



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

Faculty of Education and Social Work

Master of Teaching (Primary)

Programme Handbook

2015-16

EPSOM CAMPUS

Private Bag 92601
Symonds Street
Auckland 1150, NZ

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

Master of Teaching (Primary) CONTACTS

Master of Teaching (Primary) Programme Leader

Practicum Convenor

Vivienne Mackisack

Email: v.mackisack@auckland.ac.nz

Extn: 48347

Office: H211A

Teacher Education Office Co-ordinator

Chris Tennet

Email: c.tennet@auckland.ac.nz

Extn: 48650

Office: H201A

Practicum Manager: Practicum Office

Judy Robinson

Email: judy.robinson@auckland.ac.nz

Extn: 48891

Office: H211X

Education Student Centre:

Email: education@auckland.ac.nz

0800 61 62 65

Office: A Block

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Welcome

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

The aim of all 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 33).

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 34 for Principles and Graduate Outcomes). These in turn link to the Education Council's Graduating Teacher Standards (please refer to page 35).

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

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

Faculty of Education and Social Work Academic Roles

Dean of Education and Social Work	Professor Graeme Aitken
Deputy Dean	Dr Wayne Smith
Associate Dean Initial Teacher Education	Dr Fiona Ell
Associate Dean Teaching and Learning	Dr Kirsten Locke
Associate Dean Research	Associate Professor Martin East
Associate Dean Postgraduate	Associate Professor Richard Pringle
Associate Dean Staff	Professor Stephen May
Associate Dean International Programmes	Dr John Hope
Associate Dean Pasifika	Dr Tanya Samu
Associate Dean PBRF	Dr Jay Marlowe (to 31 December 2015)
	Dr Melinda Webber (for 2016)
	Professor Cindy Kiro (Mon, Tues, Thurs)
Te Tumu	

Teacher Education	
Director Early Childhood Teacher Education	Dr Sandy Farquhar
Director of Primary Programmes	Vivienne Mackisack
Director Secondary Teacher Education	Dr Ngaire Hoben
Director Māori Medium Education	Katarina Edmonds
Programme Leader Bachelor of Physical Education	Mike Truman
Programme Leader BEd(Tchg) ECE Pasifika	Manutai Leaupepe
Associate Director Early Childhood Education	Shareen Sapsworth
Associate Director Graduate Diploma in Teaching (Primary)	Paul Heyward
Associate Director Bachelor of Education (Teaching) Primary	Karen Major
Associate Director Secondary Teacher Education	Kelly Bigwood
Coordinator of BEd (Tchg) at Manukau	Tessa Tupai
Tai Tokerau Coordinator	Lindsay Laing

Education	
Director Postgraduate (Taught)	Dr Kerry Lee
Foundation Certificate Education Programme Leader	Gail Ledger
Foundation Certificate TTM Programme Leader	Katarina Edmonds

Human Services and Social Work	
Director of Social Work	Dr Barbara Staniforth
Programme Leader Human Services	Dr Kelsey Deane
Programme Leader Counselling Services	Dr Margaret Agee

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

Contact Details for Campuses:

City Campus	Phone: 373 7599
Epsom Campus	Phone: 623 8899
Manukau Institute of Technology Campus	Phone: 968 8765
Tai Tokerau Campus	Phone: 09 470 1000 (or 0800 61 62 63)

Support Systems

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

Nature of your query or concern:	Who to see:												
Academic Success Centre (Student Support) N Block Level 3 foyer	<table border="0"> <tr> <td>Student Experience and Engagement</td> <td>Michael Willimott, ext 48855</td> </tr> <tr> <td>Academic English Language Co-ordinator</td> <td>Jenni Bedford, ext 48186</td> </tr> <tr> <td>Speech Language Therapist</td> <td>Elaine Tasker, ext 48756</td> </tr> <tr> <td>Student Learning</td> <td>Hilary van Uden, ext 46316</td> </tr> <tr> <td>Maths Support</td> <td>Angela Spavin, ext 48217</td> </tr> <tr> <td>Careers Services</td> <td>Lisa Adams-Broyd ext 88820</td> </tr> </table>	Student Experience and Engagement	Michael Willimott, ext 48855	Academic English Language Co-ordinator	Jenni Bedford, ext 48186	Speech Language Therapist	Elaine Tasker, ext 48756	Student Learning	Hilary van Uden, ext 46316	Maths Support	Angela Spavin, ext 48217	Careers Services	Lisa Adams-Broyd ext 88820
Student Experience and Engagement	Michael Willimott, ext 48855												
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Speech Language Therapist	Elaine Tasker, ext 48756												
Student Learning	Hilary van Uden, ext 46316												
Maths Support	Angela Spavin, ext 48217												
Careers Services	Lisa Adams-Broyd ext 88820												
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block												
Disability Support	<table border="0"> <tr> <td>Outreach Co-ordinator Students</td> <td>Rebekah Williams, ext 48459</td> </tr> <tr> <td>Email: disability@auckland.ac.nz</td> <td></td> </tr> <tr> <td>Website: www.disability.auckland.ac.nz</td> <td></td> </tr> </table>	Outreach Co-ordinator Students	Rebekah Williams, ext 48459	Email: disability@auckland.ac.nz		Website: www.disability.auckland.ac.nz							
Outreach Co-ordinator Students	Rebekah Williams, ext 48459												
Email: disability@auckland.ac.nz													
Website: www.disability.auckland.ac.nz													
Feeling at risk of failure/progress causing concern	Your lecturer/s, Course Directors, Programme Leader, Academic Success Centre, Counsellors												
Student Association etc.	<table border="0"> <tr> <td>ETTSA</td> <td>Margaret Lewis, ext 48544</td> </tr> </table>	ETTSA	Margaret Lewis, ext 48544										
ETTSA	Margaret Lewis, ext 48544												
Health/Medical	Epsom Campus Student Health Service, R Block ext 48526, DD 623 8889												
International Students	<table border="0"> <tr> <td>Associate Dean International Programmes</td> <td>Dr John Hope, ext 87515</td> </tr> </table>	Associate Dean International Programmes	Dr John Hope, ext 87515										
Associate Dean International Programmes	Dr John Hope, ext 87515												
Personal support Personal, professional, or confidential issues	http://www.education.auckland.ac.nz/en/for/current-students/student-support-services/personal-support.html Epsom Campus Counsellors: make appointment at Student Health Services DD 623 8889												
Student Allowances/Loans	StudyLink, 0800-889 900												
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	<table border="0"> <tr> <td>Kaitiaki Taura Māori /Māori Student Support Co-ordinator</td> <td>Rochai Taiaroa, ext 46388</td> </tr> <tr> <td>Te Korowai Atawhai, E block</td> <td></td> </tr> <tr> <td>Te Puna Wānanga Graduate student space (D Block)</td> <td></td> </tr> </table>	Kaitiaki Taura Māori /Māori Student Support Co-ordinator	Rochai Taiaroa, ext 46388	Te Korowai Atawhai, E block		Te Puna Wānanga Graduate student space (D Block)							
Kaitiaki Taura Māori /Māori Student Support Co-ordinator	Rochai Taiaroa, ext 46388												
Te Korowai Atawhai, E block													
Te Puna Wānanga Graduate student space (D Block)													
Support for Pasifika students	<table border="0"> <tr> <td>Academic Coordinator Pasifika Success Pasifika Success Centre, N block</td> <td>Tim Baice, ext 48469</td> </tr> </table>	Academic Coordinator Pasifika Success Pasifika Success Centre, N block	Tim Baice, ext 48469										
Academic Coordinator Pasifika Success Pasifika Success Centre, N block	Tim Baice, ext 48469												
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: library@auckland.ac.nz See University website for hours http://www.library.auckland.ac.nz/												
Timetable and programme of study. Fails, resits, all changes to your programme	Programme leader, Education Student Centre (A Block)												

Introduction to the Master of Teaching (Primary)

The Master of Teaching (Primary) is a 180 point 1.5 EFTS Initial Teacher Education (ITE) programme that leads to New Zealand teacher registration and provisional certification.

