



THE UNIVERSITY
OF AUCKLAND

FACULTY OF EDUCATION

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

2014

Programme Handbook

Bachelor of Physical Education

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Introduction

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

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

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

To this end, the faculty's teacher education programmes are underpinned by a conceptual framework, at the centre of which is the overarching goal that you, as a graduate, will become: A research-informed, inquiry-based practitioner who leads the learning of others by creating purposeful, responsive and safe learning environments within which all learners achieve valued skills, knowledge and attitudes (please refer to the Conceptual Framework on page 5 of this programme 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 faculty graduate outcomes that contribute to each vital area and collectively address the overarching goal of the conceptual framework, underpin all teacher education qualifications (please refer to page 44 for Principles and Graduate Outcomes). These, in turn, link to the New Zealand Teachers Council Graduating Teacher Standards (please refer to page 6).

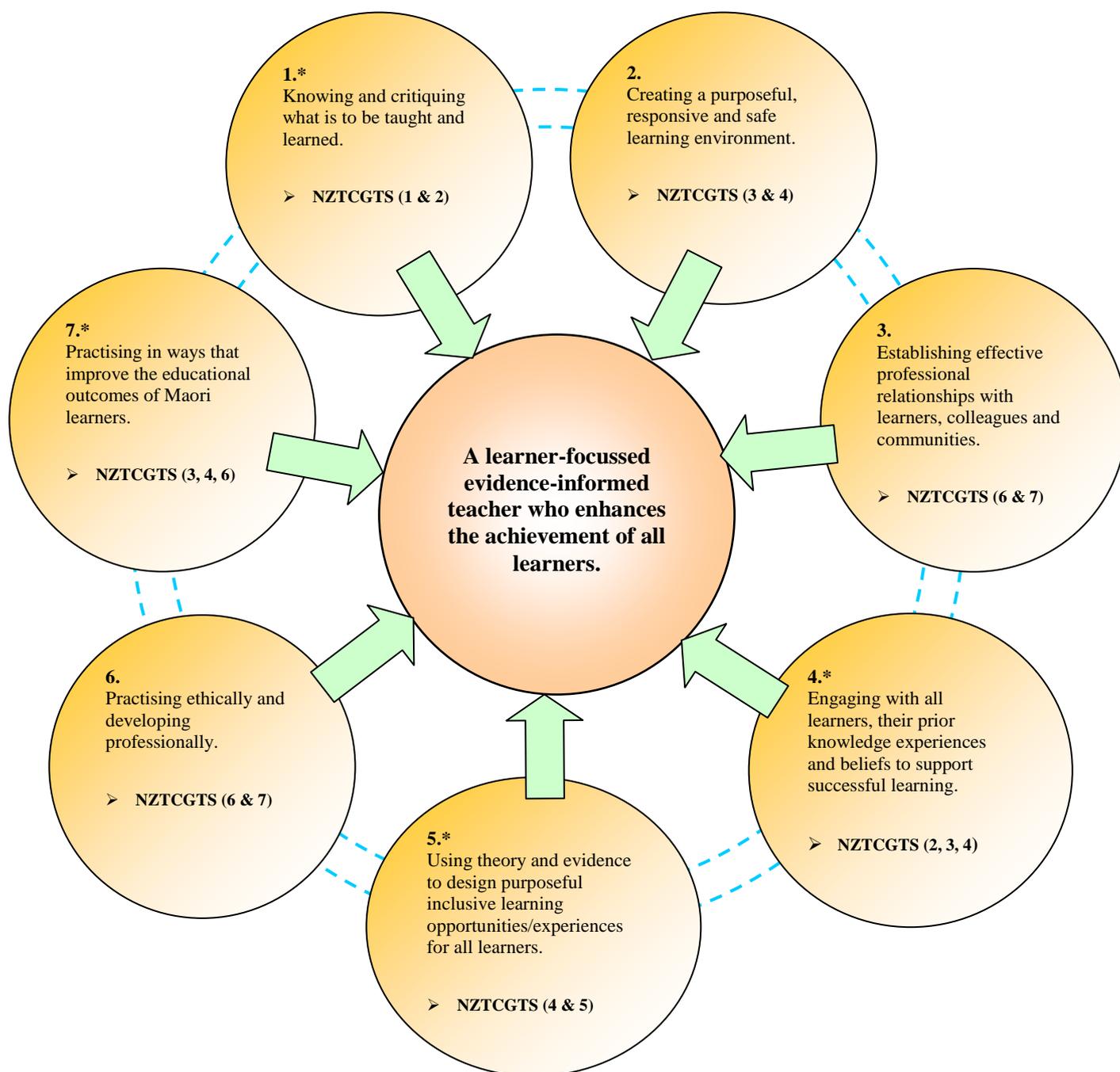
Concepts relating to Maori and diversity are fundamental to the achievement of all other outcomes. The first concept is the recognition of the special place of Maori in education in Aotearoa/New Zealand. This recognizes the commitment to prepare teachers with a sound understanding of Maori education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

