

PROGRAMME HANDBOOK 2019

Initial Teacher Education

Graduate Diploma in Teaching (Secondary)

EPSOM CAMPUS

Private Bag 92601
Symonds Street Auckland 1150, NZ
Gate 3, 74 Epsom Ave,
Epsom Auckland

FACULTY OF EDUCATION AND SOCIAL WORK ACADEMIC ROLES

Dean of Education and Social Work	Associate Dean Mark Barrow
Head of Initial Teacher Education	Dr Ngaire Hoben (to 30 June) Associate Professor Fiona Ell (from 1 July)
Associate Dean, Academic	TBC
Associate Dean, International (Strategic Engagement)	Dr Marek Tesar
Associate Dean, Pasifika	Jacoba Matapo
Associate Dean, Postgraduate	Professors Toni Bruce & Missy Morton (to 30 June) Professor Gavin Brown (from 1 July)
Associate Dean, Research	Dr Aaron Wilson
Associate Dean, Students	Dr Rachel Riedel
Associate Dean, Teaching and Learning	Dr Rena Heap
Te Tumu	Dr Te Kawehau Hoskins

School	Head of School
Counselling, Human Services and Social Work	Dr Allen Bartley
Critical Studies in Education	Professor John Morgan
Curriculum and Pedagogy	Professor Helen Hedges (to 30 June) Associate Professor Katie Fitzpatrick (from 1 July)
Learning, Development and Professional Practice	Associate Professor Richard Hamilton
Te Puna Wānanga	Dr Te Kawehau Hoskins

CONTENTS

Faculty of Education and Social Work Academic Roles	2
Contents	3
Programme Contacts	5
Key Dates for 2019	6
Introduction to the programme	8
Features of the Graduate Diploma in Teaching (secondary)	9
Regulations for the Degree of graduate diploma in teaching (Secondary)	10
DELNA (Diagnostic English Language Needs Assessment)	12
Overview of the Graduate Diploma in Teaching (Secondary)	13
Core courses.....	13
Keeping informed.....	13
Practicum	14
Practicum Placements	15
Students Withdrawing from Practicum	15
Placement Restrictions with regard to Links with Family Members	15
Confidentiality during Practicum	16
Students Seeking Practicum Placement with Babies or Young Children.....	16
Attendance and Professional Conduct during Practicum	16
Needing Leave from the Programme.....	17
Undertaking additional tertiary study while studying the Graduate Diploma in Teaching (Secondary)	17
External Standards	18
Conceptual Model Underpinning Teacher Education Programmes	18
Principles Underpinning Teacher Education Programmes and Related Graduate Outcomes	19
Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession.....	20
Assignment Process	21
Assignment Submission	21
Extensions.....	22
Penalties for Late work.....	22
Return of Marked Assignments.....	22
Compassionate Consideration (Unavoidable Personal Circumstances).....	22
Resubmission.....	22
Assessment and Grading Scale.....	23
Support Systems for Students	24
Library: Essentials for using the Sylvia Ashton-Warner Library	25
Library hours – Epsom Campus.....	25
Short Term Loan	25
Study Space	25
Computers	26
Workshops	26
General University information and policies	27
Academic English Language Requirement	27
Academic Integrity	27
Academic Misconduct.....	27
Academic Standing (Unsatisfactory progress)	28
Aegrotat and Compassionate Consideration	28
Appeal of Course Marks or Grades	28
AskAuckland	28
Availability of Examination Scripts	28
Change of Name	28
Conceded passes.....	28
Course Deletions and Withdrawals.....	28
Deferring from a programme	28
Enrolments.....	29
Examinations	29
Fees	29
Forms, Policies and Guidelines	29
General Education	29
Group assessment.....	29
Graduation	29
MyAucklandUni	29

Partial Resits	29
Resignation from a programme	29
Request an official transcript.....	29
Student Academic Complaints and Disputes.....	30
Student email	30
Storage and Disposal of Student Work	31
Student Services Online (SSO).....	31
Submission in Māori.....	31
Third party assistance.....	31
Transfers between University of Auckland, Faculty of Education and Social Work Programmes	32
Transfer to other Colleges / Faculties of Education.....	32
Updating addresses and personal details	32
University Proctor.....	32
Vulnerable Children’s Act.....	32
Withdrawal from Courses	32
Professional Requirements and Conduct	33
Attendance	33
Cheating and Plagiarism.....	33
Referencing	34
Professionalism and the use of social media.....	34
Jury Service.....	34
Teacher Registration	35
Criminal Convictions while undertaking, or during deferment from, the programme.....	35
Portfolios and Teaching Council’s Graduating Teacher Standards (TC GTS)	35
Registration and Other End-of-Year Procedures.....	35
Registration and Provisional Certification	35
International Students	36
Student Feedback (University of Auckland, 2018).....	37
Do students have to give feedback?.....	37
Make sure your feedback is constructive and effective	37
Types of feedback	37
SET	37
Learning and Teaching Survey	37
Student representatives	37
What happens to your feedback?.....	38
Courses with low ratings	38

PROGRAMME CONTACTS

Director, Secondary Teacher Education Dr Ngaire Hoben	Email: n.hoben@auckland.ac.nz Extn: 87371 Office: H201B (to 30 June) Office: H206 (from 1 July)
Teacher Education Office Coordinator Chris Tennet	Email: c.tennet@auckland.ac.nz Extn: 48650 Office H201A
Practicum Manager Judy Robinson	Email: edsw.practicum@auckland.ac.nz Extn: 48891 Office: H211X
Practicum Placement Coordinators Shima Mozafarian Selina Gukibau	Email: edsw.practicum@auckland.ac.nz Extn: 48781 Office: H202 Extn: 48452 Office: H202