Programme Aims

Graduates of the Master of Teaching (Primary) will have the knowledge, skills and dispositions to be effective teachers of all learners, in particular those from priority student groups. They will meet the Education Council's Graduating Teacher Standards and therefore meet the requirements for registration and provisional certification in New Zealand. The programme is intensive, and academically and professionally demanding. It aims to develop beginning teachers who are efficacious, resilient, self-motivated and self-regulating professionals who are able to engage in collaborative practice with learners, colleagues, and parents, whānau and care-givers within schools (learners and colleagues) and within the wider community.

Graduates will have a critical understanding of how to use research and evidence to inform and develop their professional knowledge and practice. They will have a passion and commitment to making significant improvements in the learning and engagement of learners from all backgrounds and in all circumstances. The collaboration between Faculty and participating primary schools provides extensive and targeted opportunities to practise, develop and improve knowledge and skills in supportive, and constructively critical, authentic environments; with an inquiry approach, extensive opportunities for collaborative and individual practice, feedback and reflection.

In her recent discussion paper *Learning to Practise* Timperley (2013) identified five principles for teacher education that she believes should provide a solid foundation for the development of adaptive expertise.

The following table shows the link between programme processes aimed at assisting students to develop and practise the skills, knowledge and attitudes to become teachers who can make a positive difference to priority learners, and Timperley's principles.

MTchg (Pry) programme processes	Timperley's Principles
Develop professional knowledge by experience-based learning and enacting the facets of practice for equity.	Develop knowledge of practice through actively constructing conceptual frameworks
Foreground past experiences and challenge and review attitudes.	Systematically build formal theories of practice by engaging everyday theories
Develop clear understanding of the standards expected (incl. Graduating Teacher Standards and Tātaiako) and be able to identify personal learning goals, seek and receive feedback on progress, and work with others to identify next steps.	Promote meta-cognition, co- and self-regulated learning
Acknowledge and understand teaching and learning as emotional as well as cognitive activities. Develop self-confidence and self-efficacy to build resilience as a teacher.	Integrate cognition, emotion and motivation
Acknowledge the importance of social context in shaping learning.	Situate learning in carefully constructed learning environments / communities

Master of Teaching (Primary) programme processes

- self-efficacy
- teacher inquiry
- experience-based learning
- self-regulation
- facets of practices for equity
- working with and in school

The Master of Teaching (Primary) is underpinned by the following beliefs, supported by the literature, about what makes for effective initial teacher education.

While it is clear that ITE cannot completely prepare teachers for the complexities and demands of full-time teaching (Cameron & Baker, 2004), teacher preparation should develop graduates who are confident and competent beginning teachers. Darling-Hammond, Chung & Frelow (2002) note that beginning teachers' feelings of preparedness are significantly related to their sense of efficacy. They also note that efficacy is related to teacher behaviours that affect student learning, such as a willingness to try new teaching techniques, attitudes towards students and persistence in trying to solve learning problems. Rots and Aelterman (2008) also claim that teacher retention is directly related to efficacy.

Hence the emphasis on **self-efficacy** in the Master of Teaching (Primary):

Throughout the programme there is a focus on the two components of self-efficacy: efficacy and outcome expectation and the four sources of efficacy belief (mastery experience, vicarious experience, social persuasion and physiological and emotional state) (Bandura, 1977). Building robust efficacy beliefs will enable students in the programme to: cope with the magnitude and complexity of learning and learning to teach, develop resilience and persistence when faced with setbacks and self-doubt and take responsibility for their successes and failures (Tschannen-Moran & Woolfolk Hoy, 2001). In turn, an awareness of personal efficacy beliefs and how these are developed will enable students to: build robust efficacy beliefs in the children they teach, provide support for a diverse range of learners and utilize teaching techniques which develop student autonomy and self-regulation (Poulou, 2007).

It has been argued that the overarching purpose of ITE is to provide student teachers with opportunities to develop knowledge, skills, understandings and attitudes that enable them to enter teaching as confident and competent beginning teachers, *and* to provide a strong basis for ongoing professional development and learning as a teacher (Hagger, Burn, Mutton & Brindley, 2008). As pointed out in *Building a High Quality Teaching Profession: Lessons from Around the World* (OECD, 2011), providing such a base is critical given that teacher requirements and expectations are continuously changing. If ITE is to provide a foundation upon which to build a teaching career then teacher education programmes should be designed to provide opportunities for student teachers to use research and evidence to develop their understandings about learning and teaching, and to develop their professional knowledge through deliberative reflection about, and inquiry into, their practice (Cochran-Smith & Lytle, 2009).

Hence the focus on **teacher inquiry** in the Master of Teaching (Primary):

Graduates will have a critical understanding of how to use research and evidence to inform and develop their professional knowledge and practice. For example, in the final semester of the programme as part of the 15-point course *Investigation into Practice*, students will undertake a site based teacher inquiry into an aspect of their professional learning and practice. Each student will identify, investigate and report on a key problem related to their practice in mathematics or literacy. While students will work on an individual inquiry, they will have cohort-based teaching throughout the programme to develop knowledge, skill and reflective capabilities critical to completing such research.

Grossman, Compton, Igra, Ronfeldt, Shahan and Williamson (2009) argue that all professional education, including initial teacher education, must find ways of helping students build professional knowledge in a relatively short amount of time. They suggest that this includes developing habits of minds and character that are appropriate to professional practice, learning skills that they will need in their future practice, and developing new ways of thinking that are characteristic of professional reasoning.

Hence an emphasis on **experience-based learning** and **self-regulation** in the Master of Teaching (Primary):

Experience-based learning: The experience of the student occupies a central place in any and all considerations of teaching and learning (Andersen, Boud & Cohen, 1999). Kolb (1984) maintains that "*learning is the process whereby knowledge is created through the transformation of experience*" (p. 38). Experience of earlier life events, current events and of teaching and learning activities forms the basis for learning and teaching. As students reflect on, evaluate and reconstruct their experiences new meanings are generated, learning is furthered and action taken. In an educational context, experience-based learning is a participative, learner-oriented approach that emphasises direct student engagement with rich learning activities and the individual and/or joint construction of new meaning. It is

characterised by engagement of the whole person (intellect, affect, conation, senses) with phenomena; it recognises and makes use of all relevant life and learning events; and it involves on-going reflection on experiences with a view to developing deeper understandings.

The Master of Teaching (Primary) programme is grounded in, and informed, by an experience-based approach to learning. Rather than relying on the more traditional approaches of reading about, observing and/or discussing key elements of course content, direct experience of this content is deliberately infused into each course so students have the opportunity to directly encounter the phenomena from a learner's perspective and use reflections on such experiences to further their learning and take action.

