

PROGRAMME HANDBOOK 2018

Initial Teacher Education

Graduate Diploma in Teaching (Early Childhood Education)

EPSOM CAMPUS

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Greeting Statement:

Kia koutou ngā tauira hou,
E ngā mana, e ngā mata waka o te ao,
Tena ra koutou katoa
Tenei te mihi ki a koutou e whai ake nei i te matauranga
Hei whakakiki i a koutou kete
No reira, kia kaha, kia maia, kia manawanui
Ngā mihi nui ki a koutou

*To all new students,
Many from various corners of the world,
Greetings to you all
Greetings to you all in your pursuit of knowledge
to fill your baskets with wisdom.
Be strong, be patient, and have faith in yourselves.*

Introduction:

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

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

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

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

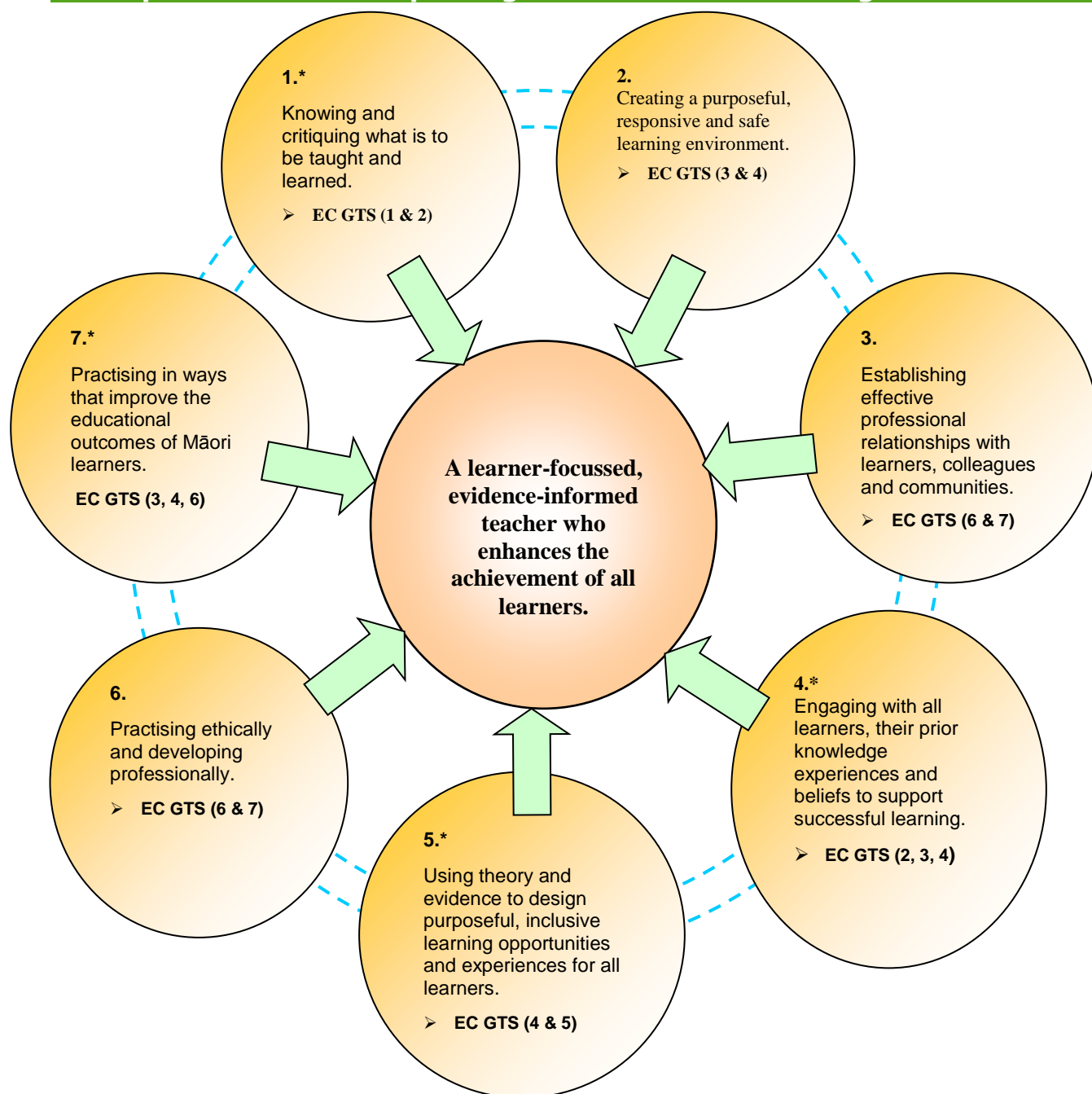
Concepts relating to Māori and diversity are fundamental to the achievement of all other outcomes. The first concept is the recognition of the special place of Māori in education in Aotearoa/New Zealand. This recognizes the commitment to prepare teachers with a sound understanding of Māori education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

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

References:

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

Conceptual Model Underpinning Teacher Education Programmes:



Notes (refer to circles above):

1. What is expressed in MoE statement of intent, curriculum statements, and community expectations.
4. We acknowledge that students/learners bring into education their values, beliefs and dispositions which are shaped by language, culture, ethnicity, gender, sexual orientation, religious affiliation, marital status and ability/disability.
5. Theory refers to own, as well as formal theory.
- 7a. Responding effectively to the interests and aspirations of Māori learners and communities.
- 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 Education Council Graduating Teacher Standards (EC GTS).
- (iii) The Education Council Code of Ethics for registered teachers underpins the EC 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.

Education Council of Aotearoa New Zealand Teacher Standards:

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

Faculty of Education and Social Work Academic Roles:

DEAN OF EDUCATION	▪ Associate Professor Mark Barrow
DEPUTY DEAN	▪ Associate Professor Wayne Smith
HEAD OF INITIAL TEACHER EDUCATION	▪ Associate Professor Fiona Ell
ASSOCIATE DEAN TEACHING and LEARNING	▪ Associate Professor Eleanor Hawe
ASSOCIATE DEAN RESEARCH	▪ Dr Aaron Wilson
ASSOCIATE DEAN POSTGRADUATE	▪ Professor Gavin Brown
ASSOCIATE DEAN INTERNATIONAL PROGRAMMES	▪ Dr Marek Tesar
ASSOCIATE DEAN PASIFIKA	▪ Dr Rae Si'ilata
ASSOCIATE DEAN STUDENTS	▪ Dr Rachel Riedel
TE TUMU	▪ Dr Te Kawehau Hoskins

Teacher Education	
Director Early Childhood Teacher Education	Dr Sandy Farquhar
Director of Primary Programmes	Vivienne Mackisack
Director Secondary Teacher Education	Dr Ngaire Hoben
Director Māori Medium Education	Hemi Dale/Katarina Edmonds
Programme Leader Bachelor of Physical Education	Dr Maureen Legge
Associate Director Early Childhood Teacher Education	Shareen Sapsworth
Associate Director Grad Dip Primary Teacher Education	Paul Heyward
Associate Director Bachelor of Education (Teaching) Primary	Karen Major
Associate Director Secondary Teacher Education	Carol Jarrett
BEd (Teaching) Programme Co-ordinator (MIT)	Tessa Tupai
Tai Tokerau Campus Director	Cindy Kiro