Website www.education.auckland.ac.nz/qdsecondary

KEY DATES FOR 2019

2019 Dates								GDTE	
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	Week	SCND-GDTSE 1.0
1	Dec 31 2018	New Year's Day	Day after New Year's Day	3-Jan	4-Jan		School Holidays	1	
2	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	Summer School Lectures Begin Mon 7 Jan		2	Summer School Lectures Begin Mon 7 Jan
3	14-Jan	15-Jan	16-Jan	17-Jan	18-Jan			3	
4	21-Jan	22-Jan	23-Jan	24-Jan	25-Jan			4	Start of the S1 Prog
5	Alli Ann Day	29-Jan	30-Jan	31-Jan	1-Feb		Term 1 Begins	5	
6	4-Feb	5-Feb	Working Day	7-Feb	8-Feb			6	
7	11-Feb	12-Feb	13-Feb	14-Feb	15-Feb	Summer School Lectures End 15 Feb		7	
8	18-Feb	19-Feb	20-Feb	21-Feb	22-Feb	Study Break / Exams		8	Tues/Wed/Thu Students on Observation Practicum
9	25-Feb	26-Feb	27-Feb	28-Feb	1-Mar			9	
10	4-Mar	5-Mar	6-Mar	7-Mar	8-Mar	Semester 1 Lectures Begin 4 March		10	
11	11-Mar	12-Mar	13-Mar	14-Mar	15-Mar			11	Wed in Schools
12	18-Mar	19-Mar	20-Mar	21-Mar	22-Mar			12	Wed in Schools
13	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar			13	
14	1-Apr	2-Apr	3-Apr	4-Apr	5-Apr			14	EDPRAC 608A 25 Mar - 12 Apr
15	8-Apr	9-Apr	10-Apr	11-Apr	12-Apr		End of Term 1	15	
16	15-Apr	16-Apr	17-Apr	18-Apr	Good Friday	UoA Mid-Semester Break 15 - 27 April	School Holidays	16	UoA Mid-Semester Break 15 - 27 April
17	Force Monday	UoA Holiday	24-Apr	ANZAC Day	26-Apr			17	
18	29-Apr	30-Apr	1-May	2-May	3-May	Graduation - 29, 1, 3	Term 2 Begins	18	
19	6-May	7-May	8-May	9-May	10-May			19	EDPRAC 608A Cont 29 April - 24 May
20	13-May	14-May	15-May	16-May	17-May			20	
21	20-May	21-May	22-May	23-May	24-May			21	
22	27-May	28-May	29-May	30-May	31-May			22	
23	Queen's Birthday	4-Jun	5-Jun	6-Jun	7-Jun	Semester 1 Lectures End 7 June		23	
24	10-Jun	11-Jun	12-Jun	13-Jun	14-Jun			24	Start of Sem 2 Lectures
25	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun	STUDY BREAK / EXAMS		25	
26	24-Jun	25-Jun	26-Jun	27-Jun	28-Jun			26	
27	1-Jul	2-Jul	3-Jul	4-Jul	5-Jul		Term 2 Ends	27	Careers Week
28	8-Jul	9-Jul	10-Jul	11-Jul	12-Jul	INTER SEMESTER BREAK	School Holidays	28	INTER-SEMESTER BREAK
29	15-Jul	16-Jul	17-Jul	18-Jul	19-Jul			29	

2019 Dates								GDTE	
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	Week	SCND-GDTSE 1.0
30	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul	Semester 2 Lectures Begin 22 July	Term 3 Begins	30	Semester 2 Lectures Begin 22 July - Wed in school
31	29-Jul	30-Jul	31-Jul	1-Aug	2-Aug			31	EDPRAC 608B 29 July - 13 Sept
32	5-Aug	6-Aug	7-Aug	8-Aug	9-Aug			32	
33	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug			33	
34	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug			34	
35	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug			35	
36	2-Sep	3-Sep	4-Sep	5-Sep	6-Sep	UoA Mid-Semester Break 2 Sept - 14 Sept		36	
37	9-Sep	10-Sep	11-Sep	12-Sep	13-Sep			37	
38	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep			38	
39	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	Graduation - 24	Term 3 Ends	39	
40	30-Sep	1-Oct	2-Oct	3-Oct	4-Oct		School Holidays	40	Mid Semester Break 30 Sept - 11 Oct
41	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct			41	
42	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct		Term 4 Begins	42	Presentation of e-Portfolio
43	21-Oct	22-Oct	23-Oct	24-Oct	25-Oct	Semester 2 Lectures End 25 Oct		43	STUDY BREAK EXAMS
44	Labor Day	29-Oct	30-Oct	31-Oct	1-Nov			44	
45	4-Nov	5-Nov	6-Nov	7-Nov	8-Nov			45	
46	11-Nov	12-Nov	13-Nov	14-Nov	15-Nov			46	
47	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov			47	
48	25-Nov	26-Nov	27-Nov	28-Nov	29-Nov			48	
49	2-Dec	3-Dec	4-Dec	5-Dec	6-Dec			49	
50	9-Dec	10-Dec	11-Dec	12-Dec	13-Dec			50	
51	16-Dec	17-Dec	18-Dec	19-Dec	20-Dec		Term 4 Ends Prim/Sec	51	
52	23-Dec	24-Dec	Christmas Day	Boxing Day	27-Dec			52	
53	30-Dec	31-Dec	1-Jan	2-Jan	3-Jan			53	

INTRODUCTION TO THE PROGRAMME

Nau mai rā ki Te Kura o Te Whare Wānanga o Tāmaki-makau-rau. Kia ora, talofa lava, malo e le lei, kia orana, fakaalofa lahi atu, namaste, 你好 nǐ hǎo

Welcome to the Faculty of Education and Social Work at the University of Auckland and the Graduate Diploma in Teaching (Secondary) programme.

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

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

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

Each of the seven circles within the framework addresses a vital area of critical knowledge, skills and dispositions that provide a consistent focus across all courses and learning experiences in teacher education programmes. A related set of principles, along with specific graduate outcomes that contribute to each vital area and collectively address the overarching goal of the Conceptual Framework, underpin all teacher education qualifications. Importantly the Teaching Council's [Standards for the Teaching Profession](#) are embedded in this framework.

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

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

References

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

FEATURES OF THE GRADUATE DIPLOMA IN TEACHING (SECONDARY)

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

Students may undertake the course in one year of full-time study or over a period of two years, if engaged in part-time study. The course requires 14 weeks of practicum to be undertaken in two different secondary school settings.

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

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

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

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

REGULATIONS FOR THE DEGREE OF GRADUATE DIPLOMA IN TEACHING (SECONDARY)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with young persons. Only persons able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand will be permitted to enrol in this graduate diploma.

Admission

1. In order to be admitted to the programme, a student needs to have:
 - a completed the requirements for:
 - (i) a degree from a New Zealand University
 - or*
 - (ii) attained a level of competence approved by Senate or its representative as:
 - (a) equivalent to that specified in (i) above
 - and*
 - (b) appropriate for the proposed programme for this graduate diploma
 - or*
 - (iii) a qualification recognised as equivalent by the Ministry of Education
 - and*
 - b demonstrated the potential to meet the Education Council of Aotearoa New Zealand criteria for provisional registration. Personal references and an interview will normally be required.

Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the Teaching Council of Aotearoa New Zealand.

2. Admission to this graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points

3. A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 120 points.
4. The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

Structure and Content

5. A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Teaching (Secondary) Schedule.
6. The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
7. A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

Practicum Requirements

8. a In any course that has a practicum and non-practicum component, a student must pass both the practicum and non-practicum component in order to have passed that course as a whole.
- b Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education and Social Work or nominee.
- c At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this diploma.

Professional Requirements

9. a In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional-registration certification of the Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand must immediately notify the Dean of Faculty.
- c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration certification of the Teaching Council of Aotearoa New Zealand the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration-certification of the Teaching Council of Aotearoa New Zealand the Dean shall notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 9e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment

10. a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 10a may appeal from that decision to the Council or its duly appointed delegate.

Variations

11. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

12. These regulations came into force on 1 January 2006. The 2004 and 2000 regulations for the Graduate Diploma in Teaching (Secondary) were thereby repealed.