Self-regulation: In academic contexts, the ability to self-regulate is correlated with successful student achievement (Zimmerman, 2001). To this end, a central aim of the Master of Teaching (Primary) programme is to develop and further students' capability as independent, self-regulating learners who "judge performance relative to goals, generate internal feedback about amounts and rates of progress towards goals, and adjust further action based on that feedback" (Butler & Winne, 1995, p. 258). Learners who are self-regulating are meta-cognitively, motivationally and behaviorally proactive participants in their learning (Zimmerman, 2001). Consistent with the aforementioned experience-based approach, as students in the programme are developing and refining their self-regulatory skills and processes, they will also be learning about the nature of self-regulation, its impact on student achievement, the place of self-regulation in the New Zealand school curriculum and how to develop self-regulatory behaviours in their students.

Internationally, ITE has long been criticised for being too theoretical. Allen (2009) argues that one of the major and enduring challenges of initial teacher education (ITE) has been to get right the balance between theory and practice. To mitigate the so-called theory-practice gap, Grossman, Hammerness et al. (2009) contend that teacher educators need to attend to the 'clinical' features of practice and find ways to help novices develop skilled practice. They argue that to make this happen, ITE will need to unpick "the historical divisions that underlie the education of teachers...including the separation between the university and schools" (p. 274). The authors also believe that ITE should move away from a curriculum focused on what teachers need to know to one organised around a core set of practices for teaching that student teachers develop during ITE.

Hence, the focus on **practice for equity** and **working with and in primary schools** in the Master of Teaching (Primary):

Facets of Practice for Equity: As part of our work on Project RITE: Rethinking Initial Teacher Education for Equity (Cochran-smith et al., 2014) we critically reviewed research syntheses and teacher effectiveness frameworks from a number of countries to identify teaching practices that were linked with improved outcomes and opportunities for all learners. We ultimately selected five syntheses: the Measures of Effective Teaching (MET) project (United States); three New Zealand Best Evidence Syntheses (Aitken & Sinnema, 2008; Alton-Lee, 2003; Anthony and Walshaw, 2007); and the Teaching and Learning Research Programme (TLRP) United Kingdom (James & Pollard, 2006). Despite their different origins and purposes we identified practices that were consistently associated with student learning, including academic, social, civic and emotional outcomes (Grudnoff et al., 2015). We refer to these as *facets of practice for equity* in the MTchg (Primary). Students will experience and actively engage in and use these facets of practice for equity throughout the programme to build transference towards their practice as beginning teachers.

- Selecting worthwhile content and designing learning opportunities aligned to valued learning outcomes
- Connecting to students' lives and experiences
- Creating learning-focused, respectful and supportive learning environments
- Using evidence to scaffold learning and improve teaching
- Adopting an inquiry stance and taking responsibility for further professional engagement and learning, and
- Recognising and challenging classroom, school and societal practices that reproduce inequity.

Working with and in schools: The programme's teaching model blends campus-based and school-based teaching and learning. Courses will combine working on campus and working in schools. Students will work with university and school-based teacher educators to make explicit the links between theory and practice, and to assist students to practise and hone their skills, knowledge and to apply the powerful facets of practice for equity in authentic, supportive, and critically constructive settings.

Programme Structure

The programme has 11 compulsory courses: one 30-point and ten 15-point courses. Courses according to semester and points value are as follows:

Semester One (July-November):

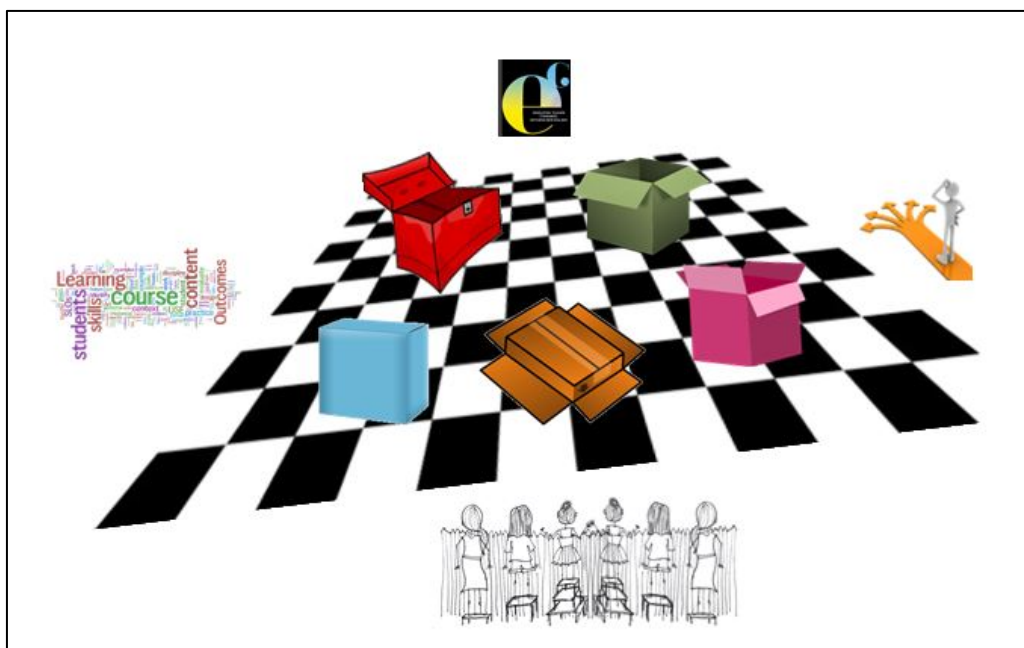
- EDPROF 737: Ako: Learning to Learn, Learning to Teach, and Teaching to Learn (30 points)
Includes a 3-week practicum at the end of the semester
- EDPROF 738: Te Ao Māori (15 points)
- EDPROF 739: Differentiating Learning for Literacy and Mathematics (15 points)
- EDPROF 755: Promoting Learning through Inquiry: Responsiveness and Creativity (15 points)

Summer School:

- EDPROF 741: Teaching for Social Justice and Inclusion (15 points)
- EDPROF 753: Working Together to Accelerate Learning (15 points)

Semester Two: (March to June)

- EDPROF 754: Promoting Learning through Inquiry: Understanding our World (15 points)
- EDPROF 740: Promoting Learning through Inquiry: Understanding our Communities (15 points)
- EDPROF 756: Enacting Responsive Pedagogies in Literacy and Mathematics (15 points)
- EDPROF 757: An Investigation into Practice (15 points) – research based (teacher inquiry) course
- EDPROF 758: Inquiring into Practice (15 points) – 9 weeks of practicum (3+6weeks)



**Administrative Matters / Professional Requirements and Conduct
for students at the Faculty of Education and Social Work:**

Master of Teaching (Primary) Teacher Candidates

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

- The programme leader for the Master of Teaching (Primary) and Director of Primary Programmes is Vivienne Mackisack. Vivienne will assist students with general matters related to their programme, professional practise in schools/practicum, and progress. Appointments to see Vivienne should be made via email at v.mackisack@auckland.ac.nz.
- 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. Appointments to see a member of the Education Student Centre staff should be made via email at education@auckland.ac.nz.
- Your lecturers will help you with all general questions and concerns. Contact details are in course booklets. If they are unable to help you, they will advise you on where to go for help.