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

References:

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

Conceptual Model Underpinning Teacher Education Programmes



Notes (refer to circles above):

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

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

Comments:

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

NZTC Graduating Teacher Standards: Aotearoa New Zealand

| PROFESSIONAL KNOWLEDGE | |
|--|--|
| Standard 1: | Graduating Teachers know what to teach |
| a) | have content knowledge appropriate to the learners and learning areas of their programme |
| b) | have pedagogical content knowledge appropriate to the learners and learning areas of their programme |
| c) | have knowledge of the relevant curriculum documents of Aotearoa New Zealand |
| d) | have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum |
| Standard 2: | Graduating Teachers know about learners and how they learn |
| a) | have knowledge of a range of relevant theories and research about pedagogy, human development and learning |
| b) | have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation |
| c) | know how to develop metacognitive strategies of diverse learners |
| d) | know how to select curriculum content appropriate to the learners and the learning context |
| Standard 3: | Graduating Teachers understand how contextual factors influence teaching and learning |
| a) | have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners |
| b) | have knowledge of tikanga and te reo Maori to work effectively within the bicultural contexts of Aotearoa New Zealand |
| c) | have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand |
| PROFESSIONAL PRACTICE | |
| 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 (Maori and/or English), in numeracy and in ICT relevant to their professional role |
| e) | use te reo Maori me nga tikanga-a-iwi appropriately in their practice |
| f) | demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners |
| 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 Maori me nga tikanga-a-iwi in their practice |
| Standard 7: | Graduating Teachers are committed members of the profession |
| a) | uphold the New Zealand Teachers Council Code of Ethics/Nga Tikanga Matatika |
| b) | have knowledge and understanding of the ethical, professional and legal responsibilities of teachers |
| c) | work co-operatively with those who share responsibility for the learning and wellbeing of learners |
| d) | are able to articulate and justify an emerging personal, professional philosophy of teaching and learning |

Faculty Contacts

| | |
|--|-------------------------------------|
| DEAN OF EDUCATION | ▪ Associate Professor Graeme Aitken |
| DEPUTY DEAN (TEACHER EDUCATION) | ▪ Dr Lexie Grudnoff |
| DEPUTY DEAN (ACADEMIC) | ▪ Dr Helen Dixon |
| DEPUTY DEAN (RESEARCH) | ▪ Professor Stephen May |

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

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

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

Bachelor of Physical Education: Brief Description

The Bachelor of Physical Education is an approved University of Auckland qualification and recognised by the New Zealand Teachers Council for teacher registration purposes.

Candidates will generally be awarded the Bachelor of Physical Education after four years of successful full-time study, although part-time and other study options are available. Part-time candidates should recognise that practicum courses require blocks of full-time attendance. In normal circumstances, the programme of study must be completed within six years.