DELNA (DIAGNOSTIC ENGLISH LANGUAGE NEEDS ASSESSMENT)

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

All students in the GDTSE must complete the DELNA screening if they have not done it previously while studying at the University of Auckland. Programme staff reserve the right to not allow a Practicum 2 placement for students who have not engaged in DELNA or made adequate progress towards completion.

In the first instance students must complete the online DELNA **Screening** assessment. Those students who must achieve the required standard automatically to 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 two hour pen and paper DELNA **Diagnosis**. Following the Diagnosis, students need to meet with a DELNA adviser to go over their DELNA profile. Students who have been identified as needing academic language support will be required to work through **an individual plan**. This is mandatory.

An **individual** plan will be developed by a DELNA adviser on the basis of students' DELNA diagnostic results and identified areas of need. The individual plan links to online modules that students complete in Canvas.

The DELNA diagnosis and follow up appointment with an adviser to access an individual plan if required, must be completed within **three months of the beginning of Semester One of the degree**.

Students who receive the lowest band scores in the DELNA Diagnosis will be required to complete another assessment once they have accessed support. This is called a **Post DELNA assessment**.

Students who have a diagnosed Learning Disability and have had special conditions approved, can make an appointment with Student Disability Services to access accommodations for DELNA.

Regular meetings with the DELNA Academic Language advisers are necessary for success.

OVERVIEW OF THE GRADUATE DIPLOMA IN TEACHING (SECONDARY)

The Graduate Diploma in Teaching (Secondary) is a prescribed course made up of 120 points, with 60 points of core or generic elements including your practicum course and are studied by all students. The curriculum elements you choose to study, total to 60 points to make up the remainder of your degree.

The programme is completed over one year (full-time), with fourteen weeks of placements in schools across the duration of the programme.

For all course pre-requisites please see the University of Auckland Calendar 2019 –

www.calendar.auckland.ac.nz

Core courses

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

[EDPRAC 608A and B](#) Professional Learning in Practice (30 points)

EDPROFST 612A (Semester 1) and EDPRFOST 612B (Semester 2) is held either at Epsom or Manukau.

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

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

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

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

Curriculum Elements

These are mostly 15 point courses and most people do two per semester (if full-time) or one if part-time. All curriculum courses are taught at Epsom campus over Semesters One and Two.

EDCURSEC 687/1	Science
EDCURSEC 687/2	Mathematics
EDCURSEC 687/3	English
EDCURSEC 687/4	Languages
EDCURSEC 687/5	Physical Education/Health
EDCURSEC 687/6	Social Sciences
EDCURSEC 687/7	Technology
EDCURSEC 687/8	Music
EDCURSEC 687/9	Art
EDCURSEC 687/10	Drama

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

Keeping informed

Besides your student email, the main forms of communicate will be as follows:

1. Announcements posted on Canvas in EDPRAC 608A and B. This is reasonably effective for all except the part-time students and LATs who may not be doing EDPRAC 608 this year. We communicate with you regularly via Canvas.
2. For ALL students, the notice board in the H Block corridor (Level 2) is a site of information for all students. We post information about jobs, timetables etc, on the board.

PRACTICUM

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

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

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

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

Practicum experiences provide opportunities in a range of educational contexts for pre-service teachers to:

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

Practicum experiences also provide opportunities for the programme to:

- Expose students to the diversity and complexity of educational settings.
- Use contextual experiences to inform course work.
- Give constructive feedback on pre-service teacher practice.
- Gauge student suitability for teaching.
- Develop reciprocal partnership relationships with the professional community.
- Provide professional development for associate teachers and visiting lecturers about their roles.

Practicum Placements

Practicum courses are completed during two full-time blocks, over fourteen weeks and known as practicum 1 and practicum 2. These will be in two different schools during the course of the programme to ensure that pre-service teachers have a breadth of experience from their practicum placements.

Practicum One – EDPRAC 608A

Practicum 1	7 weeks	25 March – 24 May 2019 *
-------------	---------	--------------------------

*

Practicum Two – EDPRAC 608B

Practicum 2	7 weeks	29 July – 13 September
-------------	---------	------------------------

Pre-service teachers will be placed in a range of practicum schools for EDPRAC 608 A and B. These will be:

- high decile/low decile
- small/large
- state/integrated/private
- multi-ethnic

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

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

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

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

Placements will be determined and organised by the Practicum Office in conjunction with the Associate Director, Secondary Teacher Education. **Students are not to arrange their own practicum placements.** Please note that while we endeavour to place you at a school in an area of your choice, it is the job of the Practicum Office, in conjunction with the Associate Director to assign you to a designated school. You may be required to travel to the majority of your placements. Any changes to a placement must be negotiated with the Associate Director.

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

Students Withdrawing from Practicum

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

Placement Restrictions with regard to Links with Family Members

Pre-service teachers may not be placed for practicum where:

- a member of their whanau/family attends as a pupil or as a staff member
- the pre-service teacher or their whanau are employed in any capacity
- the pre-service teacher or a member of their whanau has a personal relationship with any member of the school/centre staff or BOT/Management Committee
- the pre-service teacher has accepted an employment offer from the school.

Confidentiality during Practicum

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

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

1. Pre-service teachers wishing to photograph, audiotape or videotape children must ensure that a faculty lecturer is informed in the first instance. Also, Associate Teacher and parent/guardian consent must be obtained prior to any such project.
2. Information gained about children, their family/whanau, staff or other pre-service teachers while on Practicum or at the faculty must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.
 - 2.1 Please note that this does not preclude disclosing information through the appropriate channel regarding any concerns about the life or health of children - Principle 10d, (i) and (ii) nor using the information in a form in which the individual concerned is not identified, Principle 10, f, (i).
 - 2.2 Using the information in a form in which the individual concerned is not identified, Principle 10 f, (i)

Students Seeking Practicum Placement with Babies or Young Children

It is not permissible to take babies and young children on practicum. Pre-service teachers must either make their own private arrangements for the care of their babies and young children during Practicum.

Attendance and Professional Conduct during Practicum

For expectations and requirements please refer to the relevant *Practicum Handbook*.

Students must not withdraw from a practicum once their placement has commenced unless permission has been given by the Associate Director or designated nominee. Withdrawal from practicum without permission will result in a course fail. If, for any reason, the school wishes to rescind your invitation and to terminate your placement, this may also be grounds for failure in the practicum course.

Please note:

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

Students who have not undertaken their DELNA assessment by practicum2 will be unable to go out on practicum. The faculty must be sure that the pre-service teachers going into secondary schools have sound skills in reading, and writing, as well as speaking. Our colleagues in school are too busy to proofread and correct your tasks sheets and power-points.

References

- Alton-Lee, A. (2003). *Best Evidence Synthesis: Quality teaching for diverse students in Schooling*. Wellington: Ministry of Education.
- Butler, J. (1996). Professional development: Practice as text, reflection as process and self as locus. *Australian Journal of Education*, 40(3), 265-283.
- Dobbins, R. (2000). An inclusive practicum curriculum. *International Journal of PEPE Inc*, 4(1), 57-80.
- Hattie, J. (February, 2003). New Zealand educational snapshot. *Paper presented to the Knowledge Wave 2003: The leadership forum*.
- Lind, P. (2004). *The perceptions of teacher education in relation to the teaching practicum*. Unpublished PhD thesis, Massey University, Palmerston North, New Zealand.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco, USA: Jossey-Bass.
- Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Education*, 40(2), 2-9.
- Zeichner, K.M. (1986). The practicum as an occasion for learning to teach. *South Pacific Journal of Teacher Education*, 14(2), 11-27.