Keeping Informed (refer also to: p. 25)

Our main means of communication are as follows:

1. Master of Teaching (Primary) Moodle (MTchg Moodle): in the Calendar, Information 'blocks', News Forum, course sites.
2. Programme meetings.
3. Via email.

The University of Auckland policy requires students to use the University's centrally managed email service (*Faculty of Education and Social Work website, Quick Links, Student Email*) and to check this email regularly for official communications from the University.

It is your responsibility to ensure that your mailing address and telephone number are accurately recorded on Student Services Online. Please also inform the Education Student Centre of any change of mailing address.

Attendance

Full attendance is expected in all on-campus courses/classes and during professional practice/practicum. Non-attendance will put a student's ability to meet learning outcomes at risk.

The University Calendar states that students must attend "to the satisfaction of the examiner." 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.

Additionally, if you cannot attend class/school then we expect you to do what you will have to do once employed as a teacher: notify your lecturer/associate teacher and adjunct lecturer of your absence. All absences should be discussed with the lecturer/s or your school colleagues as a matter of professionalism and courtesy.

Part-day absences are approved by your lecturer/s on-campus and *adjunct lecturer during professional practice/practicum. Unanticipated leave during professional practice/practicum (e.g., sick leave, tangihanga/bereavement leave) is arranged through the school and an application for leave completed subsequently.

*Refer p. 19 of this handbook, and the Professional Practice and Practicum Handbook: Master of Teaching (Primary)

It is vital that absences be adequately explained, particularly as you may anticipate applying for an extension or Special Consideration because of this absence.

Documentation is generally required to support applications for leave (medical certificate, bereavement notice, travel arrangements, etc). A medical certificate is required for absences of more than 5 days. Medical certificates are sent to Judy Robinson, Practicum Manager (office: H211x, email: judy.robinson@auckland.ac.nz).

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

Lecturers/Schools are required to inform the Director of Primary Programmes once a student has missed three classes in total. A review of a student's progress may result from concerns in these areas.

Applications for Leave

Applications for leave are made on the form obtained from MTchg Moodle (*Forms*). These forms are handed/mailed to Judy Robinson, Practicum Manager: (office: H211x, email: judy.robinson@auckland.ac.nz).

Please complete a *Request for Leave* form for **all full-day** absence from the programme and/or professional practice/practicum. This is a courtesy to your lecturers and school colleagues, is preparation for requirements once you gain employment as a teacher, and ensures that we understand why you may be absent from class/school.

Change of Heart/Circumstances

Should you need to resign from the programme, we ask you to meet with your programme leader/Director of Primary Programmes to discuss your decision and 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 at this time.

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 is obtained via the following link: <https://foedassignments.auckland.ac.nz/>

Declaration of Criminal Convictions

Our enrolment form asks you to declare a criminal conviction. Every year a number of students tick 'No' and then the Police Check reveals that they do, in fact, have a conviction. While this conviction may be for (what seems to some) something that should not impact on your eligibility or suitability for teaching, the Education Council may see it differently.

What appears to count against you is failure to disclose at the time of selection and/or during the period of study. So, if you ticked 'No,' knowing that you had a conviction, or because you were uncertain about what this might cover, we urge you to come forward now so that we can record the fact that you have disclosed this information.

The Education 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 Director of Primary Programmes now by emailing Vivienne Mackisack directly (v.mackisack@auckland.ac.nz) rather than risk having your application for registration and provisional certification declined or held up at the end of your programme.

If you are charged or convicted after the start of the academic year, you must make an appointment immediately with Vivienne Mackisack, Director of Primary Programmes now by emailing directly (v.mackisack@auckland.ac.nz) to discuss this as it may have implications for your future teaching career.

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

Failure to Meet Requirements

Where a student's academic progress is causing concern the Director of Primary Programmes is notified. Appropriate measures are then put in place. At an assigned programme assessment date the Director of Primary Programmes 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 school placement/practicum is causing concern.

Students will be required to meet with a review committee if his/her performance is such that there is a risk that programme, provisional entry, or Education Council requirements may not be met. Where concerns of an Education Council nature are raised about an individual student with the Director of Primary Programmes 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.

Either the student or the Director of Primary Programmes can request a meeting to discuss academic progress.

Personal Support

There are health and counselling facilities on this campus. These are located in the lower level of R block. Students are invited to enrol in the PHO for medical consultations. The counselling services are free of charge to all students.

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 professional practice and practicum settings and when conducting research, students will be expected to observe the University of Auckland and site-specific codes of conduct as well as the provisions of the privacy act.

Professionalism and the Use of Social Media

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

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

Student Concerns

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

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

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

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

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

Vulnerable Children's Act 2014

Legislation to protect vulnerable children, passed in June 2014, is all about making a better life for the most vulnerable children in New Zealand. The Vulnerable Children Act applies to specified government agencies, including the Ministry of Education, and all those they contract or fund to provide services to children.

While student teachers are unregistered and therefore should not be unsupervised, occasions inevitably arise when they are left alone with children. For this reason we have implemented processes to safety check all new student teachers from July 1st 2015.

Assessment

Assessment - Purposes and Roles

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

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

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

Assessment – Assignment Processes

Assignment processes for each course are outlined in individual course booklets.

Assessment –Assignment Cover Sheets

Students go on-line to generate their unique coversheet for each up-coming assignment. All Faculty of Education Assignment coversheets are individualised and generated for you online using the following link: <https://foedassignments.auckland.ac.nz>

This link provides important information and FAQs about the service:

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

Assessment - Notification of Assessment Information

- 1 Students can expect to receive from the Course Director at the start of the course (in writing - hard copy or electronically), the following details of assessment requirements:
 - a. detail of assessment tasks including specific referencing requirements
 - b. weighting of each task in relation to the overall course assessment load
 - c. expectations of word limits/workload for each task as appropriate
 - d. criteria by which each task will be assessed and any significant weighting of criteria
 - e. due date for each assessment task
 - f. a statement detailing what "completion to the satisfaction of the examiners" entails
 - g. reference to the Faculty statement on Cheating
- 2 All coursework must be submitted by 4.30pm on the due date.
- 3 Students can expect any change in coursework to be communicated by the Course Director in writing (hard copy or electronically) at least two weeks in advance of the original due date. Any changes to assessment dates will be made by the Course Director in conjunction with the Programme Leader.
- 4 Students can expect to have marked assignments and tests returned within 3 weeks from the due date.

Assessment and Grading Scale

Programme coursework refers to all assessments (assignments, seminars, practicum, tests etc.).

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

Ten pass grades and three fail grades.

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

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

Example of a Grading System and descriptors relating to student attainment

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

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

Assessment - Resubmission of Assessment Tasks

No provision will be made for resubmission of work for remarking.

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

Course Cut-Off Times

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

Course Pass Grades

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

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

Course Failure

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

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

Extensions

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. Course Directors, (or nominee where applicable) can grant extensions for the shorter of:

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

Group Projects

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

Literacy Standards

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

Penalties for Late Work

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

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

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

Referencing

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

Repeated Fails

A student who has failed an EDPRAC course **once** (Degree and Diploma regulations) or 'who has enrolled **twice** in, but has failed to be credited with a pass in, a non-EDPRAC course is not entitled to enrol again in that course other than in exceptional circumstances.

