

Master of Teaching (Primary) Programme Handbook 2019-2020

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Welcome

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

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

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

To this end, the faculty's teacher education programmes are underpinned by a conceptual framework, at the centre of which is the overarching goal that you, as a graduate, will become: A research-informed, inquiry-based practitioner who leads the learning of others by creating purposeful, responsive and safe learning environments within which all learners achieve valued skills, knowledge and attitudes (please refer to Conceptual Framework on page 33).

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

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 recognises the commitment to prepare teachers with a sound understanding of Māori education priorities and aspirations, and a preparedness to work towards the achievement of these aspirations as central to teacher education programmes. The second central concept embedded within programmes is the acknowledgment that all learners are entitled to quality education that addresses their diverse learning needs.

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

Faculty of Education and Social Work Academic Roles

| | |
|--|---|
| Dean of Education and Social Work | Associate Professor Mark Barrow |
| Te Tumu | Dr Te Kawehau Hoskins |
| Head of Initial Teacher Education | Associate Professor Fiona Ell |
| Associate Dean, Academic | Dr Rena Heap (to 1 Dec 2019) Dr Barbara Staniforth (from 1 Dec 2019) |
| Associate Dean, International (Strategic Engagement) | Dr Marek Tesar |
| Associate Dean, Pasifika | Jacoba Matapo |
| Associate Dean, Postgraduate | Professor Gavin Brown |
| Associate Dean, Research | Dr Aaron Wilson |
| Associate Dean, Teaching and Learning | Gail Ledger |

| Teacher Education | |
|---|--|
| Director Early Childhood Teacher Education | Dr Sandy Farquhar |
| Co-Directors of Primary Programmes | Jill Murray Sandra Chandler |
| Director Secondary Teacher Education | Dr Ngaire Hoben (to 31 Dec 2019) Barbara Ormond (from 1 Jan 2020) |
| Director Māori Medium Education | Hēmi Dale |
| Associate Director Early Childhood Education | Shareen Sapsworth |
| Associate Director Graduate Diploma in Teaching (Primary) | Paul Heyward |
| Co-ordinator, The University of Auckland at Manukau | Tessa Tupai |
| Campus Co-ordinator, Tai Tokerau | Judy Taingahue |

| School | Head of School |
|---|--|
| School of Counselling, Human Services and Social Work | Dr Allen Bartley |
| School of Critical Studies in Education | Professor John Morgan |
| School of Curriculum and Pedagogy | Associate Professor Katie Fitzpatrick |
| School of Learning, Development and Professional Practice | Associate Professor Richard Hamilton |
| Te Puna Wānanga | Dr Te Kawehau Hoskins (to 31 Dec 2019) Dr Helene Connor (from 1 Jan 2020) |

Contact Details for Campuses:

City Campus
Epsom Campus
Manukau Institute of Technology Campus
Tai Tokerau Campus

Phone: 373 7599
Phone: 623 8899
Phone: 968 8765
Phone: 09 470 1000 (or 0800 61 62 63)

Support Systems

Teaching is both rewarding and stressful and preparing to teach often proves to be more demanding than people anticipate. There is plenty of support available here within this faculty and we urge you to seek assistance if you are beginning to feel overwhelmed by the multiple demands made of you. Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source.

| Nature of your query or concern: | Who to see: |
|---|---|
| Academic Success Centre (Student Support) N Block Level 3 foyer | Student Engagement and Experience Rebekah Williams ext 48855 Academic English Language Advisers Donglan Zhang, Denise McKay, Ann O'Byrne: edswdelna@auckland.ac.nz Speech Language Therapist Alaine Tasker ext 48756 Primary 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 Tauira Māori /Māori Student Support Advisor: tekorowaiatawhai@auckland.ac.nz Kaiāwhina & student study space |
| Support for Pasifika students Pasifika Success | Pasifika Success Coordinator (Level 2 N211) Tim Baice, Academic Coordinator, ext 48469 |
| Support for Students from Refugee Backgrounds | Denis McKay, Academic Success Centre Eman Ghandour, Education and Social Work Student Centre |
| 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 |