Needing Leave from the Programme

Applications for leave are made on the 'GDTSE Leave Form'. Once completed please hand the 'GDTSE Leave Form' to the Teacher Education Office Coordinator in H201A for processing. These forms will then be passed on to the Director Secondary Teacher Education for consideration. Please complete a 'GDTSE Leave Form' for any planned absences from the programme. This is a courtesy to your lecturers, is preparation for requirements once you gain employment as a teacher, and ensures that we understand why you may be absent from class.

For leave during practicum placements please complete the online [Request for Leave during Practicum Form](#).

Note: Insufficient attendance to campus lectures may be grounds not to place a Pre Service Teacher on practicum as they will be ill-prepared.

Undertaking additional tertiary study while studying the Graduate Diploma in Teaching (Secondary)

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

Graduate Programme

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

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

Students wishing to complete a thesis while at the Faculty of Education and Social Work need to:

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

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

Changes in Students' Tertiary Lecture Times

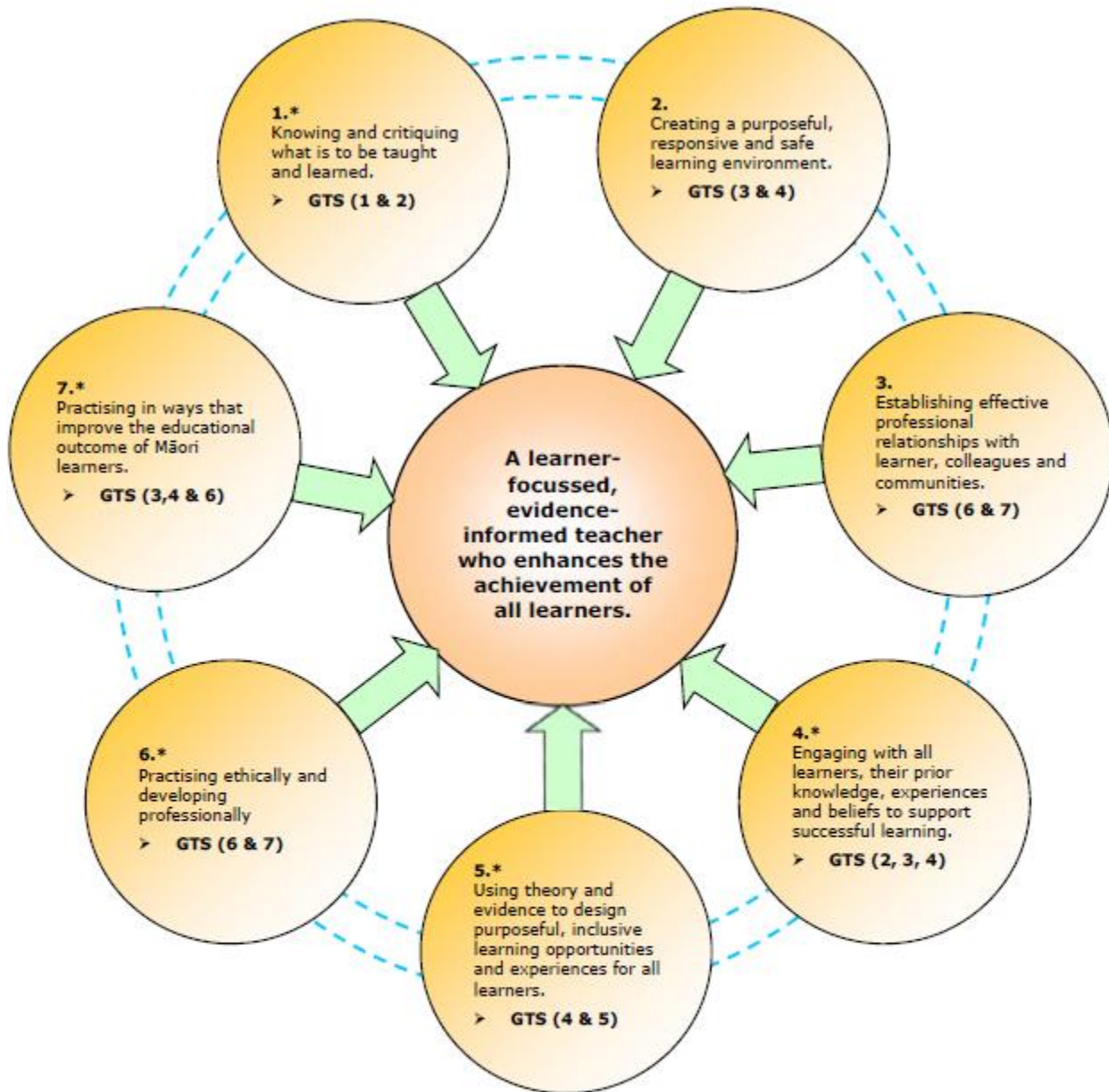
If students are authorised to do certain additional tertiary work on the understanding that it does not interfere with their secondary teacher education programme, any changes of lecture times which result in clashes with the Faculty of Education and Social Work classes cannot be accepted.

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

EXTERNAL STANDARDS

The Teaching Council of Aotearoa New Zealand is the professional organisation for teachers, from early childhood education through to primary and secondary schooling in English and Māori medium schools. The Teaching Council has mandated the Standards for the Teaching Profession. These standards underpin the teacher education programme and students must meet these standards by the completion of the programme in order to graduate and be eligible for registration and provisional certification.

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 affiliations, marital status and ability/disability.
5. Theory refers to own, as well as formal theory.
7. a Responding effectively to the interest of and aspirations of Māori learners and communities
b Developing knowledge of tikanga Māori, te ao Māori and te reo Māori

Comments:

- (i) The dashed interconnecting ring (_ _ _) indicates that the foci of the seven circles are interconnected in complex ways.
- (ii) The numbers in brackets refer to the Teaching Council's Graduating Teacher Standards (EC GTS).
- (iii) The Teaching Council Code of Ethics for registered teachers underpins the TC GTS

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

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 practice in ways that are consistent with the Treaty of Waitangi.	Practice 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.	Skillfully 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 teacher's 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.

STANDARDS FOR THE TEACHING PROFESSION

Standard	Elaboration of the standard
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.
<p>Professional learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> Learners, families and whanau Teaching colleagues, support staff and other professionals Agencies, groups and individuals in the community. Communicate effectively with others. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information.
<p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities. Develop an environment where the diversity and uniqueness of all learners are accepted and valued. Meet relevant regulatory, statutory and professional requirements.
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Design learning that is informed by national policies and priorities.
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.

ASSIGNMENT PROCESS

Assignments are submitted either electronically, or via canvas, or in person.