Requirements Specific to this Degree

Except in exceptional circumstances, the requirements for this degree must be completed within 12 months of commencing study. At the discretion of the Director of Primary Programmes a student who has failed a course or courses totalling no more than 40 points may be approved to enrol for no more than one further consecutive semester.

Refer: <http://www.calendar.auckland.ac.nz/regulations/education/MTchg%28Primary%29.html>

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 Programme Leader for special consideration.

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

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

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

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

Important Note: Special Consideration: Unavoidable Personal Circumstances is a **faculty process related to coursework not** an application for Aegrotat or Compassionate Consideration related to examinations. Applications for Aegrotat or Compassionate Consideration for examinations are submitted directly to the University Health and Counselling Service (Refer, University Calendar: <http://www.calendar.auckland.ac.nz/regulations/academic/examination.html>)

e-Portfolio

The development of an e-Portfolio is an important part of the Master of Teaching (Primary) programme. The e-Portfolio is developed throughout the programme to provide evidence of engagement with research, evidence-based teaching, professional development and reflective practice.

Developing an e-Portfolio is an opportunity for student teachers to engage deeply with their journey as they prepare to be teachers who can contribute to an accelerated lift in the achievement of priority learners. E-Portfolio requirements are communicated via Programme meetings and take account of the programme aims as well as the Education Council's Graduating Teacher Standards and Tataiko competencies.

E-Portfolio content and focal learning is shared at the conclusion of the programme as a compulsory component of EDPROF 758 *Inquiring into Practice*.

Professional Practice and Practicum

The practicum is a critical component in all of the faculty's initial teacher education programmes, and the faculty has long enjoyed productive relationships with its practicum schools. Nevertheless, we know that student teachers' practicum experiences can be variable. We are also aware that while universities and schools have traditionally been involved in practicum partnerships, there is criticism (e.g., McIntyre, 2009) that in many of these partnerships university knowledge is privileged over practising teachers' expertise. A Faculty response to addressing such issues was the Reframing Practicum Project (RPP) (Grudnoff & Williams, 2010).

Through the RPP and over the last six years, the faculty has worked closely with principals and staff from eighteen Auckland primary schools to radically rework school and university practicum roles, relationships and responsibilities with the overarching aim of enhancing student teacher professional learning and development in practice. Critical to the success of the project has been the commitment and active participation of the school principals, and the new roles of school-based adjunct lecturer (AL) and the university-based liaison lecturer (ULL). In the RPP, the ALs and ULLs (with the principal) work together to construct contextually appropriate practicum approaches and practices within the framework of university credentialing requirements and the Education Council's Graduating Teacher Standards (Villers & Mackisack, 2011).

The Faculty's ability to draw on these enhanced relationships to extend the expertise that has developed through the RPP is integral to achieving the aims and outcomes of the Master of Teaching (Primary). The participating primary schools provide opportunities for students to learn to practise and develop the adaptive expertise to work effectively with priority learners and with an increasingly diverse population. The schools enable the enactment of a collaborative approach to the teaching of courses. Courses combine campus-based and school-based teaching and learning to enable students to work collaboratively with faculty staff and teachers in the schools to make explicit the links between theory and practice. This model enables students to practise and hone the required skills, knowledge and practice for equity in authentic, supportive and constructively critical learning environments. Such an approach is aimed at addressing what Darling-Hammond (2010) identified as being the central issue confronting ITE: how to foster learning about and from practice *in practice*.

Professional Practice

In-school professional practice in the Master of Teaching (Primary) comprises two days a week in two semesters of the programme.

- Semester One (July-November)
- Semester Two (March-June)

The purpose of professional practice experience is to facilitate the application of on-campus and in-school learning concurrently in practice settings. The aim is to provide ongoing and systematic opportunities for students to learn about, and from, practice *in practice* (Darling-Hammond, 2010).

Practicum

Semester One (July-November)

- EDPROF 737: a three-week practicum at the end of the semester.

Semester Two ((January) March-June)

- EDPROF 758: a nine week practicum comprising:
 - a three-week practicum at the start of the primary school year (Part A) - experience and participation in the establishment of class/school learning environments;
 - a six week practicum in the final part of Semester Two (Part B), involving full class responsibility for a minimum of three consecutive weeks, as per Education Council requirements.

Students will also

- participate in a noho marae and engage with Māori education/community settings as part of the Te Ao Māori course;
- undertake site-based research (teaching as inquiry) into an aspect of their practice related to mathematics or literacy (EDPROF 757).

Lecturers who teach on the programme work with, observe and assess students when they undertake professional practice and practicum. As noted above, campus-based and school-based experience is interwoven in the courses to enable students to apply, reflect on, and refine their developing knowledge and practice in authentic settings. This approach ensures that students receive ongoing feedback and feedforward.

Professional Practice and Practicum: Requirements, Expectations and Procedures

Refer also, *Professional Practice and Practicum Handbook: Master of Teaching (Primary)*

Placement Procedures for Professional Practice/Practicum

Students may not approach a school to organise their own placement for professional practice or practicum. Students may only approach a school when a confirmed placement has been advised.

Please note while every endeavour will be made to place you in your area of choice, it is the responsibility of the practicum office to assign you to a designated school. You may therefore be required to travel.

Placement Requirements/Restrictions for Professional Practice/Practicum

(Placement restrictions with regard to links with professional practice/practicum schools)

Students may not be placed for professional practice/practicum in a school where:

1. A member of their family attends as a student or as a staff member;
2. The student or their family has been or is currently employed in any paid or voluntary capacity;
3. The student has submitted an application and/or is under consideration for a teaching position;
4. The student or a member of their family has a personal relationship with any member of the school/centre staff or Board of Trustees or Management Committee.

Balancing Responsibilities during Professional Practice/Practicum

While on professional practice/practicum students are expected to take part in all aspects of teachers' work (including professional development opportunities) and to accept the professional obligations that are part of this role.

A teacher's professional obligations reach beyond the classroom and are frequently not easily scheduled within a regular timetable. Even though a teacher spends the majority of the day in the classroom, this is only part of the job. Professional practice/practicum provides a critical opportunity for a student to join a school staff as a junior colleague; to experience and demonstrate what it is to 'be' a teacher. Professional attention to opportunities and requirements is expected during professional practice/practicum. Concession is not given, and leave is not granted, to attend work-related commitments.

It is not permissible to take babies or young children on professional practice/practicum. Students must make their own private arrangements for the care of their babies and young children during professional practice/practicum.

Resolving Concerns during Professional Practice/Practicum

Professional behaviour/responsibility/communication is expected at all times. Where students have concerns during professional practice/practicum they must follow the procedures as outlined in the Professional Practice and Practicum Handbook: Master of Teaching (Primary) 2015-2016.

Confidentiality during Professional Practice/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 twelve 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 students on professional practice/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.

(Refer: <http://www.legislation.govt.nz/act/public/1993/0028/latest/whole.html>)

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

- Students wishing to photograph, audiotape, or videotape children or their work must ensure that the associate teacher is consulted in the first instance and that school policy is strictly adhered to.
- Information gained about children, their family/whānau, staff, other student teachers while on practicum must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.