Schools	Heads of School
School of Counselling, Human Services and Social Work	Dr Allen Bartley
School of Critical Studies in Education	Professor Peter O'Connor
School of Curriculum and Pedagogy	Professor Helen Hedges
School of Learning, Development and Professional Practice	Associate Professor Richard Hamilton
School of Te Puna Wānanga	Dr Te Kawehau Hoskins

Support Systems:

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

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	First Year Experience Rebekah Williams, ext 48855 Academic English Language Co-ordinator Jenni Bedford, ext 48186 Speech Language Therapist Elaine Tasker, ext 48756 Maths Support Angela Spavin, ext 48217 Careers Services Sue Edwards, ext 88645
Deferral, Resignation, Transfer	Education Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Disability Support	Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Associate Director or Programme Leader, Course Directors, Pouarataki
Financial, Student Association etc.	ESSA Inc., Budgeting Service, email: epsomhub@ausa.org.nz or phone: (09) 9237294
Health/Medical	Epsom Campus Student Health Service, R Block, ext 48526, DD 623 8889
International Students	International Student Advisor Julia Lange, ext, 84598
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment online under ‘Counselling Services’ or phone 923-7681
Practicum experience in schools	Please refer to Practicum Contact Details on page 3
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	Kaitiaki Tauira Māori /Māori Student Support Co-ordinator: Rochai Taiaroa, ext 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (D Block)
Support for Pasifika students	Pasifika Success Co-ordinator (Level 2 N211) Tim Baice, Academic Co-ordinator, ext 48469
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: library@auckland.ac.nz See University website for hours
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre, A Block

Contact Details for Campuses:

City Campus
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)

Features of Graduate Diploma in Teaching (Early Childhood Education):

The Graduate Diploma in Teaching (Early Childhood Education) builds on the principles and conceptual framework that underpin the University of Auckland pre-service teacher education qualifications. It has an evidence-informed, outcomes-focused and inquiry-based approach to preparing student teachers to teach diverse learners. It acknowledges learning as a complex process and begins from the premise that teaching is a moral and ethical activity which requires critical knowledge, skills and dispositions to result in quality education for children. The programme therefore offers learning opportunities to student teachers that require them to critique their own knowledge, beliefs and understandings. This forms the basis for them to develop new knowledge, understandings and a repertoire of skills that will enable them to teach effectively as beginning teachers. To achieve this, the programme weaves together strands of pedagogy, subject matter knowledge, an awareness of context and an understanding of learners, along with skills of critical reflection and analysis.

Courses in this programme highlight the importance of developing pedagogical practices that value and address diversity (Alton-Lee, 2003) in order to cater for the diversity of learners and families within Auckland the wider New Zealand. These practices include the development of an ethic of care and quality teaching that focuses on young children's learning. Preparing student teachers to respond effectively to the needs and aspirations of Māori and Pasifika learners is addressed.

The way in which the courses are structured and delivered reflects consideration of best practice in adult learning. The programme recognises that candidates in this programme are motivated adult learners who bring with them academic qualifications, content knowledge, understandings and skills. This prior knowledge and experience is valued and examined through critical reflection (outlined earlier) in order to understand the impact of personal assumptions and beliefs on teaching practice. Student teachers are adult learners who are beginning a professional learning process - this requires an ongoing commitment to effective practice and learning.

The Graduate Diploma in Teaching (Early Childhood Education) qualification comprises 150 points and is available either full-time, over one extended academic year, or part-time, over two extended academic years. The programme consists of ten 15-point courses. Each course involves approximately 40 hours of face-to-face teaching and approximately 100 hours of self-directed study. The programme is delivered face-to-face (at the Epsom Campus).

References:

Alton-Lee, A. (2003). *Best evidence synthesis: Quality teaching for diverse students in schooling*. Wellington: Ministry of Education.

Course Enrolment Information

Programme of study
Semester One 2018
EDCURRIC 630 – Early Years Curriculum
EDCURRIC 632 – The Arts
EDCURRIC 635 – Exploration
EDCURRIC 631 – Languages and Cultures
EDPROFST 622 – Learning Theories
EDPRAC 621 – Conceptualising Practice (Practical experience in two early childhood centres)
Semester Two 2018
EDPROFST 621 - Personal Pedagogy
EDCURRIC 634 – Hauora
EDCURRIC 633 – Te Ao Māori
EDPRAC 622 – Pedagogy in Practice (Practical experience in an early childhood centre)

Courses within the Programme:

EDCURRIC 630	Early Years Curriculum (is a pre-requisite for EDPROFST 621)
EDCURRIC 631	Language and Cultures
EDCURRIC 632	The Arts
EDCURRIC 633	Te Ao Māori Early Childhood Education
EDCURRIC 634	Hauora
EDCURRIC 635	Exploration
EDPROFST 622	Learning Theories (is a pre-requisite for EDPROFST 621)
EDPROFST 621	Personal Pedagogy
EDPRAC 621	Conceptualising Practice (Practicum placement)
EDPRAC 622	Pedagogy in Practice (Practicum placement)

Schools Responsible for Specific Courses:

School of Learning, Development and Professional Practice

EDPROFST 621	Personal Pedagogy
EDPROFST 622	Learning Theories
EDPRAC 621	Conceptualising Practice
EDPRAC 622	Pedagogy in Practice

School of Curriculum and Pedagogy

EDCURRIC 630	Early Years Curriculum: An Integrated Approach
EDCURRIC 631	Language and Cultures
EDCURRIC 632	The Arts
EDCURRIC 634	Hauora
EDCURRIC 635	Exploration

School of Te Puna Wananga

EDCURRIC 633	Te Ao Māori Early Childhood Education
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SCHOOL OF LEARNING, DEVELOPMENT and PROFESSIONAL PRACTICE

Head of School:

Associate Professor Richard Hamilton
Office H517 Ext 85619
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School Administrator:

Donna Johnson
Office H504 Ext 48787
Email address: d.johnson@auckland.ac.nz

Courses Administered by the School:

EDPROFST 621	Personal Pedagogy
EDPROFST 622	Learning Theories
EDPROFST 624	Professional Knowledge
EDPRAC 621	Conceptualising Practice
EDPRAC 622	Pedagogy in Practice

EDPROFST 621

TITLE: PERSONAL PEDAGOGY

POINTS: 15

Calendar Description: Focuses on developing a personal pedagogy specific to early childhood. Critically examines relationships between theories and practices. How does the exploration of play, communication, and relationships give rise to provision of purposeful and inclusive early childhood learning environments? What is the impact of socio-political issues upon early childhood settings and teachers' practices with infants, toddlers, and young children?