Paper based and other non-electronic submissions will continue to be collected at the designated on-campus locations. These should be submitted with the coversheet that will be available via the Cover Sheet link located in the left hand navigation bar in your Canvas course site. The coversheets will be individualised with a QR code that will be scanned on receipt.

All non-electronic assignments are handed in at the campus where you attend the course (unless your lecturer advises otherwise).

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

Assignments with non-electronic submission should be submitted at the campus where you attend the course, unless your lecturer/Canvas site advises otherwise. Please see below for details of drop off locations and their opening hours:

- | |
|---|
| <ul style="list-style-type: none">Epsom Campus (except Flexi Learning: see below): A109A (The Assignment Centre located at the Education and Social Work Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks). Drop box located in Student Centre; after-hours drop box located beside the main entrance. |
| <ul style="list-style-type: none">City Campus: Drop box for Liberal Arts courses is on Level 1, 15 Wynyard Street, from 8.30 am – 7pm during semester time. During semester breaks: 8.30 am to 5 pm. |
| <ul style="list-style-type: none">Manukau Campus: Programme office NQ227, from 7.30 am to 9.00 pm (and until 4 pm Saturdays) |
| <ul style="list-style-type: none">Tai Tokerau Campus: ICT Suite foyer from 8.15 am to 4.15 pm |

The Assignment Centre will send an automated email to students to confirm receipt of assignments for non-electronic submission only.

Assignment Submission

Non-electronic submission of Assignments

Faculty students across all campuses will generate their own individual coversheets for each assignment. Every coversheet will contain a unique barcode to facilitate prompt processing and automated emails to confirm receipt and advise when an assignment is ready to be picked up.

Find the answers to common questions about preparing and handing in your assignments where it has been indicated the submission is to be on paper. If you still have questions please contact foedassignments@auckland.ac.nz.

Electronic Submission of Assignments

All electronic submission of assignments must be uploaded to an assignment dropbox on Canvas, or Turnitin as assigned by your lecturer. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission.

The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7 coursework apply to submission of all assignments.

Find information about coversheets, forms and course information and assignments frequently asked questions via link: www.education.auckland.ac.nz/en/for/current-students/assignments

Extensions

Requests for extensions must be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension. 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. Extensions are granted at the discretion of the Course Director (or nominee where applicable). For further information see www.education.auckland.ac.nz/en/for/current-students/assignments.

Penalties for Late work

If you submit coursework after the notified deadline, or after the approved extension, you 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%, you score 32 but hands the work in a day late. You lose 4 marks – 10% of 40 – and are 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 Regulations](#) 1c and d students must complete "to the satisfaction of the examiners." This means that you will still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

Return of Marked Assignments

You can expect to have marked assignments and tests returned within three weeks from the due date. Online assignments are usually returned online, while non-electronic assignments may be returned in class or via the Assignment Centre. An automated email will be sent when these are ready to be collected. You must produce your ID card to collect your assignment.

Compassionate Consideration (Unavoidable Personal Circumstances)

If you face unavoidable personal circumstances that mean that you are unable to submit a component of **coursework**, you may apply to the Programme Leader for special consideration. You must apply no later than two weeks after the due date of the assignment.

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

<https://cdn.auckland.ac.nz/assets/education/for/current-students/FoEd-96B-Special-Considerationnew.pdf>

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 your ranking on the completed work, or
- c. ask you to submit the work by a revised deadline, or
- d. submit a new task by a revised deadline.

Resubmission

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

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

Assessment and Grading Scale

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

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

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

The development of assessment criteria for coursework should be adapted from the general university expectations for grade-level performance set out below:

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

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

SUPPORT SYSTEMS FOR STUDENTS

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	Student Engagement and Experience Rebekah Williams ext 48855 Academic English Language Support Jenni Bedford ext 48186 Speech Language Therapist Elaine Tasker ext 48756 Maths Support Angela Spavin ext 48217
Counselling Support	Epsom Campus Counsellors: make appointment online under ' Student Health and Counselling Services ' or phone 923-7681
Deferral, Resignation, Transfer	Education and Social Work Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Student Health and Counselling Services , Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Hardship, Student Association etc.	ESSA (Education and Social Work Students Association) Office: N335 from 10.30 am – 2 pm during semester time. Email: info@essa.co.nz Website: www.essa.co.nz
Health/Medical	Student Health and Counselling Service , Epsom Campus, R Block Phone: 623 8889 or ext 48526
International Students	Associate Dean International (Strategic Engagement) Dr Marek Tesar, ext 46375
LGBTI Student Support	Faculty Rainbow Network Email: rainbowEDSW@auckland.ac.nz
Scholarships	Faculty Scholarships or University scholarships: www.scholarships.auckland.ac.nz
Student Allowances/Loans	StudyLink, 0800-889 900
Student Disability Services	Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz
Support for Māori students Te Korowai Atawhai	Kaitiaki Taurira Māori /Māori Student Support Advisor: Audrey Hohaia, ext 48164 Kaiāwhina & student study space (contact Audrey for location)
Support for Pacific students Pasifika Success	Pasifika Success Coordinator (Level 2 N211) Tim Baice, Academic Coordinator, ext 48469
Support for Students from Refugee Backgrounds	Jenni Bedford, Academic Success Centre Email: j.bedford@auckland.ac.nz
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: library@auckland.ac.nz
Timetables, programme of study. Fails, resits, changes to your programme	Education and Social Work Student Centre, A Block

You will be advised further about these during orientation week, as well as the following faculty services:

- Parents room – H404
- Prayer room – A330
- IT services

LIBRARY: ESSENTIALS FOR USING THE SYLVIA ASHTON-WARNER LIBRARY

The greatest source of your information and research efforts will be found in the Library. It is essential that you attend the Orientation Programme for the Library.

Library hours – Epsom Campus

Term hours

Monday - Thursday	8 am – 8 pm
Friday	8 am – 6 pm
Saturday & Sunday	10 am – 4 pm

Term break hours

Monday – Friday	9 am – 6 pm
Saturday & Sunday	10 am – 4 pm

The Library lending policy is explained in detail on the library website here:

<http://www.library.auckland.ac.nz/services/borrowing-and-requesting>. 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/contacts/subject-librarian/?sbid=0>
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: https://www.library.auckland.ac.nz/workshops/my_account
- **Always** check your library account 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 student email.
- If you are going to be away from the campus 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.

Many course readings may also be available as an electronic resource accessed through the Library system.

Short Term Loan

You will find that within the reading lists of most of your courses, an indication that some of the books will be placed on short term loan. This means that items of heavy demand are placed behind the lending desk as **short term loan**. The items are for use within the library only, but most may be borrowed as overnight loans. An overnight loan is issued **in the last 2 hours before the library closes** and **must** be returned by opening time of the library to avoid a fine.

Study Space

Most study space is provided in the Library. Many more study places and computers are provided in the Kate Edgar Information Commons on the City Campus. You are encouraged to make use of these facilities, as regular study habits will prevent overloaded work commitments and stress. Students may request access to classrooms for study groups/seminar practice at times when classrooms are not scheduled. You must make a booking to guarantee access. Discuss your request with your lecturer.