Please note that this does not preclude disclosing information through the appropriate channel regarding any concerns about the life or health of children (Principle 10d, (i) and (ii)) or; using the information in a form in which the individual concerned is not identified (Principle 10f, (i)).

Students must ensure that all visual images, samples and information gained at school sites and used in course work and/or the e-Portfolio do not identify individual people/schools (for example, first name or initials only, photographs smudged).

Students should note the Education Council definition of 'Good Character and Fit to be a Teacher' which includes promoting and nurturing the safety of learners within a teacher's care as well as being reliable and trustworthy in carrying out duties.

(Refer <http://www.teacherscouncil.govt.nz/required/goodcharacter2007.stm>)

Students should also note the Education Council Code of Ethics for Certificated Teachers. (Refer, <http://www.teacherscouncil.govt.nz/content/code-of-ethics-certificated-teachers-0>).

Assessment of Practicum (EDPROF 758)

The learning outcomes for practicum are outlined in each of the course briefs. Associate teacher contribution to evidence-based assessment in relation to course learning outcomes and the Education Council's GTS is integral to the overall assessment of student teachers in the practicum. **Final assessment of practicum occurs at the end of EDPROF 758 Part B in the final semester of the programme.**

However, on-going formative and summative assessment undertaken through-out the programme informs the final judgement at the end of EDPROF 758. Faculty staff and staff from the associated primary schools make collaborative judgments of students' attainment in relation to course, programme and Education Council expectations and requirements.

Achievement of EDPROF 758 will be based on the completion of assigned professional requirements, meeting the Learning Outcomes and their associated criteria, and demonstration of the professional qualities as outlined by the aims of the programme and the Education Council's Graduating Teacher Standards.

Rankings are not given for practicum. On completion of a practicum, results are given as:

Pass	Not Available (NA)*	Did Not Complete (DNC) Withdraw (W)	Fail
This grade will be granted when the assessment process indicates that all of the Learning Outcomes have been achieved. In order to gain a pass, all criteria for each Learning Outcome need to be met.	This grade may be granted when a very small number of criteria for one or two outcomes are not achieved within the scheduled practicum time, and the assessment process has indicated that the student is capable of meeting those criteria during extra practicum days. The EDPROF 758 Practicum Convenor approves extended time. A maximum extension of 15 extra practicum days can be approved under these circumstances.	These grades are given when the student fails to complete the required practicum placement time. The type of grade given in each circumstance is specified by University of Auckland Calendar regulations. A full re-sit of the practicum course is required. The EDPROF 758 Practicum Convenor will confirm this grade.	This grade will be given when the assessment process indicates that a full re-sit of the practicum course is required. The EDPROF 758 Practicum Convenor will confirm this grade.

***Note:** At the discretion of the EDPROF 758 Practicum Convenor, 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 three weeks duration to demonstrate achievement of these criteria. Where satisfactory achievement is not demonstrated, no extension of this additional placement will be granted and the student will have to apply for permission to re-enrol in the course.

Formal Practicum Report: EDPROF 758

Students will be provided with a report at the conclusion of the final practicum. While associate teacher, adjunct lecturers and university liaison lecturers will discuss the report with the student, this is not to seek approval for what is written. Students should not enter into negotiations with a school or associate teacher about the content of a report. Any concerns regarding the practicum report should be discussed with the EDPROF 758 Practicum Course Convenor.

Withdrawal from/Discontinuing Practicum

Where exceptional circumstances exist that require a student to withdraw from a practicum, the student **must** contact the programme leader **and** seek advice from appropriate Education Student Centre personnel with regard to the formal process to be followed.

While it is important to advise the Associate Teacher, University Supervisor/Visiting Lecturer and/or programme leader of a decision to withdraw, this does not constitute an official withdrawal from the course. A student must action a withdrawal from a course through the Faculty of Education Student Services Online website <http://www.studentservices.auckland.ac.nz/uoaa/>

(Refer also, University of Auckland Calendar – Enrolment and Programme Regulations: <http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html>)

A decision to discontinue a practicum will result in a DNC (Did Not Complete) grade and usually requires the entire practicum to be repeated.

It is the student's responsibility to ensure that all necessary practicum documentation is completed and delivered to the Practicum Office.

Please Note:

Your on-campus classes are structured to prepare you for your practicum experiences out in schools. These classes are an important and integral part of preparing you for the practicums and your future teaching profession. In our experience, students who miss lectures and/or workshops are often inadequately prepared for their practicums. **We reserve the right to not allow you a place in practicum where we determine that you are not sufficiently prepared.** This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, students need to contact their practicum course lecturer directly as soon as possible.



Academic Integrity

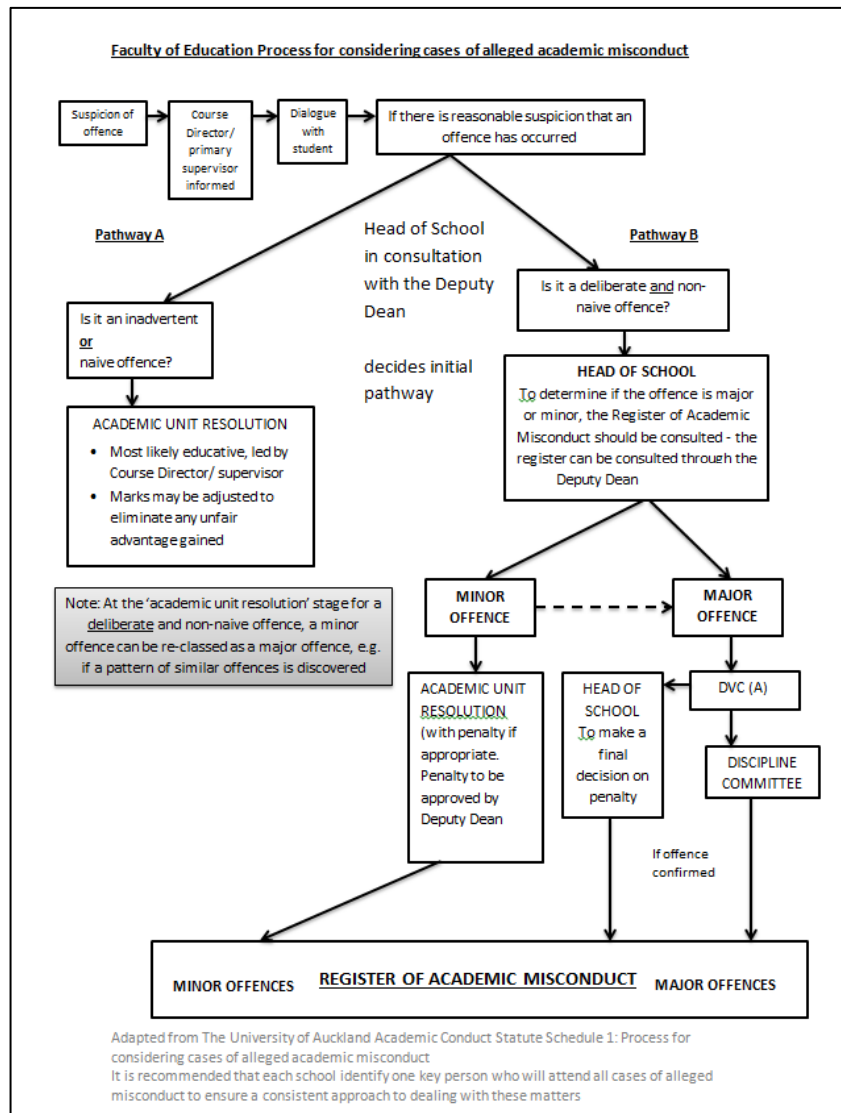
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (please refer to the University of Auckland 2015 Calendar, pp 25-26). This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. Students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information visit this link: www.auckland.ac.nz/uaa/home/about/teaching-learning/academic-integrity