Pre-requisite: EDCURRIC 630 – Early Years Curriculum and EDPROFST 622 – Learning Theories

Restriction: ACE 711.721

EDPROFST 622

TITLE: LEARNING THEORIES

POINTS: 15

Calendar Description: Critically examines psychological and sociological aspects of human development and learning. What pertinent theories of learning and development influence pedagogies for infants, toddlers, and young children? What knowledge of diverse families and communities is necessary for teachers to work in partnership with parents in Aotearoa/New Zealand to enhance children's learning?

Restriction: ACE 903.601

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Critically examine a range of theories regarding child development and learning.
2. Understand diverse families and communities in New Zealand/Aotearoa to enable teachers to work in partnership to enhance children's learning.
3. Examine theories of learning and child development in relation to effective pedagogical practice for infants, toddlers, and young children.
4. Meet DELNA requirements.

EDPROFST 624**TITLE: PROFESSIONAL KNOWLEDGE IN EARLY CHILDHOOD EDUCATION****POINTS: 15**

Calendar Description: Portfolio option that addresses learning outcomes content of EDPROFST 621 for recent BEd (Tchg) graduates at discretion of Programme Director. Addresses such questions as: What does it mean to inquire into my own practice as an early childhood teacher? How can my current practice be informed by integration of research, theory and practical experience?

Prerequisite: Departmental approval required

EDPRAC 621**TITLE: CONCEPTUALISING PRACTICE****POINTS: 15**

Calendar Description: Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience in early childhood settings. Addresses questions as: What does it mean to establish effective professional relationships, practice effectively and teach purposefully in complex environments? Requires demonstration of developing pedagogical practice.

Restriction: ACE 912. 721

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Establish professional relationships and communicate competently with children, parents and colleagues.
2. Demonstrate a developing ability to practice effectively and contextually in early childhood education settings.
3. Demonstrate an ability to integrate theory, research and practical experience in own developing pedagogical practice in early childhood education settings.

This practicum consists of two separate placements. The first is a three-week placement in an early childhood centre. The second is a four-week placement in an early childhood centre. Please refer to the practicum section of this handbook and course Canvas sites for further information. A practicum handbook specifically related to EDPRAC 621 will be available to students in this course.

EDPRAC 622**TITLE: PEDAGOGY IN PRACTICE****POINTS: 15**

Calendar Description: Refines knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Explores questions as: What does it mean to be a teacher and manage complexities in order to create and sustain purposeful learning environments? What are the moral, ethical and legal obligations of a teacher? Requires demonstration of effective and ethical pedagogical practice.

Prerequisite: EDPRAC 621 and EDCURRIC 630-635

Restriction: ACE 912.722

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Establish effective professional relationships and communicate competently with children, parents and colleagues.
2. Demonstrate an ability to practice effectively and contextually in early childhood education settings.
3. Demonstrate an ability to integrate theory, research and practical experience in own developing pedagogical practice in early childhood education settings.

4. Demonstrate understanding of the complex social, moral, political and ethical factors that impact on pedagogical practice.

This practicum consists of a seven-week placement in an early childhood centre and is designed to be completed in the final semester of your study. A practicum handbook specifically related to EDPAC 622 will be available to students in this course

SCHOOL OF CURRICULUM and PEDAGOGY

Head of School:

Professor Helen Hedges

Office A232 Ext 48606

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School Administrator:

Deb Allen

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Email address: d.allen@auckland.ac.nz

Courses Administered by the School:

EDCURRIC 630 Early Years Curriculum

EDCURRIC 631 Language and Cultures

EDCURRIC 632 The Arts

EDCURRIC 634 Hauora

EDCURRIC 635 Exploration

EDCURRIC 630

TITLE: EARLY YEARS CURRICULUM

POINTS: 15

Calendar Description: Critically evaluates appropriate curriculum for infants, toddlers, and young children in early years' settings. Integrated approaches to learning and teaching will be emphasized. Addresses, explores, and examines questions about complex relationships between curriculum theory, current learning theory, teachers' subject knowledge, planning, assessment, and evaluation practices with reference to early childhood curriculum.

Restriction: ACE 731.724

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Critically examine appropriate early years curriculum for infants, toddlers, and young children.
2. Explain philosophical and theoretical underpinnings of the integrated and holistic approach to early years' curriculum.
3. Investigate the professional knowledge needed to understand the complexity of implementing and evaluating appropriate curriculum for infants, toddlers, and young children in early years' settings.

EDCURRIC 631

TITLE: LANGUAGES AND CULTURES

Points: 15

Calendar Description: The course develops knowledge, skills and attitudes associated with the planning, teaching and assessing languages and literacies. Addresses such questions as what are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whanau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

Restriction: ACE 920.721

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Analyse the complex interrelationships between languages and cultures in order to support and promote children's learning.
2. Plan, teach and assess in ways that develop infants', toddlers' and young children's languages and literacies in order to support and promote their learning.
3. Demonstrate personal understanding of the subject knowledge of language learning and language for learning in relation to oral, written and visual languages and literacies for diverse learners investigate current issues for family and whanau, teachers and learners to assist the development of confident and competent learners and communicators in Aotearoa New Zealand
4. Critically appraise the social, political and technological influences on construction and interpretation of oral, written and visual texts to support the learning for infants, toddlers and young children

EDCURRIC 632**THE ARTS****POINTS: 15**

Calendar Description: Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as how do specific learning and teaching approaches and strategies motivate and enhance all children's learning.

Restriction: ACE 922.621

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Demonstrate understanding of the required knowledge theory, skills and attitudes critical for implementing the arts curriculum for infants, toddlers and young children.
2. Develop approaches and strategies specific to learning and teaching in the arts for infants, toddlers and young children.
3. Analyse and critique the place of arts and creativity in relation to student teachers' experiences that inform their teaching.

EDCURRIC 634**TITLE: HAUORA****POINTS: 15**

Calendar Description: Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social science. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching approaches and resources enhance the well-being and participation of children in a diverse society?

Prerequisite: None

Restriction: None

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Critically analyse the relationship between the key concepts of health, social sciences and physical education in relations to hauora / wellbeing and belonging for children and their families /whanau in early childhood settings.
2. Critically examine the complexities inherent in, and interconnections between notions of identity, images of children and the hauora / wellbeing of a Pacific nation.
3. Evaluate a range of specific learning and teaching approaches and resources that will foster the wellbeing and enhance the active participation of all infants, toddlers and young children in a diverse society.

EDCURRIC 635
TITLE: Exploration
Points: 15

Calendar Description: Develops pedagogical content knowledge and understanding in science, mathematics and technology. Considers such questions as: What are key early concepts, processes and possible learning progressions? What constitutes effective learning and teaching approaches to promote children's exploration?