Computers

In general, students are expected to complete all their assignments on a computer. Information technology is an integral part of education and social work practices, and all students should be computer literate at the time of their graduation.

Students have access to computers in the library, both for library use and for casual use for the completion of assignments as well as research. The Epsom campus also offers to students a range of network services such as internet access, email services and printing. Computers in the teaching labs in N block are also available for student use, Monday to Fridays, when classes are not running

Workshops

The Libraries and Learning Services also offer advice and workshops to assist you with University study. Workshops include referencing, how to search for relevant journal article, improving listening and speaking skills and writing skills are offered. To register for these courses, visit the Libraries and Learning Services website [here](#).

Academic English Language Requirement

The University has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at University. Students will be advised if they have met the AELR requirements at time of enrolment. For those that have not met the AELR, this may be met through satisfactory completion of an approved course in your first 12 months of study. For more information visit <http://www.auckland.ac.nz/aelr>.

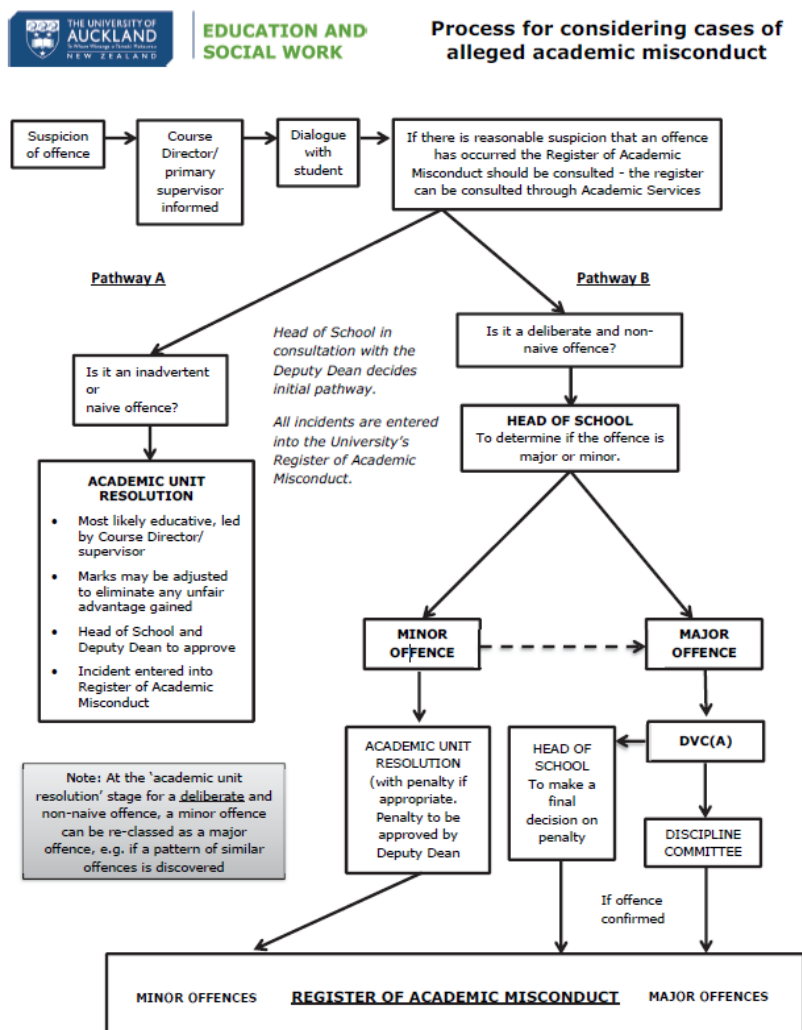
Academic Integrity

All students admitted to an undergraduate degree and all postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study (see University of Auckland 2019 Calendar, pp 31). Through this online course 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: http://www.auckland.ac.nz/academic_honesty

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 and Social Work shall be dealt with by the following process:



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

Academic Standing (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'. More information about Academic Standing can be found [here](#).

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 13](#). For assignment information, see [Compassionate Consideration \(Unavoidable Circumstances\)](#).

Appeal of Course Marks or Grades

A student who is concerned about a mark or grade for an assessment can appeal in writing to the Course Director for a reconsideration of the mark or grade stating the reason why they consider the mark or grade is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return or grade being notified. The Course Director reviews the mark or grade in relation to the stated reasons or seeks a second opinion if they were the original marker or assessor. 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 Academic Head.

AskAuckland

[AskAuckland](#) is the University's online help and support centre. A list of frequently asked questions is available online. If the answer is not available online, there is also the option to have your question or comment sent to the Student Support Team. Students can also drop in to the Education and Social Work Student Centre.

Availability of Examination Scripts

You can request a copy of your examination script within three months after the end of the examination period. Examination scripts will normally only be retained for four months after the examination before being destroyed ([Examination Regulation 23](#)). For more information see [here](#).

Change of Name

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

Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with university regulations. For full details see the *University of Auckland Calendar* [Examination Regulation 20](#).

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: <http://www.calendar.auckland.ac.nz/en/genregs/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: <http://www.calendar.auckland.ac.nz/en/genregs/enrolment-and-programme.html>

Deferring from a programme

Full time students can apply to defer the completion of their programme for up to one year, once they have enrolled and started the programme. Forms are available from the Education and Social Work Student Centre.

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

Enrolments

Students must enrol in a timely manner. There are penalties for late enrolment and course changes. For more information, see [here](#).

Examinations

Information on about exams at the university, including instructions to view exam timetables, what to do if there are issues with scheduled exams is available [here](#).

Fees

The payment of fees is a student's responsibility. Fees remain a personal debt if they are unpaid. To find out more about fees, including what happens if fees are unpaid, see [here](#).

Forms, Policies and Guidelines

A number of student forms and the University policies and guidelines for students are available on the University website for students to access [here](#). Some of the forms still need to be obtained from the Education and Social Work Student Centre, as they are faculty specific, such as for deferment, resignation from a programme or transferring to another programme.

General Education

Students studying an undergraduate degree at the University of Auckland will be required to take one or two General Education courses, depending on what degree they are enrolled in. General Education courses are designed to give students the opportunity to study a broad range of subjects outside their main field of study. More information about General Education can be found [here](#).

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. More information about group work can be found [here](#).

Graduation

At the successful completion of a programme students will need to apply to graduate using [Student Services Online](#). Further information about applying to graduate is available [here](#).

MyAucklandUni

[MyAucklandUni](#) is a student's one-stop-shop that shows all your important information in one place. It makes it easy to stay informed, understand what you need to do, find information, and complete tasks. Plus you get easy access to enrol in your courses, your student email, Canvas, Student Services Online, your Library information, your personal details and [AskAuckland](#) help and support.

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.

Resignation from a programme

Any intention to resign from a programme should be discussed with the programme leader or Associate Director. The relevant form is available from the Education and Social Work Student Centre and must be signed by the Programme Leader or Associate Director.