Academic Misconduct

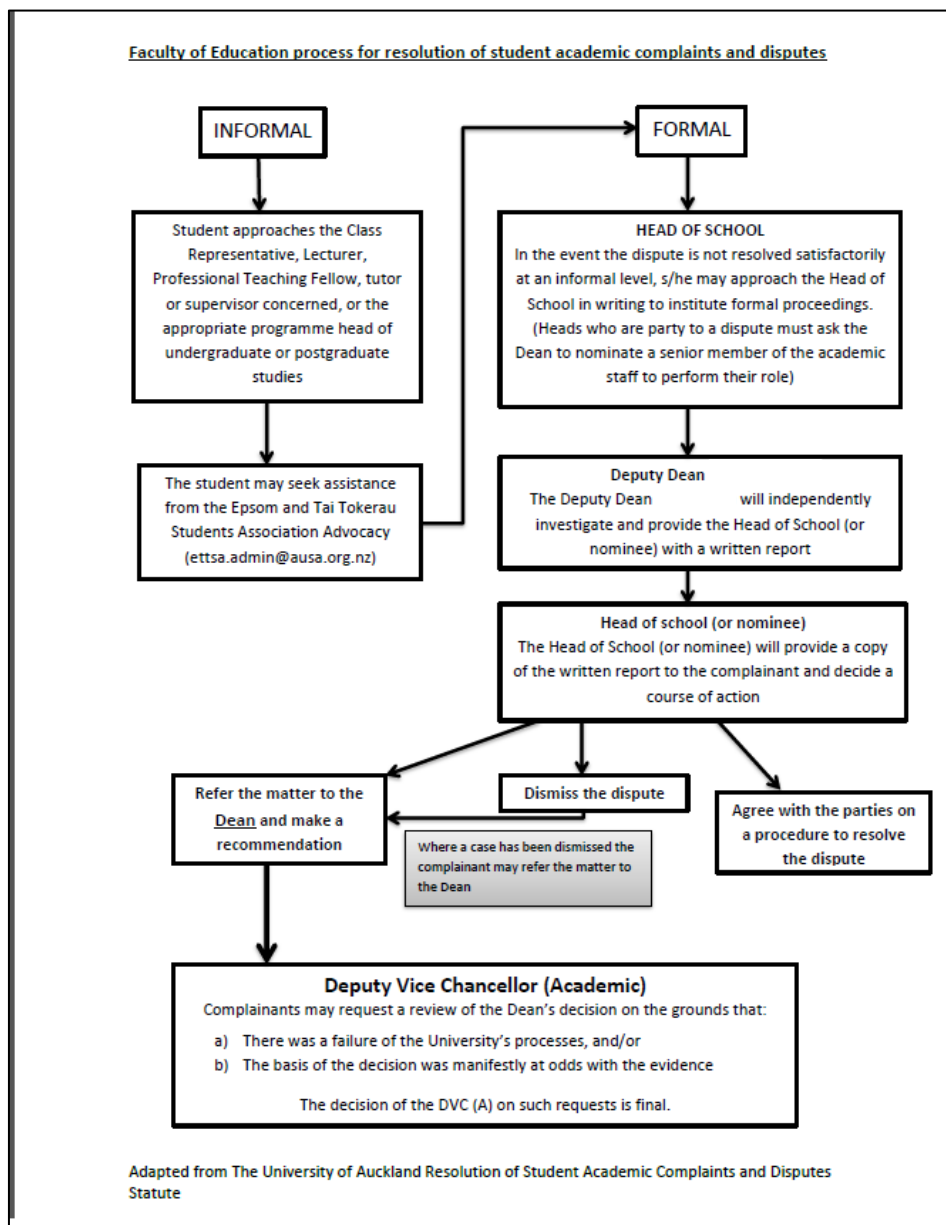
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

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



Aegrotat and Compassionate Consideration

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

Appeal of Marks

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

Conceded Passes

Conceded passes can only be granted in undergraduate degrees consistent with the university regulations. For full details see *the University of Auckland Calendar Examination Regulation 19*.

Course Deletions and Withdrawals

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

DELNA (Diagnostic English Language Needs Assessment)

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

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

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

Students who have an individual plan will then need to work on developing their English language skills in both an independent and supported manner. Students are expected to work independently utilizing a range of on-line resources in the Moodle DELNA Academic Language Enrichment programme. Enrolment in relevant Student Learning Centre workshops will be useful also. Regular meetings with the DELNA Academic English Language adviser are necessary for success.

Prior to the final practicum (EDPROF 758) students diagnosed as having English language needs will be required to undertake a language assessment task equivalent to DELNA, which will be used as a 'post assessment' for English language competency. Students will need to show on this test that they have met the minimum standard required. If students meet the minimum standard they will then be permitted to undertake their final practicum. **Students who have not met this language requirement will not be able to go out on the final practicum.** In these cases students will be required to continue to work to improve their English language skills before they can be enrolled in the final practicum.

Student Email

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

Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do so 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., for example if a natural disaster was to strike the university/the city of Auckland.

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

Group assessment

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

Partial Resits

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

Storage and Disposal of Student Work

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

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

Student Services Online (SSO)

Student Services Online is The University of Auckland's comprehensive online system, which enables students to apply for admission to the university and once accepted into a programme, enrol in courses.

Students can access SSO via the following link: www.studentservices.auckland.ac.nz/uoa

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

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

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

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

Fees advice

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

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

Graduation

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

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

Submission in Māori

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

Third party assistance

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. The following link provides full details regarding the type of advice and support that third parties can offer: www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines

Unsatisfactory Progress

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

Other Matters

The Academic Success Centre

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

The staff in this area and their roles are:

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

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

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

Library: Essentials for using the Sylvia Ashton-Warner Library

The Library lending policy is explained in detail at:

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

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to: <http://www.library.auckland.ac.nz/subjects/edu/eduinfoservices.htm>.
- The Library provides training courses in searching the catalogue, using databases and RefWorks/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)
- If you are going to be away from the campus – on practicum or on holiday – please ensure that you return any library books before you go. The Library will not accept either of the above as excuses to cancel any penalty charges.

Jury Service

If you are called up for jury service you are able to request a letter of support from the Director of Primary Programmes so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the Teacher Education Office Co-ordinator in H201A. (Please refer, <http://www.justice.govt.nz/services/access-to-justice/jury-service-1/just-been-summoned>).

Graduation

Once you have completed all of the requirements for your degree and you become eligible to graduate, *you must apply to graduate* online via Student Services Online. Please keep your mailing address up to date in Student Services Online. There are two graduation ceremonies each year - in Autumn (early May) and in Spring (towards the end of September).