Restriction: ACE 521.625

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Describe and critique the nature of science, technology and mathematics in early childhood education.
2. Describe learning environments and responses from science, technology and mathematics, which cater from diverse needs of infants, toddlers and young children.
3. Communicates accurate personal understandings of appropriate content and processes in science, technology and mathematics, including ways to seek further information for themselves as teachers.

SCHOOL OF TE PUNA WANANGA

Tena ra tatou i runga i nga ahuatanga o te wa. Ratou te hunga mate ki a ratou, tatou te hunga ora ki a tatou, tena tatou katoa. Te Puna Wananga is the Māori Faculty within Faculty of Education that is committed to excellence in teacher education underpinned by Tikanga, Te Reo and Mātauranga Māori.

Mihi / Welcome

Ko Maungawhau raua ko Maungakiekie ngā maunga

Ko Manukau raua ko Waitemata ngā moana

Ko Tutahi Tonu te whare

Ko Te Aka Matua Te Pou ki Hawaiki te Marae

NAU MAI, HAERE MAI KI TE PUNA WĀNANGA

E ngā mana, e ngā mātā waka o te ao, tēna rā

koutou katoa

Tēnei te mihi ki a koutou e whai ana i te mātauranga ki

te whakaako tamariki, arā, ki te whai i te reo Māori

me nga Tikanga.

Nō reira, kia kaha, kia maia, kia manawanui

Ngā mihi nui ki a koe.

Head of School:

Dr Te Kawehau Hoskins

Office D1-G13

Ext. 84213

Email:

tk.hoskins@auckland.ac.nz

School Administrator:

Maryrose Houston

Office C1A

Ext. 46425

Email:

m.houston@auckland.ac.nz

Courses Administered by the School:

EDCURRIC 633 Te Ao Māori early childhood education

EDCURRIC 633

TITLE: TE AO MĀORI EARLY CHILDHOOD EDUCATION

POINTS: 15

Calendar Description:

Develops competence in Te Reo Māori and mātauranga Māori. Addresses the needs and aspirations of Māori learners and communities in order to improve educational outcomes. Critically reviews Te Tiriti o Waitangi and Māori pedagogies in relation to teachers' practices. Addresses questions such as what are the historical and contemporary research and issues for Māori in education?

Learning Outcomes:

At the completion of this course, it is intended that students will be able to:

1. Demonstrate aspects of tikanga Māori and mātauranga Māori through te reo Māori.
2. Apply knowledge about Māori pedagogy and te reo me ngā tikanga Māori in planning for teaching And assessment.
3. Analyse early childhood teachers' practice in relation to the treaty.
4. Examine research and issues in early childhood education for Māori.

Graduate Diploma in Teaching (ECE) Shape of the Year 2018:

2018 Dates								Standard Teaching Periods (see below)		GDTECE	
Week	M	T	W	Th	F	UoA Standard Dates	School Terms	UoA Standard Pattern	EDSW Pattern	Week	ECED-GDETE 1.0
1	New Year's Day	Day after New Year's Day	3-Jan	4-Jan	5-Jan	Summer School Lectures Begin Thurs 4th Jan	School Holidays			1	Summer School Lectures Begin Thurs 4th Jan
2	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan					2	
3	15-Jan	16-Jan	17-Jan	18-Jan	19-Jan					3	
4	22-Jan	23-Jan	24-Jan	25-Jan	26-Jan					4	Intro Day Mon 22 Jan
5	Akld Ann Day	30-Jan	31-Jan	1-Feb	2-Feb		Term 1 Begins			5	Block Delivery 23 Jan-23 Feb
6	5-Feb	Waitangi Day	7-Feb	8-Feb	9-Feb	Summer School Lectures End 9 Feb				6	
7	12-Feb	13-Feb	14-Feb	15-Feb	16-Feb	Study Break/Exams		Study Break/Exams	Study Break/Exams	7	
8	19-Feb	20-Feb	21-Feb	22-Feb	23-Feb					8	EDPRAC 621 26 Feb - 16 March
9	26-Feb	27-Feb	28-Feb	1-Mar	2-Mar	Semester 1 Lectures Begin 26 Feb		Semester 1 Lectures Begin 26 Feb	Semester 1 Lectures Begin 26 Feb	9	
10	5-Mar	6-Mar	7-Mar	8-Mar	9-Mar					10	
11	12-Mar	13-Mar	14-Mar	15-Mar	16-Mar					11	EDPRAC 621 26 Feb - 16 March
12	19-Mar	20-Mar	21-Mar	22-Mar	23-Mar					12	
13	26-Mar	27-Mar	28-Mar	29-Mar	Good Friday					13	
14	Easter Monday	UoA holiday	4-Apr	5-Apr	6-Apr	UoA Mid-Semester Break 2-15 April		UoA Mid-Semester Break 2-15 April		14	EDSW Break
15	9-Apr	10-Apr	11-Apr	12-Apr	13-Apr					15	
16	16-Apr	17-Apr	18-Apr	19-Apr	20-Apr		School Holidays		EDSW Break	16	
17	23-Apr	24-Apr	ANZAC day	26-Apr	27-Apr				EDSW Break	17	
18	30-Apr	1-May	2-May	3-May	4-May		Term 2 Begins			18	Study Week
19	7-May	8-May	9-May	10-May	11-May	Graduation - 7, 9, 11				19	
20	14-May	15-May	16-May	17-May	18-May					20	
21	21-May	22-May	23-May	24-May	25-May					21	EDPRAC 621 cont 11 June -6 July
22	28-May	29-May	30-May	31-May	1-Jun	Semester 1 Lectures End 1 June		Semester 1 Lectures End 1 June	Semester 1 Lectures End 1 June	22	
23	Queen's Birthday	5-Jun	6-Jun	7-Jun	8-Jun					23	
24	11-Jun	12-Jun	13-Jun	14-Jun	15-Jun	STUDY BREAK EXAMS		STUDY BREAK EXAMS	STUDY BREAK EXAMS	24	
25	18-Jun	19-Jun	20-Jun	21-Jun	22-Jun					25	
26	25-Jun	26-Jun	27-Jun	28-Jun	29-Jun					26	
27	2-Jul	3-Jul	4-Jul	5-Jul	6-Jul	INTER SEMESTER BREAK	Term 2 Ends	INTER SEMESTER BREAK	INTER-SEMESTER BREAK	27	
28	9-Jul	10-Jul	11-Jul	12-Jul	13-Jul		School Holidays		EDSW Break	28	INTER-SEMESTER BREAK
29	16-Jul	17-Jul	18-Jul	19-Jul	20-Jul	Semester 2 Lectures Begin 16 July		Semester 2 Lectures Begin 16 July		29	
30	23-Jul	24-Jul	25-Jul	26-Jul	27-Jul		Term 3 Begins		Semester 2 Lectures Begin 23rd	30	Semester 2 Lectures Begin 23 July
31	30-Jul	31-Jul	1-Aug	2-Aug	3-Aug					31	