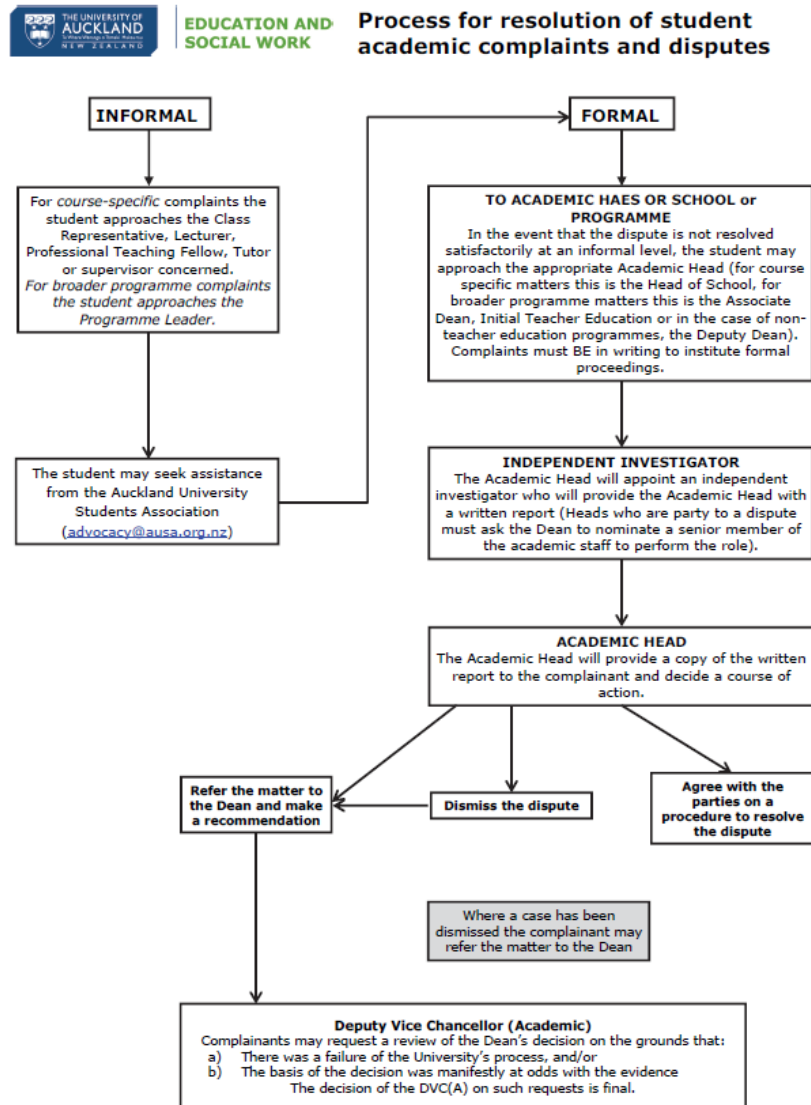
Request an official transcript

Students are able to create an [unofficial transcript](#) which is an unofficial record of courses that they have attempted at the University with Student Services online, which can be used for internal use. If you require an official transcript of your academic record to supply to someone outside the University, you can do so by following the instructions [here](#).

Student Academic Complaints and Disputes

If a student has concerns about their course teaching or assessments, or the way that they are being treated by a staff member, the Resolution of Student Academic Complaints and Disputes Statute allows for a prompt and formal resolution of all student academic disputes or complaints, as they arise.

The Resolution of Student Academic Complaints and Disputes at the Faculty of Education and Social Work shall be dealt with by the following process:



Adapted from the University of Auckland Resolution of Student Academic Complaints Statute

Student email

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

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

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

Storage and Disposal of Student Work

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed ([Examination Regulation 23](#)). 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

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.
- Updating personal details.

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.

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. More information is available [here](#).

Texts and resources

Many required texts are available through [UBIQ](#) bookstore, the University Bookshop or [Kohia Centre](#), and it is possible to order these online. You will also be provided with readings in several different ways. Basic readings are provided electronically free of charge. These will be provided to you through Canvas. Your individual course lecturer will inform you how you can access your readings. In addition some hard copies may be available on short term loan in the Library.

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. Full details regarding the type of advice and support that third parties can offer can be found [here](#).

Transfers between University of Auckland, Faculty of Education and Social Work Programmes

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

- All such transfers shall be subject to the approval of the programme leader/Director responsible for the pathway where the student resides and the programme leader / Director responsible for the pathway into which the transfer is sought.
- All requests for transfers will be considered on the basis of University of Auckland's [Credit Regulations](#) for cross-credit and internal credit (see University of Auckland Calendar, pp 26). Where programme components vary, full credit for already-completed courses may not be awarded.

Transfer to other Colleges / Faculties of Education

A student is expected to complete the programme for which he/she is selected. However, if a student decides to transfer to another college / faculty of education then they must resign from the Faculty of Education and Social work programme in which they are enrolled by following the process for 'Resignation from the Programme'.

Updating addresses and personal details

With [SSO](#) students can quickly update their personal details whenever they choose. While students cannot change verified information, such as names online, you can make sure that the University has up-to-date contact details. We do occasionally post correspondence to the mailing address that was listed when applications were submitted, such as acknowledgment letters, fee invoices, student ID cards or graduation information.

University Proctor

The Proctor is the primary reference point in the University for all matters relating to student non-academic misconduct, including complaints against students, or disputes between students. While the Proctor does not handle academic complaints or disputes, they are able to provide students with advice about the policies and procedures in this area. For more information about the University Proctor, see [here](#).

Vulnerable Children's Act

Every student applying for admission or admitted to an Initial Teacher Education programme or Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Vulnerable Children Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children's worker. If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Vulnerable Children Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme.

Students in the Bachelor of Sport, Health and Physical Education will also be subject to safety checks under the Vulnerable Children Act 2014 during the second year of their programme, prior to enrolment in EDUCSW 302 and SPORT 204. This will not prevent any student from attaining their qualification but may limit his/her options with regards to available service-learning opportunities and employment opportunities. Students will need to discuss this further with the programme staff. Please refer to the legislation [here](#) for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children's workers under the Vulnerable Children Act 2014, even if it would normally permit that person to conceal their criminal convictions.

Withdrawal from Courses

Withdrawals from courses must be completed formally through the Education and Social Work Student Centre. For more information about course withdrawals, see [here](#).

PROFESSIONAL REQUIREMENTS AND CONDUCT

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 fieldwork settings and when conducting research, students will be expected to observe the University of Auckland and site-specific codes of conduct as well as the provisions of The Privacy Act.

Attendance

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

Cheating and Plagiarism

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

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

You can avoid cheating by:

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

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

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

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

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

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

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

Referencing

Correct referencing is **essential** to good essay writing. Poor referencing and use of literature impacts on grades for written assessments. The University of Auckland uses the APA 6th referencing style.

Referencite is the official University of Auckland website which offers assistance on all aspects of referencing. Visit it at www.cite.auckland.ac.nz

Need more information?