Introduction to the Master of Teaching (Primary)

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

Programme Aims

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

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

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

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

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

Master of Teaching (Primary) Programme Processes

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

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

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

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

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

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

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

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

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

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

Experience-based learning: The experience of the student occupies a central place in any and all considerations of teaching and learning (Andersen, Boud & Cohen, 1999). Kolb (1984) maintains that "*learning is the process whereby knowledge is created through the transformation of experience*" (p. 38). Experience of earlier life events, current events and of teaching and learning activities forms the basis for learning and teaching. As students reflect on, evaluate and reconstruct their experiences new meanings are generated, learning is furthered and action taken. In an educational context, experienced-based learning is a participative, learner-oriented approach that emphasises direct student engagement with rich learning activities and the individual and/or joint construction of new meaning. It is characterised by engagement of the whole person (intellect, affect, conation, senses) with phenomena; it recognises and makes use of all relevant life and learning events; and it involves on-going reflection on experiences with a view to developing deeper understandings.

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

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

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

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

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

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

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

Programme Structure

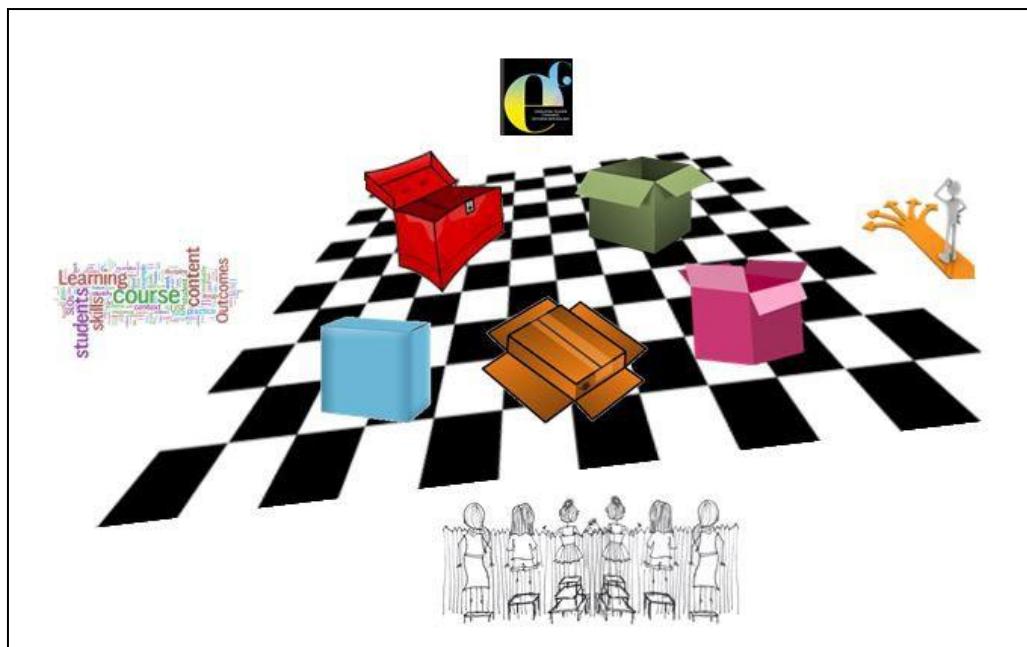
The programme has 11 compulsory courses: one 30-point and ten 15-point courses. Courses according to semester and points value are as follows:

Semester One (July-November):

- EDPROF 737: Ako: Learning to Teach and Teaching to Learn (30 points) *Includes a 3-week practicum at the end of the semester*
- EDPROF 738: Te Ao Māori (15 points)
- EDPROF 739: Differentiating Learning for Literacy and Mathematics (15 points)
- EDPROF 755: Promoting Learning through Inquiry: Responsiveness and Creativity (15 points)
Summer School:
- EDPROF 754: Promoting Learning through Inquiry: Understanding our World (15 points)
- EDPROF 753: Working Together to Accelerate Learning (15 points)