32	6-Aug	7-Aug	8-Aug	9-Aug	10-Aug					32	
33	13-Aug	14-Aug	15-Aug	16-Aug	17-Aug					33	
34	20-Aug	21-Aug	22-Aug	23-Aug	24-Aug					34	Study Week
35	27-Aug	28-Aug	29-Aug	30-Aug	31-Aug	UoA Mid-Semester Break 27 Aug Sept - 9 Sept		UoA Mid-Semester Break 27 Aug Sept - 9 Sept		35	
36	3-Sep	4-Sep	5-Sep	6-Sep	7-Sep						36
37	10-Sep	11-Sep	12-Sep	13-Sep	14-Sep					37	
38	17-Sep	18-Sep	19-Sep	20-Sep	21-Sep					38	
39	24-Sep	25-Sep	26-Sep	27-Sep	28-Sep	Graduation - 25	Term 3 Ends			39	
40	1-Oct	2-Oct	3-Oct	4-Oct	5-Oct		School Holidays		EDSW Break	40	EDSW Break
41	8-Oct	9-Oct	10-Oct	11-Oct	12-Oct						
42	15-Oct	16-Oct	17-Oct	18-Oct	19-Oct	Semester 2 Lectures End 19 Oct	Term 4 Begins	Semester 2 Lectures End 19 Oct		42	EDPRAC 622 15 Oct - 30 Nov
43	Labour Day	23-Oct	24-Oct	25-Oct	26-Oct	STUDY BREAK EXAMS		STUDY BREAK EXAMS		43	
44	29-Oct	30-Oct	31-Oct	1-Nov	2-Nov				STUDY BREAK EXAMS		
45	5-Nov	6-Nov	7-Nov	8-Nov	9-Nov				45		
46	12-Nov	13-Nov	14-Nov	15-Nov	16-Nov				46		
47	19-Nov	20-Nov	21-Nov	22-Nov	23-Nov				47		
48	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov				48		
49	3-Dec	4-Dec	5-Dec	6-Dec	7-Dec				49		
50	10-Dec	11-Dec	12-Dec	13-Dec	14-Dec				50		
51	17-Dec	18-Dec	19-Dec	20-Dec	21-Dec		Term 4 Ends - Prim/Sec			51	
52	24-Dec	Christmas Day	Boxing Day	27-Dec	28-Dec					52	
53	31-Dec	1-Jan	2-Jan	3-Jan	4-Jan					53	

Practicum:

Introduction

There are two practicum courses for the Graduate Diploma in Teaching (Early Childhood Education) students. The first 15-point course, EDPRAC 621, comprises two blocks of practicum. Each block is carried out in a different centre. The first block is for three weeks. The second block is for four weeks. The second practicum, EDPRAC 622, is a seven-week block placement in an early childhood centre.

How early childhood centre practicums are organised:

Practicum placements are organised by the ECE practicum office. Students will be informed about the placement process via email (University email address)

Completing a Range of Placements

All students are required to complete practicum in a range of ECE services to ensure necessary breadth of experience and to increase the validity of the assessment of competence for national credentialing. There are some specific placement requirements for students.

Placements will include:

- A range of settings (variables from the range of: full-day ECE services, kindergarten service, placement with infants and toddlers, multicultural, service in low socio-economic area).

Placement Requirements

Please read the following practicum information carefully:

- Students may **not** approach an early childhood centre to organise their own practicum.
- Students may only approach an early childhood centre once they have received confirmation of the early childhood centre they are placed in
- Every endeavour will be made to place you in your area of choice, it is the responsibility of the Practicum Placement Co-ordinator to assign you to a designated centre. You may therefore be required to travel.
- Students will be advised in advance of their centre placement. Requests for any changes must be made through the Practicum Placement Co-ordinator.
- When a change in a student's circumstances means that s/he is unable to proceed with a placement that has been confirmed the student must contact the Practicum Placement Co-ordinator immediately.
- For the purposes of practicum placements, Auckland is defined as an area between and inclusive of Pōkeno in the south and Warkworth in the north.
- If a student is out of synchrony with their cohort due to a course failure, deferral, and withdrawal or for any other reason, they must check with the Student Education Centre to ensure they are eligible to enrol.
- Practicum cannot happen if it clashes with any programme course work.
- Out-of-schedule practicum may be allowed in exceptional circumstance but only after consultation with and approval from the Associate Director of Early Childhood Education
- Students are advised that an out of schedule practicum is likely to extend their time to completion of the programme.
- If a student has an out of schedule practicum and are eligible for a student loan, they may not qualify for a student allowance during the out of schedule practicum. This is the student's responsibility to check.

Placement restrictions with regard to links with family members.

Students may **not** be placed for practicum where:

1. A member of their family attends as a student or as a staff member.
2. The student teacher or their family has been or is currently employed in any capacity.
3. The student teacher has a personal relationship with any member of the centre staff or Management Committee.
4. The student teacher works in an early childhood education and care centre managed by the same owner/committee.

Students with Family Responsibilities

It is **not** permissible to take babies and young children on practicum. Students must either make their own private arrangements for the care of their babies and young children during practicum or defer their practicum to a more suitable time.

Confidentiality during Practicum

The Privacy Act 1993 controls how agencies (i.e., individuals or organisations) collect, use, disclose, store and give access to personal information. There are 12 Information Privacy Principles which set out rules and exceptions to those rules. In centres, as individuals and organisations, we must be informed about and adhere to the requirements of the Privacy Act.

However, for students on practicum, Principle 1 - Purpose of Personal Information, Principle 4 - Manner of Collection of Personal Information, Principle 10 - Limits on Use of Personal Information and Principle 11 - Limits on Disclosure of Personal Information are particularly relevant.

Students should familiarise themselves with early childhood centre policies that relate to confidentiality and the Privacy Act. In particular, the following should be noted:

Associate Teacher and parent/guardian consent must be obtained prior to students taking photographs, audiotapes or videotapes of children. Early childhood students must ensure that ethical procedures are followed as outlined in practicum courses.

Information gained about children, their family/whanau, staff and other student teachers while on Practicum must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.

- 2.1 Please note that this does not preclude disclosing information through the appropriate channel regarding any concerns about the life or health of children, Principle 10d, (i) and (ii) nor
- 2.2 Using the information in a form in which the individual concerned is not identified, Principle 10f, (i).

Students should also note the Education Council 'Fit to be a Teacher' criteria which includes "trustworthiness; to preserve confidences, meet any reasonable requirement for the protection and safety of others.

Practicum Classes:

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.

Assessment of Practicum Courses

Practicum points are awarded on successful achievement of practicum learning outcomes. Performance is jointly discussed by the student, the Associate Teacher and the University Professional Supervisor. Wherever possible a 'triadic' meeting of all three parties will be held for assessment purposes. This meeting, facilitated by the Professional Supervisor, will seek consensus in making assessment decisions. Where consensus is not achievable, the Professional Supervisor, in consultation with the Associate Director Early Childhood Education, has ultimate responsibility for the decision.