Graduates of this degree, subject to successful provisional registration as a teacher, are eligible for appointment as beginning teachers in secondary schools. As well as being eligible to apply for provisional registration and employment as a teacher, graduates will be well-placed to further their professional development through part-time or full-time study. The Faculty of Education of the University of Auckland offers a suite of complementary graduate and postgraduate programmes.

Philosophy

The Bachelor of Physical Education is a professional degree in teaching. It provides not only a specialist knowledge base, but also an examination of the understandings, beliefs, attitudes, and behaviours that underpin practice. Quality performance in professional settings is required as a paramount goal.

The guiding principles underpinning the philosophy of this degree are:

- Physical Education is firmly grounded within an educational context.
- A programme of Physical Education teacher education must focus on essential knowledge, disposition and practices of teaching.
- The study of Physical Education at tertiary level must foster high standards of scholarship, intellectual inquiry, critical thought and action.
- Central to learning to teach is the synthesis of theory, professional inquiry, practice and reflection.

Outcomes

The Bachelor of Physical Education provides a programme of study that leads to a professional teaching qualification in Physical Education. Students receive a broad grounding in the varied disciplines of Physical Education, with a specific focus on developing the professional dimensions required to teach Physical Education, Health Education and Outdoor Education. Graduates will identify themselves primarily as educators who have the capacity to work within secondary schools and wider community-based, educational programmes. Those completing the programme will graduate qualified to teach within the New Zealand school system with a specialised degree in Physical Education comparable with other overseas qualifications.

Professional Dimensions

The Professional Dimensions of this initial teacher education programme aim to:

Develop Professional Perspectives

These perspectives will be developed through:

- A substantive and specialised knowledge of Physical Education subject matter.
- A professional understanding of curricula in Health and Physical Education and its application in educational contexts.
- A professional understanding of human development.
- A professional understanding of learning and teaching theory.
- A professional and personal understanding of the cultural, legal, and socio-political contexts in which teachers practise.
- An understanding of the role and function of reflection in educational practice.
- An understanding in theory and practice of the concept of professionalism.
- An understanding of the notion of research and its contribution to, and application in, educational performance and development.

Develop Teaching Competencies

These competencies will be developed through an ability to:

- Monitor and support learning through assessment.
- Plan effectively for learning.
- Effectively manage the learning environment.
- Effectively promote and enable self-managing behaviour in students.
- Effectively promote and facilitate learning.
- Communicate effectively and appropriately with students.

Develop Competencies within the School Community

These competencies will be developed through an ability to:

- Communicate and collaborate effectively with colleagues in the immediate and wider educational community.
- Communicate and collaborate effectively with parents, care-givers, whanau, and members of the wider school community.

Develop Self

Self-development will be promoted through:

- An ability to further develop professional knowledge.
- A capacity for continuing professional development.

Programme of Study

The Bachelor of Physical Education qualification consists of 480 points with a full-time year generally consisting of 120 points. Each year of the programme involves eight 15 point courses, four per semester. Each course involves approximately 40 hours of face-to-face teaching and approximately 100 hours of self-directed study.

Programme of Study 2014

The Bachelor of Physical Education is a 480 credit degree with a full-time year generally consisting of 120 credits. For full-time candidates completing the Bachelor of Physical Education over four years, the allocation of courses per year is indicated in the outline below.