Semester Two: (March to June)

- EDPROF 740: Promoting Learning through Inquiry: Understanding our Communities (15 points)
- EDPROF 741: Teaching for Social Justice and Inclusion (15 points)
- EDPROF 756: Enacting Responsive Pedagogies in Literacy and Mathematics (15 points)
- EDPROF 757: An Investigation into Practice (15 points) – research based (teacher inquiry) course
- EDPROF 758: Inquiring into Practice (15 points) – 9 weeks of practicum (3+6weeks)



Administrative Matters / Professional Requirements and Conduct for Students at the Faculty of Education and Social Work: Master of Teaching (Primary) Student Teachers

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

- The programme leader for the Master of Teaching (Primary) is Sally Birdsall. Sally will assist students with matters related to their programme, professional practice in schools/practicum, and progress. Appointments to see Sally should be made via email at s.birdsall@auckland.ac.nz.
- The Co-Director of Primary Programmes are Jill Murray and Sandra Chandler
- The Education Student Centre will assist you with programme enquires, enrolment, fees, programme of study, changes to your programme, academic records, qualification issues, and graduation. Appointments to see a member of the Education Student Centre staff should be made via email at education@auckland.ac.nz.
- Your lecturers will help you with general questions and concerns about your courses. Contact details are available at: <http://www.education.auckland.ac.nz/en/about/staff.html> and via your Canvas sites. If your lecturers are unable to help you, they will advise you on where to go for help.

Keeping Informed (refer also to: p. 28)

Our main means of communication are as follows:

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

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

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

Attendance

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

The University Calendar states that students must attend "to the satisfaction of the examiner." Students can expect to have any particular attendance requirements, especially those associated with professional programmes with registration requirements, notified at the start of the programme. Where attendance is a requirement either rolls should be taken or teaching and assessment should be structured in such a way that failure to attend compromises the students' chances of passing the course.

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

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

A leave form is completed for all full days absent from the programme. When the need for leave is known in advance an application is submitted for approval. Unanticipated leave (e.g. sick leave, tangihanga/bereavement leave) is arranged through the course lecturer and a leave form completed subsequently. Part-day absences are approved by your lecturer/s on-campus and *adjunct lecturer during professional practice/practicum.

*Refer p. 13 of this handbook, and the Professional Practice and Practicum Handbook: Master of Teaching (Primary)

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

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

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

Applications for Leave

Leave Forms for on-campus course days are available on Master of Teaching Primary Programme HOME in Canvas. These forms are handed/mailed to Judy Robinson, Practicum Manager: (office: H211x, email: judy.robinson@auckland.ac.nz).

The *Leave Form* for professional experience/practicum days is available at:

<https://www.forms.auckland.ac.nz/en/student/education-and-social-work/request-for-leave-during-practicum.html>

Change of Heart/Circumstances

Should you need to resign from the programme, we ask you to meet with your programme leader/Director of Primary Programmes to discuss your decision and complete a form available from the Education Student Centre. Resignation means that you have elected to withdraw from the programme and do not intend to pursue a career in teaching at this time.

Cheating and Plagiarism

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

<https://foedassignments.auckland.ac.nz/>

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

You can avoid cheating by:

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

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

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

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

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

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

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

Developing Oral Language Skills

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

The following are some of the areas covered:

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

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

Failure to Meet Requirements

Where a student's academic progress is causing concern the Director of Primary Programmes is notified. Appropriate measures are then put in place. At an assigned programme assessment date the Director of Primary Programmes will be advised of:

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

Students will be required to meet with a review committee if his/her performance is such that there is a risk that programme, provisional entry, or Teaching Council requirements may not be met. Where concerns of a Teaching Council nature are raised about an individual student with the Director of Primary Programmes, a Review Feedback Form may be circulated among staff working with that student. If there proves to be a pattern of concern, then a review meeting will be instigated.