Cut-off time for practicum courses – this will be two calendar weeks following the last scheduled day of the Practicum except as deemed otherwise by the Associate Director Early Childhood Teacher Education.

Note: It is the student's responsibility to ensure that all necessary documentation is completed and results delivered to the Practicum Office. For further details of placement requirements and procedures and requirements for professional conduct whilst on Practicum etc., please refer to the Practicum Handbook.

If posting documentation in to the faculty, please address the envelope to:

Laurice Joicey, Practicum Placement Co-ordinator - Early Childhood Education, Faculty of Education and Social Work – Office H202, Gate 3, 74 Epsom Avenue, Epsom, Auckland 1023

Concerns during Practicum

If a situation of concern arises within the centre you must remain at the centre until the situation has been dealt with. Students should not leave the centre without confirmation (from the Practicum Course Co-ordinator or Professional Supervisor or Associate Teacher) that this is the appropriate course of action. Leaving the centre 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 centre on the basis of an invitation from the centre for you to be there. If, for any reason, the centre wishes to rescind your invitation and to terminate your placement, this may also be ground for a failure in the practicum course.

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

Resolving Concerns during Practicum

Where students have concerns during practicum they must contact their Professional Supervisor in the first instance, and follow the procedures as outlined in the practicum handbook. A copy of the practicum handbook is provided as a resource in the course Canvas site.

Professional behaviour/responsibility is expected at all times. A decision to discontinue a practicum will result in a DNC (Did Not Complete) grade and require students to repeat the entire course including practicum placement. (Please refer to Repeated Fails).

Withdrawal from practicum courses

Where exceptional circumstances exist that require a student to withdraw from a practicum, the student must contact the appropriate Practicum Course Co-ordinator and seek advice from appropriate Education Student Centre personnel with regard to the formal process to be followed. (Refer University of Auckland Calendar – Enrolment and Programme Regulations: <http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-andprogramme.html>)

While it is important to advise the Associate Teacher, Professional Supervisor and/or Practicum Course Co-ordinator 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 and Social Work Student Services Online

website: <http://www.studentservices.auckland.ac.nz/uoal/>

Students are required to show photo ID as proof of identity when entering the centre.

For further details of placement requirements and procedures, and requirements for professional conduct on practicum, please refer to programme specific practicum handbooks.

Vulnerable Children Act

Every student applying for admission or admitted to an Initial Teacher Education programme or Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Vulnerable Children Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children's worker. If a student enrolled in an Initial Teacher Education,

Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Vulnerable Children Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme. 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.

Academic Success Centre:

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

The staff in this area and their roles are:

- Jenni Bedford, Academic English Language Support, N323, Extn 48186
- Elaine Tasker, Speech Language Therapist, N324, Extn 48756
- Angela Spavin, Mathematics Support, Extn 48217

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

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

Other support for students (and no less important):

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

Assessment:

Academic Progress Reviews

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

Assessment and Grading Scale

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

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

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

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

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

Example of a Grading System and descriptors relating to student attainment

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

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

CANVAS:

A large number of 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).

Please see below for details of drop off locations and their opening hours:

<ul style="list-style-type: none"> Epsom Campus (except Flexi Learning: see below): A114A (The Assignment Centre opposite the Education Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks). Drop box on left hand wall; after-hours drop box located beside the main entrance.
<ul style="list-style-type: none"> City Campus: Drop box for Liberal Arts courses is on Level 1, 15 Wynyard Street 8.30 am – 7pm during semester time. During semester breaks: 8.30 am to 5 pm.
<ul style="list-style-type: none"> Tai Tokerau Campus: ICT Suite foyer 8.15 am to 4.15 pm.
<ul style="list-style-type: none"> Manukau Campus: Programme office NQ227 7.30 am to 9.00 pm (and until 4 pm Saturdays)

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, Moodle, or Turnitin as assigned by your lecturer. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission. **The submission times of 12:30pm for undergraduate and 4:30pm for postgraduate level 7** coursework apply to submission of online assignments.

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

Extensions

Requests for extensions must be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension. Extensions will not be granted for academic workload reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Extensions are granted at the discretion of the Course Director (or nominee where applicable). For further information see www.education.auckland.ac.nz/en/for/current-students/assignments.

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 the required submission date and time
- 3 Students can expect any change in coursework to be communicated by the Course Director in writing (hard copy or electronically) at least two weeks in advance of the original due date. Any changes to assessment dates will be made by the Course Director in conjunction with the Associate Director.
- 4 Students can expect to have marked assignments and tests returned within 3 weeks from the due date.

Assessment - Purposes and Roles

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

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

Summative feedback is used to establish students' grades for each course. Such assessment is clearly linked to obtaining credentials through ascertaining a student's level of professional competence against stated outcomes and ultimately their eligibility to proceed in the programme

or to graduate from it. Summative assessment is formally applied, with purpose and timeframes clearly signalled. Summative assessment tasks include specific assessment criteria which define the relationship between performance demonstrated and results documented.

Attendance

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

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

Course Cut-Off Times

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

Course Pass Grades

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

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

Course Failure

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

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

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* (Education Council). Students are required to proof-read all submitted work and sign a declaration that they believe it to meet the above standard.

Penalties for Late Work

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

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

Note: under Examination Regulation 1c and d (on page 54 of the 2018 University of Auckland Calendar) students must complete "to the satisfaction of the examiners." This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

Referencing

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

Repeated Fails

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

In undergraduate programmes, a student who fails an EDPRAC course **once**, or a non-EDPRAC core course **twice**, must apply to the Director/Associate Director/Programme Leader to repeat the course. If the Director/Associate Director/Programme Leader, in consultation with the Head of School, grants the right to re-enrol the student must be informed in writing that a further fail may result in a recommendation to the Dean for discontinuation in the programme. 'Application to Repeat a Failed Course' forms are available from the programme's Student Advisor in the Education Student Centre.

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

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

Resubmission

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

At the discretion of the Associate Director Early Childhood Education, 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 a supplementary piece of work that addresses the areas of concern in the failed course. If the student meets the requirements of this supplementary work a grade of C- will be awarded.

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

Return of Marked Assignments

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

Special Consideration: Unavoidable Personal Circumstances (Coursework only)

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

The application is made on the form Special Consideration: Unavoidable Personal Circumstances and must be supported by written evidence from a doctor or counsellor. The student must apply no later than two weeks after the due date of the assignment. If the Director/Associate Director/Programme Leader supports the application, the Course Director in consultation with the Head of School may:

- a. either, require the student to re-enrol in the course, or
- b. *where at least 50% of the coursework has been completed at a grade well above the minimum pass standard*, award an assessed grade for the course based on:

- i. **either** the grade achieved for completed work (one grade lower would normally be awarded in this case)
- ii. **or** the allocation of a mark for the missing work derived from the student's ranking on the completed work, or
- c. ask the student to submit the work by a revised deadline, or
- d. submit a new task by a revised deadline.