For a complete referencing guide see the Publication Manual of the American Psychological Association. The Sylvia Ashton-Warner Library holds copies of this.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **Call no. 808.02 PUB 2010**

Professionalism and the use of social media

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](#) or [Teachers and Social Media](#).

Jury Service

If you are called up for jury service you are able to request a letter of support from your Programme Director/Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the Practicum Office in H201a for Teacher Education Programmes or the School's Administration Office in N303 for Social Work and Counselling programmes or Programme Leader for BSportHPE. (Please refer: <https://www.justice.govt.nz/courts/jury-service/what-it-involves/>).

TEACHER REGISTRATION

With few exceptions, teachers in New Zealand are required to be registered and hold a practising certificate. On successful completion of a programme of teacher education, graduates are eligible to apply for registration and provisional certification as a teacher. A teacher who does not hold a current practising certificate can't be employed in a teaching position, even if they are registered.

In awarding a teaching qualification, the University of Auckland, Faculty of Education and Social Work 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 Teaching Council of Aotearoa New Zealand's registration criteria. Failure to do so may result in a formal review of a candidate's place in the programme.

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

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 Graduate Diploma in Teaching programme. Failure to do so may have implications towards the completion of the student's programme and the teacher registration process.

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

Portfolios and Teaching Council's Graduating Teacher Standards (TC GTS)

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

Registration and Other End-of-Year Procedures

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

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

You need to be **both** a registered teacher **and** hold a current practising certificate. It is the practising certificate that enables you to be lawfully employed in a teaching position.

A current practising certificate is compulsory for those employed in teaching positions in kindergartens, primary and secondary schools (state, integrated and independent schools), kura, and for employment in most teaching positions in early childhood settings.

Your registration is granted when you have met the requirements to join the teaching profession. It does not expire and you do not need to apply for it again unless it is cancelled. Registration alone does not allow you to lawfully work as a teacher - you also need a current practising certificate.

To keep working as a teacher you must renew your practising certificate every three years.

Registration and Provisional Certification

The first job you need to do, as soon as you have completed your programme of study, is to organise your registration and provisional certification with the Teaching Council of Aotearoa New Zealand. You can, in fact, **do this in advance of your programme completion**, just follow the steps below.

You can begin this process by downloading and completing the EC10 form from the Teaching Council website [here](#).

You can submit the form before you have an official transcript (eligibility to graduate) from the University. The Teaching Council will issue you a number and begin processing your application. However, you will not get your registration or provisional certification until you send in your official transcript, as this indicates your eligibility to graduate.

The Faculty of Education and Social Work is not able to supply you with your official transcript. You will need to request your official transcript from the University of Auckland [here](#). The cost is \$30.

NB: This transcript cannot be issued until all your marks are in. The words "eligible to graduate" need to be visible beneath your GDTSE results in order to satisfy the teaching Council.

It is recommended you get two copies. The first for the Teaching Council and the second for the centre which employs you, so that arrangements can be made to pay you and your starting salary can be established.

- The Teaching Council requires a **Police Check**. This can take time (i.e., months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand. Initiate your check well in advance of the end of the year.
- Your starting salary is determined by the Ministry of Education. Your previous employment in areas relating to education and teaching **may** contribute to your starting at a higher level than the basic starting 'step'. Make sure you **document** your employment history. This can be done during 2019. Seek proof of your employment history from previous employers (where relevant), preferably with a very brief description of duties undertaken.

International Students

The Faculty International Office is located in the A Block Annex, and provides assistance with Teaching Council registration and immigration requirements. You can contact the Maxine Ma (International Coordinator) extn 48211 for all of your enquiries.

STUDENT FEEDBACK (UNIVERSITY OF AUCKLAND, 2018)

The University is committed to providing students with an outstanding learning and teaching experience, programmes of study that are challenging and of international calibre, and opportunities and support to achieve their academic potential.

To ensure we continue to meet these commitments, we need to know how well we are doing and what you would like to see done better. Feedback from students provides the University with the ideas and incentives to make further improvements to what we do.

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, future students will benefit from any feedback you choose to give. And you will may also see changes resulting from your feedback during your time as a student at the University.

The first step to making your voice heard is to complete the course evaluation or survey provided to you by the University. The more students who complete the evaluation or survey, the more significance and impact the results can have.

The University sometimes may take a few weeks, months or longer to take on board and action student suggestions. In some cases, you will reap the benefits yourself, and in others, future students in your course or programme will benefit.

Make sure your feedback is constructive and effective

As a student, you will know when you have received helpful feedback, and when you have gotten feedback that doesn't really give you the information you need in order to improve or reflect on your work.

- make sure your feedback is specific and realistic
- Focus on issues, not specific people
- suggest solutions
- keep it relevant

Types of feedback

SET

Each semester students receive a Summative Evaluation Tool or SET evaluation for each taught course they are enrolled in. The SET evaluation will include questions about the course and about your teachers. These evaluations allow you to provide constructive, honest feedback that can help a teacher or teaching team to make improvements to a course.

Learning and Teaching Survey

Each year, 10,000 students are selected to complete the annual Learning and Teaching Survey. The University runs this survey so we can understand how things are going for students and make positive changes around the University based on student feedback. This survey is the main way the University gathers information from students on their overall experience of studying at this University, and uses this information to set priorities for the next year(s).

Student representatives

Volunteering as a class representative is an excellent opportunity to provide feedback, and to pass on the feedback of your peers to your teachers. Class representatives can also participate in academic unit and faculty level staff-student consultative committees.

At a university level, student representatives sit on all of the University's key academic committees, and elected student representatives from the different student associations across the University attend the Vice-Chancellor's Student Consultative Committee where they discuss issues of importance to students with the Vice-Chancellor and senior staff.

What happens to your feedback?

Each year the results of course and teaching evaluations (SET) and the Learning and Teaching Survey results are analysed and reviewed in a series of meetings with the Vice-Chancellor (Academic), the Director of Learning and Teaching, the Manager, Academic Quality, each faculty dean and other faculty staff to review what students have said, and what is planned in response.

Faculties identify a number of [priority initiatives](#) that they will work on to improve the learning and teaching environment, as identified by students in their faculty. These are reported to the University Teaching and Learning Committee

For SET evaluations, the results are returned to academic staff and the Academic Head (Head of School). It is the responsibility of the teaching staff to judge how best to use the feedback in making adjustments and/or improvements to their course, teaching practices etc.

Teaching staff are strongly encouraged to tell students what changes will/have been made in the course and its teaching as a result of what students have said in their feedback.

Courses with low ratings

A summary of the evaluation results for each faculty is also provided to the respective dean. As mandated by University policy, this summary includes a list of all courses that do not reach a minimum 70% 'agree/strongly agree' response level to the question 'overall, I am satisfied with the quality of this course.' The faculty reviews each course to determine what factors have contributed to the student rating, makes improvements where necessary, and subsequently assesses, through re-evaluation, if students rate the course more highly. These courses are discussed in the annual meeting with the Deputy Vice-Chancellor (Academic).

For more information about student feedback, including some of the changes that have come about from student feedback, visit the University's website [here](#).