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

Personal Support

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

Professional Ethics Related to Conduct and Research

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

Professionalism and the Use of Social Media

The faculty launched its Facebook page in March 2011. Access the following links for professional and practical guidelines for the use of social media to help you maintain professional standards: [Professionalism and the use of social media guidelines](http://www.teachersandsocialmedia.co.nz/) <http://www.teachersandsocialmedia.co.nz/>

Student Concerns

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

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

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

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

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

Assessment

Assessment - Purposes and Roles

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

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

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

Assessment - Notification of Assessment Information

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

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:

- Epsom Campus (except Flexi Learning: see below): A109A (The Assignment Centre located at the Education 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.

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

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.

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 is awarded a final mark of 28)
- b. one to two calendar weeks late – deduct 50% of the total value of the assessment
- c. later than two calendar weeks but not after the handing back of other students' work – 100% deduction.

Note: under [Examination 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

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.

Assessment - Practicum

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

Course Pass Grades

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

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

Course Failure

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

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

Extensions

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

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

Group Projects

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

Literacy Standards

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

Penalties for Late Work

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

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

Note: under Examination Regulation 1c and d (on page 39 of the 2019 University of Auckland Calendar) students must complete "to the satisfaction of the examiners." This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

Referencing

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

Repeated Fails

A student who has failed an EDPRAC (including EDPROF 758) course **once** (Degree and Diploma regulations) or who has enrolled **twice** in, but has failed to be credited with a pass in, a non-EDPRAC course is not entitled to enrol again in that course other than in exceptional circumstances.

Requirements Specific to this Degree

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

Refer: <https://www.calendar.auckland.ac.nz/en/progreq/regulations-education-and-social-work/mtchprimary.html>

Special Consideration: Unavoidable Personal Circumstances (Coursework only)

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

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

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

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

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

Important Note: Special Consideration: Unavoidable Personal Circumstances is a **faculty process related to coursework** not an application for Aegrotat or Compassionate Consideration related to examinations.

Applications for Aegrotat or Compassionate Consideration for examinations are submitted directly to the University Health and Counselling Service (Refer, University Calendar:

<http://www.calendar.auckland.ac.nz/regulations/academic/examination.html>)

e-Portfolio

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

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

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

Professional Practice and Practicum

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

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

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

Professional Practice

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

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

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

Practicum

Semester One (July-November)

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

Semester Two ((January) March-June)

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

Students will also

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

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

Professional Practice and Practicum: Requirements, Expectations and Procedures

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

Placement Procedures for Professional Practice/Practicum

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

Please note that it is the responsibility of the Practicum Office to assign you to a designated school. You may therefore be required to travel.

Placement Requirements/Restrictions for Professional Practice/Practicum

Placement restrictions with regard to links with professional practice/practicum schools.

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

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

Balancing Responsibilities during Professional Practice/Practicum

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

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

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

Resolving Concerns during Professional Practice/Practicum

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

If a situation of concern arises within the school you must remain at the school until the situation has been dealt with. Students should not leave the school without confirmation (from the Practicum Course Co-ordinator or Professional Supervisor or Principal) that this is the appropriate course of action. Leaving the school without confirmation under any circumstances may amount to voluntarily terminating the practicum and may result in a failure for the course.

As a student teacher, you are placed in the school on the basis of an invitation from the school. If, for any reason, the school wishes to rescind your invitation and to terminate your placement, this may also be ground for a failure in the practicum course.

Confidentiality during Professional Practice/Practicum

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

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

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

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

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

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

Being a teacher includes promoting and nurturing the safety of learners within a teacher's care as well as being reliable and trustworthy in carrying out duties. Students should note the Teaching Council's *Code of Professional Responsibility and Standards for the Teaching Profession*.

(Refer, <https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>).

