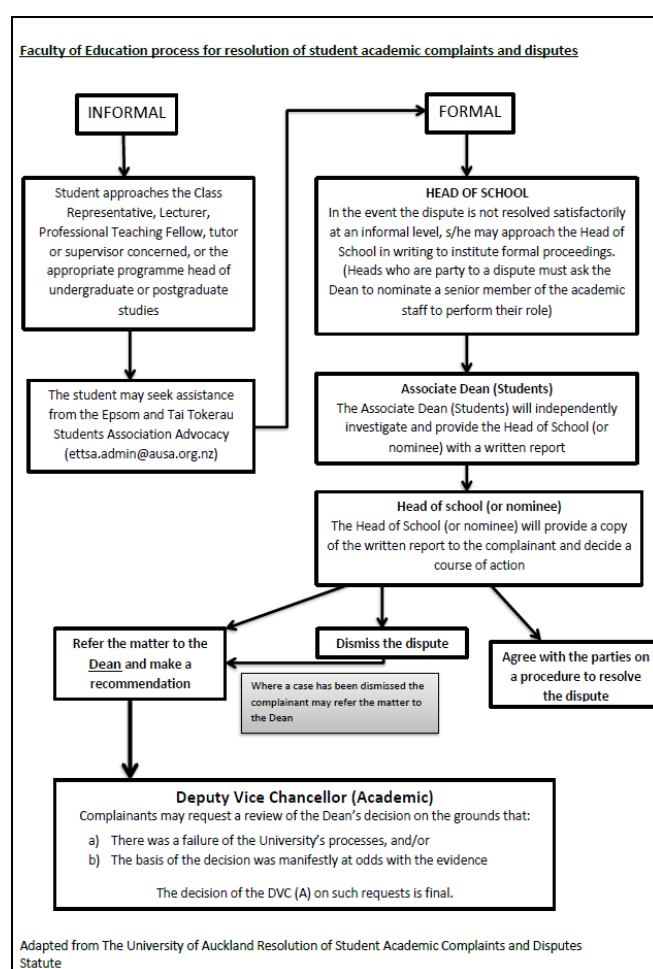
The University of Auckland will not tolerate cheating, or assisting others to cheat. It views cheating as a serious academic offence. To ensure that the standard of all University qualifications is maintained, students and staff have a responsibility to prevent, discourage and report cheating.

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 11*.

### Appeal of Marks

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

### Conceded passes

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

### Course Deletions and Withdrawals

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

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

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

## **EC Mail**

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

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

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

## **Group assessment**

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

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

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

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

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

### **Fees advice**

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

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

### **Graduation**

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

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

### **Submission in Māori**

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

### **Third party assistance**

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

[www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines](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'.

## Additional Information regarding Student Assessment and Learning

### 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>

### Attendance

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

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

### 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/>. Full details of the University's policy are available from <http://www.auckland.ac.nz/uoa/home/about/teaching-learning/honesty/tl-about-academic-honesty>.

### Course Cut-Off Times

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

Semester One 2014 – **TBA**

Semester Two 2014 – **TBA**

### 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.

### Grading Scale

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

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

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

## Literacy Standards

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

## **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 (see guideline 2 above) students must complete “to the satisfaction of the examiners.” This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

## **Referencing**

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

## **Repeated Fails**

A student who has 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 (Enrolment and Programme Regulation 6c).

## **Return of marked assignments**

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

## **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 Secondary Teacher Education, and in consultation with the Course Director, a student in a Graduate Diploma in Teaching programme who, at the end of the programme has failed no more than one non-practicum course with a D+ grade may be invited to submit to the Director Secondary Teacher Education 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 Secondary Teacher Education 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 to re-enrol in the course.

## **Review of Student Progress**

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

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

### **Special Consideration: Unavoidable Personal Circumstances (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 Secondary Teacher Education 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 Secondary Teacher Education supports the application, the Course Director, in consultation with the Head of School, may:

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

### **Student Concerns**

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

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

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

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

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

### **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.

# Professional Requirements and Conduct

## Professional Ethics Related to Conduct and Research

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

## Attendance

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

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

A copy of current New Zealand Teachers Council criteria is included in this handbook. A review of a student's progress may result from concerns in these areas.

Lecturers are required to keep a record of 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 Director Secondary Teacher Education for follow-up. Please refer to 'Review of Student Progress' on page 34.

## Graduation

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



## Other Matters

### Jury Service

If you are called up for jury service you are able to apply for an exemption so that your programme of study is not put in jeopardy. A form for this is available from the Teacher Education Office, H201A.

### Meetings with Director Secondary Teacher Education

Students wishing to see the Director Secondary Teacher Education need to book in an appointment by emailing Dr Ngaire Hoben ([n.hoben@auckland.ac.nz](mailto:n.hoben@auckland.ac.nz)).

### ‘ON CALL’ Sessions in the Weekly Timetable

‘On Call’ slots in weekly timetables are times when students are expected to be available on campus for special ‘one off’ lecture sessions as designated by the Director Secondary Teacher Education (or as negotiated by a Course Director with the Director Secondary Teacher Education). ‘On Call’ times will be used for such things as guest speakers from schools, New Zealand Teachers Council visits, and teacher registration information.