Course Co-ordinators for each course appear in red text.

| BPE – YEAR 1 | BPE – YEAR 2 | BPE – YEAR 3 | BPE – YEAR 4 |
|--|--|---|--|
| SEMESTER ONE | | | |
| EDCURRIC 130 – Sem 1 Physical Education Practice 1 15 K Moran/R Philpot | EDCURRIC 200 - Sem 1 Biophysical Concepts in Physical Education 15 W Smith/R Philpot | EDCURRIC 232 - Sem 1 Physical Education Practice 4 15 K Moran/R Philpot | EDUC 321 - Sem 1 Politics, Philosophy and Education 15 CRSTIE |
| EDUC 142 - Sem 1 Health and PE in a Diverse Society 15 R Pringle | EDCURRIC 230 - Sem 1 Physical Education Nga Kakano 15 M Legge | EDPRAC 303 - Sem 1 Health and Physical Education Practicum 2 15 M Truman | EDCURRIC 431 - Sem 1 Physical Education Pedagogy 15 A Ovens/M Legge |
| EDCURRIC 133 – Sem 1 Concepts Underpinning Skilled Movement 15 W Smith | EDUC 142 - Sem 2 Health and PE in a Diverse Society 15 R Pringle | EDCURRIC 235 - Sem 1 Senior School Health and Physical Education 15 M Bowes/M Sinkinson | EDCURRIC 430 - Sem 1 Curriculum Issues in Health and Physical Education 15 K Fitzpatrick |
| GENERAL EDUCATION - Sem 1 15 | EDPROFST 203 - Sem 1 Teaching Health and Physical Education 1 15 A Ovens | EDPROFST 303 - Sem 1 Teaching Health and Physical Education 2 15 A Ovens | EDCURRIC 335 - Sem 1 Research Study in Physical Education 15 B Dyson |
| SEMESTER TWO | | | |
| EDCURRIC 132 – Sem 2 Biophysical Foundations of HPE2 15 K Moran | EDCURRIC 233 - Sem 2 Youth Health Education 15 K Fitzpatrick | EDCURRIC 333 - Sem 2 Advanced Youth Health Education 15 M Sinkinson/ K Fitzpatrick | EDPRAC 403 - Sem 2 Advanced Health and Physical Education Practicum 15 M Truman |
| EDCURRIC 134 – Sem 2 Expressive Movement and Physical Education 15 M Legge/P O'Brien | EDPROFST 214 - Sem 2 Assessment for Learning and Teaching 15 M Bowes (50%) | EDCURRIC 234 - Sem 2 Physical Activity and Health 15 R Philpot | EDCURRIC 334 - Sem 2 Exercise and Physical Education 15 K Moran |
| EDCURRIC 131 - Sem 1 Physical Education Practice 2 15 T Remington | EDCURRIC 231 - Sem 1 Physical Education Practice 3 15 M Truman? | EDCURRIC 236 - Sem 2 Teaching Outdoor Education 15 M Legge/T Remington | EDCURRIC 237 - Sem 2 Recreation and Leisure 15 R Pringle |
| EDPRAC 103 - Sem 2 The Professional Teacher HPE 15 M Truman | EDPRAC 203 - Sem 2 Health and Physical Ed Practicum 1 15 M Truman Plus Tuesdays-in-School | GENERAL EDUCATION - Sem 2 15 | EDCURRIC 239 - Sem 2 Teaching and Coaching Sport 15 T Remington |
| CREDIT TOTAL 120 | CREDIT TOTAL 120 | CREDIT TOTAL 120 | CREDIT TOTAL 120 |

Bachelor of Physical Education – Year One

| Course No. | Course Title | Points |
|--------------|--|--------|
| EDPRAC 103 | The Professional Teacher HPE | 15 |
| EDCURRIC 130 | Physical Education Practice 1 | 15 |
| EDCURRIC 131 | Physical Education Practice 2 | 15 |
| EDCURRIC 132 | Bio-physical Foundations of HPE 1 | 15 |
| EDCURRIC 133 | Concepts Underpinning Skilled Movement | 15 |
| EDCURRIC 134 | Expressive Movement and PE | 15 |
| EDUC 142 | Health and Physical Education in a Diverse Society | 15 |
| | General Education Course | 15 |
| | Point Total | 120 |

Course Prescriptions

All of the following courses are compulsory.