Assessment of Practicum (EDPROF 758)

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

However, on-going formative and summative assessment undertaken throughout the programme

informs the final judgement at the end of EDPROF 758. Faculty staff and staff from the associated primary schools make collaborative judgments of students' attainment in relation to course, programme and Teaching Council expectations and requirements.

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

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

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

***Note:** At the discretion of the EDPROF 758 Practicum Convenor, a student who has narrowly failed to meet a small number of performance criteria for a practicum course may be invited, at no extra cost to the student, to complete additional placement of no more than three weeks duration to demonstrate achievement of these criteria. Where satisfactory achievement is not demonstrated, no extension of this additional placement will be granted and the student will have to apply for permission to re-enrol in the course.

Formal Practicum Report: EDPROF 758

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

Withdrawal from/Discontinuing Practicum

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

While it is important to advise the Associate Teacher, University Supervisor/Visiting Lecturer and/or programme leader of a decision to withdraw, this does not constitute an official withdrawal from the course.

A student must action a withdrawal from a course through the Faculty of Education Student Services Online website:
<http://www.studentservices.auckland.ac.nz/uoa/>

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

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

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

Please Note:

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

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. (Please refer:
<https://www.justice.govt.nz/courts/jury-service/what-it-involves/>).

General University information and policies

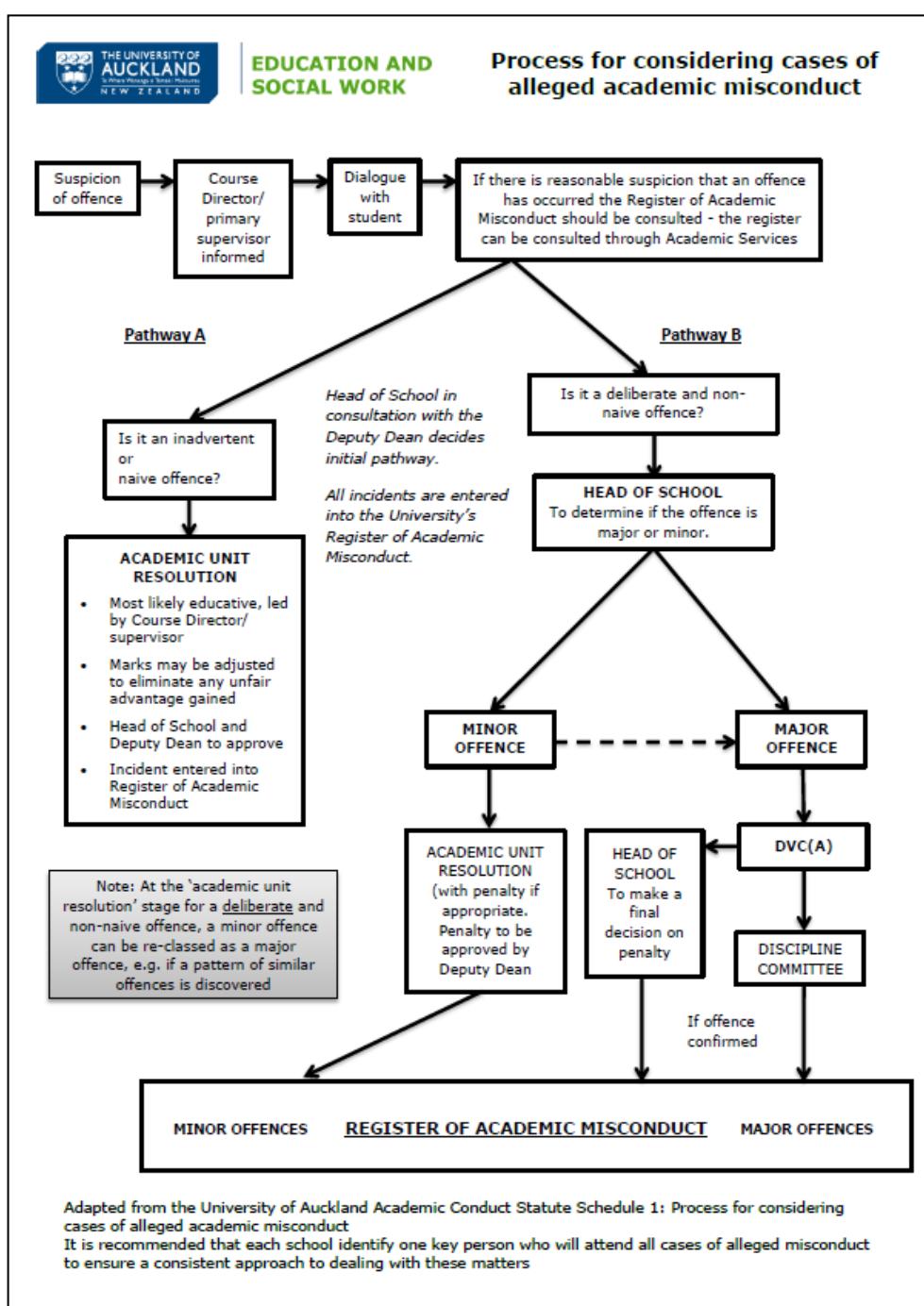
Academic Integrity

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, p 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:



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.

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.

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 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 Children's 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.

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](#).

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.

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.