Student Concerns

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

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

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

- a. Approach the Associate Director Early Childhood Education to discuss the concern.
- b. If the concern is not resolved to the student's satisfaction it should be notified in writing to the 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 Associate Dean, 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.

Students with Failed Courses

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

UNIVERSITY OF AUCKLAND POLICY

Teaching and Learning Regulations

Academic Integrity

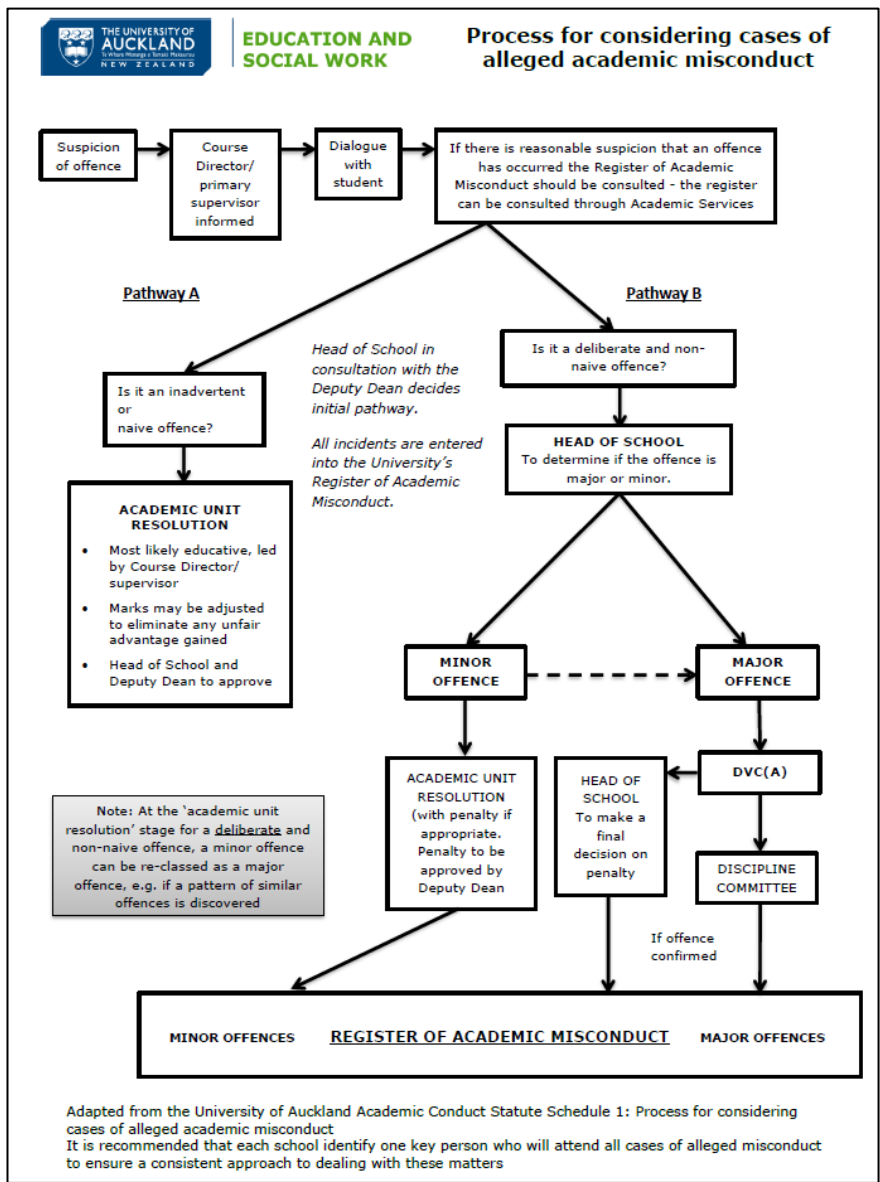
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2018 Calendar, pp 27. This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. Students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information visit this link: http://www.auckland.ac.nz/academic_honesty

Academic Misconduct

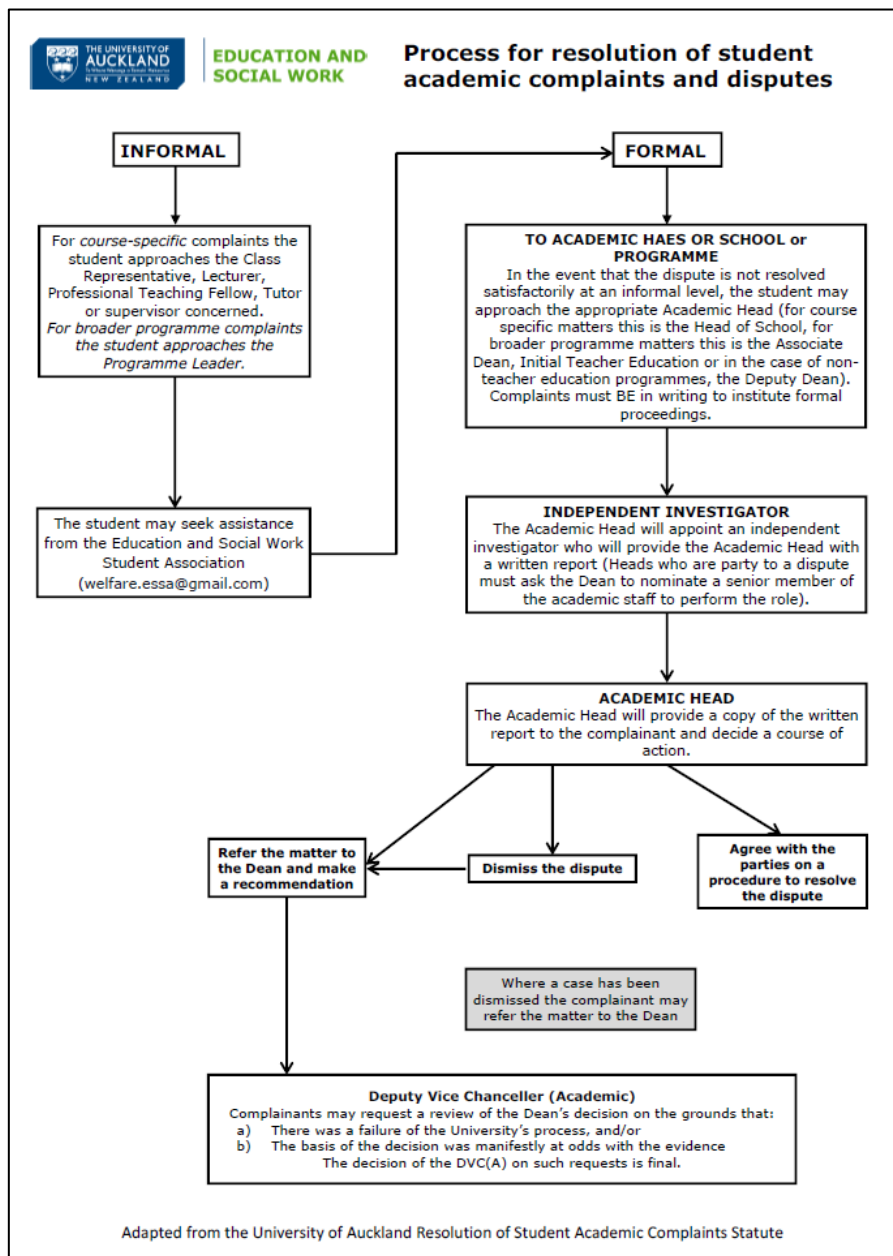
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