This session should not be considered a ‘free’ session available for employment opportunities. However, a small number of slots will be available for study when no special whole cohort sessions are required. Students will be advised in advance on CECIL when ‘On Call’ sessions are designated for attendance.

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

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

## **Change of Name**

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

## **Change of Personal Details**

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

## **Withdrawal from Courses**

Withdrawals from courses must be completed formally through the Education Student Centre. See the University of Auckland Calendar 2013 page 24 and Education Student Centre for details.

## **Resignation from Programme**

You must discuss any intention to resign from the programme with the Director Secondary Teacher Education.

Collect the relevant forms from the Education Student Centre, then make an appointment to present the completed form to the Director Secondary Teacher Education. Arrange this appointment with the Programme Administrator in room H201A.

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

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

- All such transfers shall be subject to the approval of both the Deputy Dean Teacher Education and Director responsible for the pathway from which transfer is sought and the Director responsible for the pathway into which transfer is sought.
- All requests for transfers will be considered on the basis of University of Auckland, Faculty of Education 'Credit Regulations' in consultation with the Recognition of Prior Learning Co-ordinator. Where programme components vary, full credit for already-completed courses may not be awarded.

An administration fee will apply. Refer to *University of Auckland Calendar 2014*.

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

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

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

### **Process**

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

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

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

## Teacher Registration

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

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

### The Criteria for Registration of a Teacher

Refer to *Handbook - The Registration of Teachers (September 1997)*.

#### Is of Good Character

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

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

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

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

#### Is Fit to be a Teacher

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

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

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

## Registration and other end-of-year procedures for Graduate Diploma in Teaching (Secondary) students

### Preparing your Curriculum Vitae (CV) in order to apply and be short-listed for advertised jobs

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

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

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

The full details of what you need to do can be found in the Graduate Diploma in Teaching (Secondary) Programme Handbook. You need to make sure that you are familiar with what is required. Do not miss the information session on New Zealand Teachers Council and registration in week 5 of semester 2 which are delivered as part of Secondary Careers Week. We will cover this in EDPRAC 608 tutorials. However, please also refer frequently to the handbook on the Faculty of Education website.

### Provisional Registration at a Glance

At the end of the year, if all goes well, you should be eligible to apply to the New Zealand Teachers Council (NZTC) for Provisional Registration.

1. To find out NZTC requirements – please go to their website – [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz). The form you require is TC1.
2. In order to apply, you **MUST** have a Letter of Eligibility to Graduate. Before you can apply for this, your results must be complete and sufficient courses passed to enable you to graduate and you can check this status by accessing your Unofficial Transcript through Student Services Online. Please refer to the following links for further details about this process – [https://uoa.custhelp.com/app/answers/detail/a\\_id/1366](https://uoa.custhelp.com/app/answers/detail/a_id/1366).

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

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

3. If you have lived outside New Zealand for a period of time, you **MUST** have a Police check. These can take time. Please read the Council's advice online about this - <http://www.teacherscouncil.govt.nz/rt/overseaspoliceclearance.stm>

If your degree was gained at a university outside New Zealand, you must have it checked for 'equivalence' before you can apply for Provisional Registration. Again, please check online (<http://www.teacherscouncil.govt.nz/os/trackcriteria.stm>) **early** in the year as this takes time and there is cost involved.

### **Graduation Ceremony**

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

### **International Students**

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

### **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 portfolio. Portfolio development will be wrapped around the practica. The portfolio will be developed during the year as part of a student's professional development journey.

### **New Zealand Qualification Authority**

If you gained your degree overseas, you must have it assessed for "equivalency" by the New Zealand Qualifications Authority. This **must** happen before you apply for provisional registration with NZTC and you are strongly urged to do this as soon as possible – preferably **before** the programme begins. Please go to the website [www.nzqa.govt.nz](http://www.nzqa.govt.nz) for further information.



## 'CECIL' Information

### WELCOME TO CECIL 7

**Cecil is used to access information such as:**

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

### How do I logon?

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

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

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



NetID/UPI:

NetAccount Password:

☐ Remember Me ([What's this?](#))

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

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

Cecil contact information is:

Cecil Service Desk	Hours: Monday - Friday 8:30am - 5:00pm
Telephone: (09) 303-5959	E-mail: <a href="mailto:cecilhelp@auckland.ac.nz">cecilhelp@auckland.ac.nz</a>

The link below is also helpful for students who are new to Cecil. It explains how to use the many different functions available in Cecil. [http://cecil.auckland.ac.nz/help/cwi7student/cecil\\_7\\_student\\_help.htm](http://cecil.auckland.ac.nz/help/cwi7student/cecil_7_student_help.htm)

## University Statement on Student Feedback

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reports on the results of University-wide surveys are posted on the ‘current students’ section of the University website.

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

- Upgraded lecture theatres and tutorial rooms
- More group study space and lounge areas
- More computers and computer labs
- More detailed course outlines
- 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.**