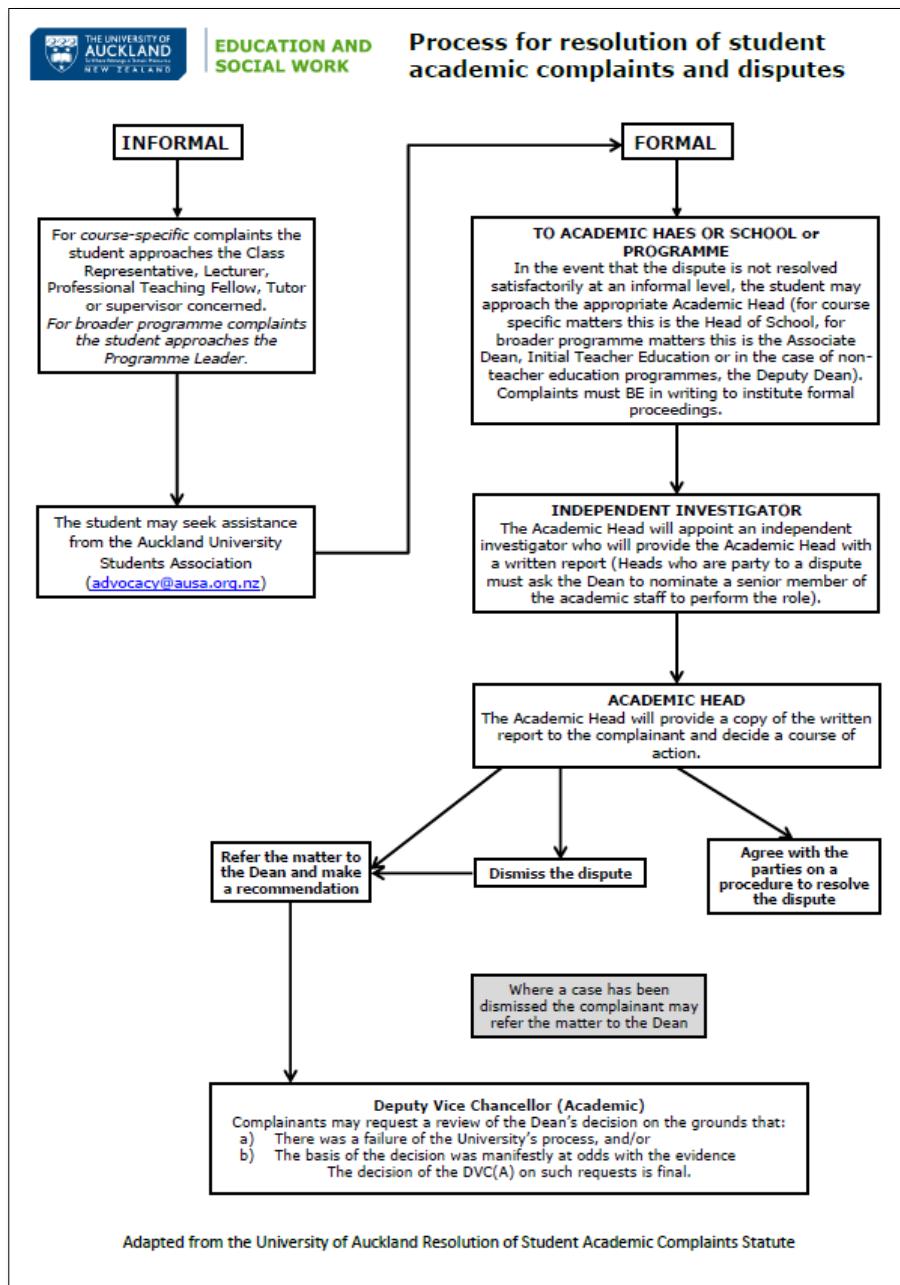
Request an official transcript

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:



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 so 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 programmed, 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](#).

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](#).

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 staff at the library who can help you with your research. Go to : <https://www.library.auckland.ac.nz/about-us/faculty-lsri-support>
- 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 social work practice, 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](#).

Student Feedback

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 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](#).

Master of Teaching (Primary)-specific Research

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

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