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:



The University of Auckland’s full guidelines on procedures and penalties for academic dishonesty are detailed in the University’s “Guidelines: Conduct of Coursework” available at www.auckland.ac.nz/academic_honesty



Academic English Language Requirement

The University has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at University. Those that have not met the AELR through their entrance qualification will be advised at the time of enrolment. The AELR may be met through your entry qualification or through satisfactory completion of an approved course in your first 12 months of study. For more information, see www.auckland.ac.nz/aclr.

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*.

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.

Availability of Examination Scripts

By making application during the three months after the end of the examination period for the examination, a candidate may obtain a copy of their examination script. For full details see the *University of Auckland Calendar* [Examination Regulation 23](#).

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>

DELNA (Diagnostic English Language Needs Assessment)

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

Students enrolled in the BEd(Tchg) Primary, BSporthPE and BSW programmes will be required to pass EDUCSW 199 before they will be able to enrol in the specified course in their 3rd year of their programme.

In the first instance students must complete the DELNA **Screening** assessment. Those students who achieve the required standard automatically meet the DELNA requirement and need do nothing more in relation to DELNA.

If a student's screening indicates that diagnosis is required he/she must undertake the DELNA **Diagnosis**. Following the Diagnosis, students need to meet with a DELNA adviser to go over their DELNA profile. Students who have been identified as needing academic language support will be required to work through **an individual plan**. This is mandatory.

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

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

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

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

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

Group assessment

There may be times when students are required to complete a group assessment task or team based project. Details of such tasks, including group work expectations will be published in course materials to ensure students are clear about what is being assessed and the allocation of marks to

the various components of the assessment. Students should also refer to Module 2 of the Academic Integrity Course (Avoiding Academic Dishonesty) to clarify responsibilities when collaborating with peers. For more information visit this link:

www.auckland.ac.nz/academic_honesty

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.

Student email

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

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

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

Storage and Disposal of Student Work

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed (Examination Regulation 23). Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

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

Student Services Online (SSO)

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

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

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

Fees advice

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

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

Graduation

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

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

Submission in Māori

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

Third party assistance

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. The following link provides full details regarding the type of advice and support that third parties can offer <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/third-party-coursework.html>

Unsatisfactory Progress

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

Vulnerable Children Act

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

Professional Requirements and Conduct

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

Attendance

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

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

A copy of current Education Council criteria is included on pages 46 - 48 of this handbook. A review of a student's progress may result from concerns in these areas.

Cheating and Plagiarism

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

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

You can avoid cheating by:

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

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

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

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

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

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

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

Developing Oral Language Skills

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

The following are some of the areas covered:

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

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

Graduation

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

For further details about graduation go to:

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

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

Jury Service

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

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

Library: Essentials for using the Sylvia Ashton-Warner Library

The Library lending policy is explained in detail at:

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

Key points to remember:

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

Professional Ethics Related to Conduct and Research

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

Professionalism and the Use of Social Media

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

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

Review of Student Progress

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

Where concerns of an Education Council nature are raised about an individual student with the Associate Director, a Review Feedback Form may be circulated among staff working with that student. If there proves to be a pattern of concern, then a review meeting will be instigated.

Tracking Student Performance

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

Programme Changes, Procedures and Regulations

Change of Address / Personal Details

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

Change of Name

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

Deferring from Programme

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

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

Follow the same procedure as for resignation (below).

Please note: You have not officially resigned or deferred until your forms have been signed by the Director/Associate Director or nominee.

Resignation from Programme

Any intention to resign from the programme should be discussed with the Associate Director.

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

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

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

Transfer to other Colleges/Faculties of Education

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

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

Withdrawal from Courses

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

University Statement on Student Feedback

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

Having your say: Providing feedback to the university

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

Why is giving your feedback important?

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

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

How do you make your feedback matter?

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

Do students have to give feedback?

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

The types of feedback include:

1. Evaluations of courses, teaching and tutoring

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

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

2. University-wide surveys

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

3. Other surveys/formal comment mechanisms

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

4. Staff-student consultative committees (SSCC)

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

5. Speaking directly to your teachers and other staff members

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

What happens to your feedback?

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

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

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

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

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

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

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

Teacher Registration

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

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 registration criteria that are reprinted below. Failure to do so may result in a formal review of a candidate's place in the programme.

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

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

Our enrolment form asks the applicant to declare a criminal conviction. Every year a number of applicants tick 'No' and then the Police Check reveals that in fact there is a conviction. While this conviction may be for something that you think should not impact on your eligibility or suitability for teaching, the Education Council may view this differently. What appears to count against you is failure to disclose at the time of selection. If you are unsure of what constitutes a criminal conviction (note that many driving charges fall in this category) please check with the manager of the Education Student Centre as a matter of urgency. The Education 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.

Criteria for Registration of a Teacher

Is of Good Character

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

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

Is Fit To Be A Teacher

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

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

Trustworthiness, to:

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

Honesty, to:

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

Reliability, to:

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

Sensitivity and compassion, to:

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

Respect for others, to:

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

Imagination, enthusiasm and dedication, to:

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

Communication, to:

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

Physical and mental health, to:

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

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

For example:

- disobeying lawful and reasonable orders or instructions;
- being negligent, careless or indolent in carrying out duties;
- misusing or failing to take proper care of property or equipment in his or her custody or charge;

- being absent from duty without valid excuse;
- engaging in sexual activity with a student;
- sexually harassing, verbally abusing or assaulting colleagues, parents or students.

Portfolios and Education Council Graduating Teacher Standards (EC GTS)

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

TEACHER REGISTRATION

Teacher registration and certification signal your official membership of the teaching profession. A current practising certificate is compulsory for those employed in teaching positions in kindergartens, primary and secondary schools (state, integrated and independent schools), kura, and for employment in most teaching positions in early childhood settings. The first job you need to do, as soon as you have completed your programme of study, is to submit an application to the New Zealand Education Council for a practising certificate.

You begin this process by downloading and completing the form from the website:
<http://www.educationcouncil.org.nz/>

A copy of your official transcript needs to be sent with the application. The Faculty of Education and Social Work does not issue the Official Transcript. It must be obtained from **Student Records** in the **Clock Tower**, Princes Street, City Campus. Details of how to request the an official transcript will be provided toward the end of the programme.