For further details about graduation go to:

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

Programme Changes, Procedures and Regulations

Change of Address / Personal Details

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

Change of Name

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

Transfer between University of Auckland, Faculty of Education Programmes

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

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

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

Withdrawal from Courses

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the University of Auckland Calendars 2015 and 2016 and Education Student Centre for details.

UNIVERSITY STATEMENT ON STUDENT FEEDBACK

The following statement was approved by Teaching and Learning Quality Committee.

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 'shade 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.**

Master of Teaching (Primary)-specific Research

A number of research initiatives are associated with the Master of Teaching (Primary) degree programme. Students will be provided with information about each of these. Students will have the opportunity to be involved in a range of ways: on-line surveys, interviews, focus groups, sharing course work.

Participation in any of the research initiatives is entirely voluntary and you will never be compelled to do so. But just as the development of the Master of Teaching (Primary) qualification is underpinned by previous research initiatives, the on-going development of quality initial teacher education programmes will benefit from students' participation in these current initiatives.

Teacher Registration and Certification

With few exceptions, teachers in New Zealand are required to be registered and certificated. On successful completion of a programme of teacher education, graduates are eligible to apply for registration and provisional certification 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 Graduating Teacher Standards inclusive of the criteria that are reprinted below. Failure to do so may result in a formal review of a candidate's place in the programme.

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

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

CRITERIA FOR REGISTRATION OF A TEACHER

Is of Good Character

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

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

Is Fit to Be A Teacher

Those fit to teach possess a range of personal qualities which are listed below. 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/centre), in the learning centre (e.g., school, centre, kohanga reo), in the community and in the teaching profession. In each domain a teacher will interact with learners (children), parents/whānau/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 PROVISIONAL CERTIFICATION

Teachers need to meet specific requirements in the Education Act 1989 to be issued with registration and a practising certificate.

Teacher registration and provisional certification signals your official membership of the teaching profession. Registration is one of the main ways that employers, colleagues, learners and the wider community can be assured that a teacher is qualified, safe and competent.

If you want to teach in New Zealand, the journey towards becoming a registered teacher begins with completing an initial teacher education (ITE) qualification, such as the Master of Teaching (Primary). Graduates of this qualification apply to The New Zealand Teachers Council for *registration and provisional certification*.

When you achieve **registration and provisional certification** it assures future employers, parents and the public that you are satisfactorily qualified, of good character and fit to be a teacher.

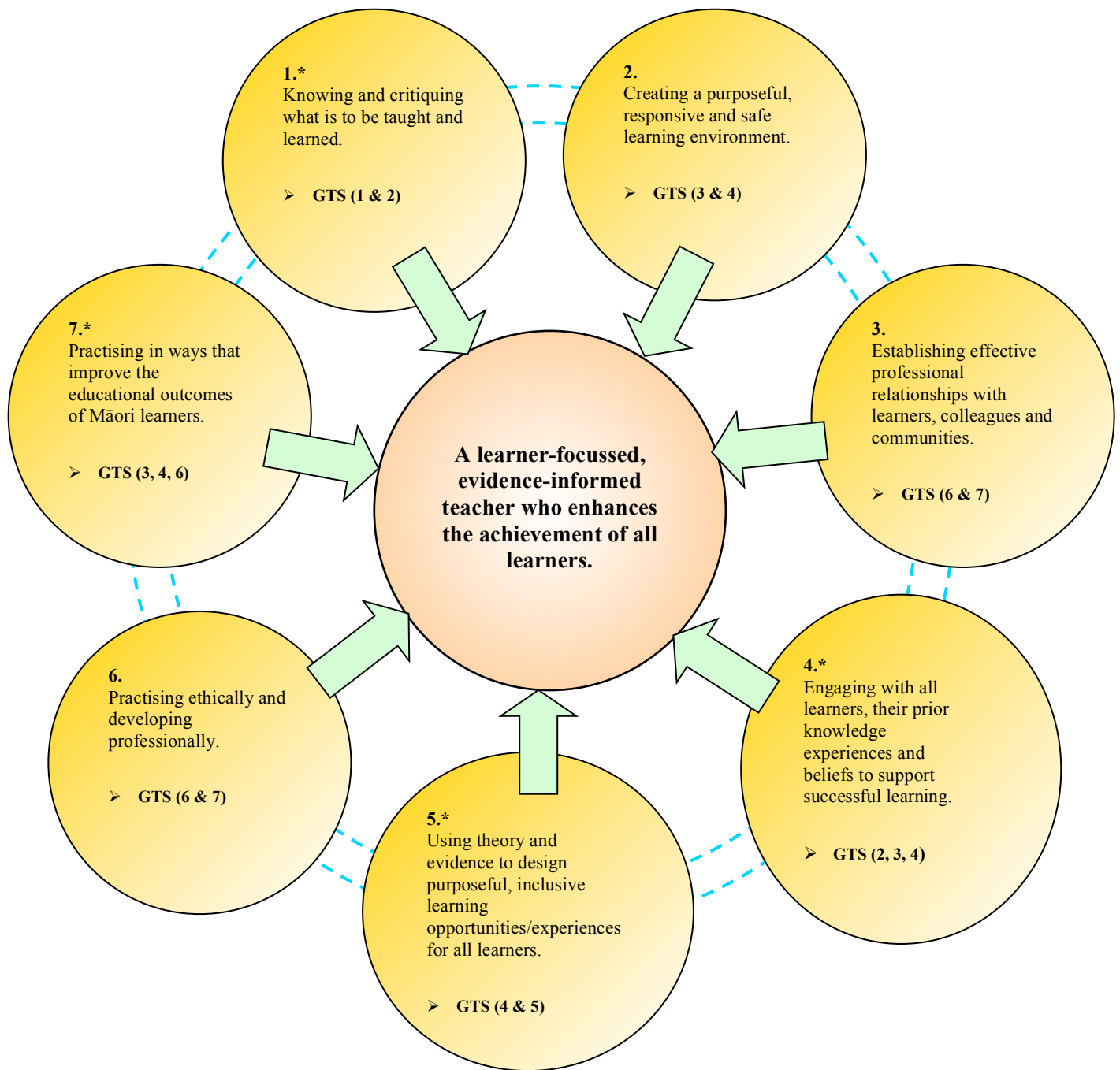
When your application for registration and provisional certification is approved your name will be recorded on a publically accessible data base and you will get a **practising certificate** that is current for three years. With it you are legally able to be employed in a teaching position in New Zealand. Current registration and practising certificate is mandatory for teachers in primary schools, secondary schools, free kindergartens and in many positions in early childhood education services.

Adapted from, New Zealand Teachers Council (2015) <http://www.teacherscouncil.govt.nz/registering-as-a-teacher>

International Students

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

Conceptual Model Underpinning Teacher Education Programmes



Notes (refer to circles above):

1. What is expressed in MoE statement of intent, curriculum statements, and community expectations.

4. We acknowledge that students/learners bring into education their values, beliefs and dispositions which are shaped by language, culture, ethnicity, gender, sexual orientation, religious affiliation, marital status and ability/disability.

5. Theory refers to own, as well as formal theory.

7a. Responding effectively to the interests and aspirations of Māori learners and communities.

b. Developing knowledge of tikanga Māori, te ao Māori and te reo Māori.

* *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 Graduate Outcomes

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

Graduating Teacher Standards: Aotearoa New Zealand

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

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