Teacher Registration and Certification

With few exceptions, teachers in New Zealand are required to be registered and 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 cannot 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 Master of 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 the final 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 services.

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 from the Teaching Council [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.

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.

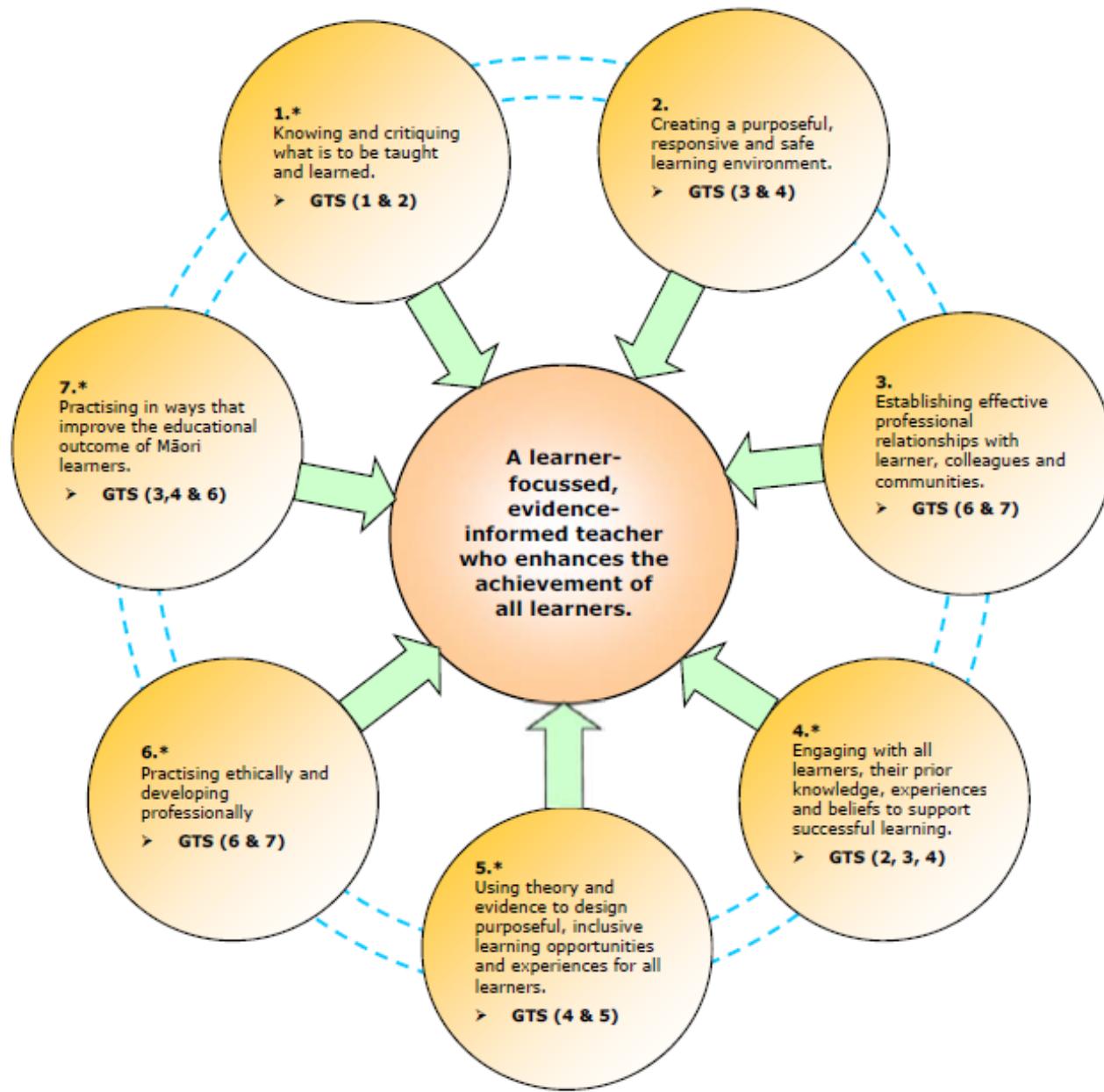
- The Teaching Council requires a **Police Check**. This can take time (i.e., months) for people who have lived overseas for periods of time or for international students intending to teach in New Zealand. Initiate your check well in advance of the end of the year.
- Your starting salary is determined 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.

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

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 Co-ordinator) extn 48211 for all of your enquiries.

Conceptual Model Underpinning Teacher Education Programmes



Notes (refer to circles above):

1. What is expressed in MoE statement of intent, curriculum statements, and community expectations
4. We acknowledge that students/learners bring into education their values, beliefs and dispositions which are shaped by language, culture, ethnicity, gender, sexual orientation, religious 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 practise in ways that are consistent with the Treaty of Waitangi. | Practise in ways that are consistent with the Treaty of Waitangi. |
| 5 | The skills and dispositions to respond effectively to the needs and aspirations of Māori students and communities, and to improve educational outcomes for Māori. | Respond effectively to the needs and aspirations of Māori learners and communities and work actively, on the basis of evidence about learning and achievement, to improve educational outcomes for Māori students. |
| 6 | The skills and dispositions to respond effectively to Pasifika learners, and the knowledge and skills to improve educational outcomes for Pasifika students. | Respond effectively to Pasifika students and work actively, on the basis of evidence about learning and achievement, to improve educational outcomes for these students. |
| 7 | Flexible and accurate understanding of subject matter knowledge, and related te ao Māori dimensions, associated with the core activities of teaching in curriculum areas. | Demonstrate accurate understanding of subject matter knowledge, and related te ao Māori dimensions, associated with the core activities of teaching in curriculum areas and use this knowledge in ways that are responsive to learners. |
| 8 | High level skills in teaching approaches that are effective with particular types of content. | Skilfully apply teaching approaches appropriate to particular types of content and monitor these to maximise effectiveness. |
| 9 | The ability to inquire into the values and assumptions that underlie and derive from the social, moral and political context of teachers' work. | Inquire into the social, moral and political context of teachers' work and into the values and assumptions that underlie and derive from these contexts. |
| 10 | Ability to establish ethical relationships, and to work collaboratively with colleagues and community to improve educational outcomes. | Establish ethical relationships, and work collaboratively with colleagues and community to improve educational outcomes. |

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