EDPRAC 103 – The Professional Teacher Health and Physical Education

| | |
|-----------------------------|--|
| Calendar Description | Develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses such questions as: What does it mean to be a teacher, to be a professional, and to establish professional relationships in complex environments? Requires demonstration of developing pedagogical practice. |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.551, EDPRAC 101, 102, EDPRACM 101 |

EDCURRIC 130 – Physical Education Practice 1

| | |
|-----------------------------|--|
| Calendar Description | Introduces students to the practical foundations of physical education. Involves experiential learning including residential field-based experiences. Addresses such questions as: How do I perform selected physical activities, improve my technical knowledge of the competencies required in the selected activities, analyse selected movements and provide feedback to others? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.555 |

EDCURRIC 131 – Physical Education Practice 2

| | |
|-----------------------------|--|
| Calendar Description | Develops students' competency and knowledge about the physical foundations of physical education. Emphasis is placed on experiential learning. Addresses such questions as: Do I have the knowledge and competence to be able to perform selected physical activities, to apply appropriate technical knowledge to specific physical activities, and to analyze selected movements and provide feedback? |
| Pre-requisites | EDCURRIC 130 |
| Co-requisites | N/A |
| Restrictions | N/A |

EDCURRIC 132 – Bio-physical Foundations of Health and Physical Education 1

| | |
|-----------------------------|---|
| Calendar Description | Introduces students to the anatomical and physiological foundations of Health and Physical Education with particular reference to the roles of body systems in human movement. Addresses such questions as: What roles do the musculo-skeletal systems play in movement and learning? How do the circulo-respiratory systems work during rest and activity? How do the neuro-muscular systems function to produce movement? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.553, 923.554 |

EDCURRIC 133 – Concepts Underpinning Skilled Movement

| | |
|-----------------------------|--|
| Calendar Description | Introduces students to the bio-physical foundations of Health and Physical Education including the roles of skill acquisition and bio-mechanics in physical education contexts. Addresses such questions as: How can knowledge of the internal and external mechanics be applied to understand human movement? What is skill and how do people learn motor skills? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.553, 923.554 |

EDCURRIC 134 – Expressive Movement and Physical Education

| | |
|-----------------------------|---|
| Calendar Description | Develops an understanding of purposeful expressive physical activity that embraces aesthetic and inherent cultural values in learning dance and te ao kori. Addresses such questions as: What knowledge do teachers need in a range of aesthetic and bicultural physical education contexts to develop this work in schools? What choreographic skills are needed for devising aesthetic movement compositions? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.559 |

EDUC 142 – Health and Physical Education in a Diverse Society

| | |
|-----------------------------|--|
| Calendar Description | Introduces students to thinking critically about Health and Physical Education. Examines discourses about health and physical activity from historical and sociological perspectives. Introduces diversity as it relates to educational opportunity in Health and Physical Education. Addresses such questions as: How are notions about health and physical education and difference constructed and supported? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.551 |

GENERAL EDUCATION COURSE

Please see the University of Auckland 2014 Calendar (pages 361-362 and pages 365-366) for details, including course options.

Note:

Outdoor Education Experience (residential camp at Tawharanui) - Semester 1, 19th - 21st March 2014.

School Practicum (two weeks school based experience) - Semester 2, 18th – 29th August 2014.

Bachelor of Physical Education – Year Two

| Course No. | Course Title | Points |
|--------------|--|--------|
| EDPROFST 214 | Assessment for Learning and Teaching | 15 |
| EDPROFST 203 | Teaching Health and Physical Education 1 | 15 |
| EDPRAC 203 | Health and Physical Education Practicum 1 | 15 |
| EDUC 142 | Health and Physical Education in a Diverse Society | 15 |
| EDCURRIC 200 | Bio-physical Concepts in Physical Education | 15 |
| EDCURRIC 230 | Physical Education Nga Kakano | 15 |
| EDCURRIC 231 | Physical Education Practice 3 | 15 |
| EDCURRIC 233 | Youth Health Education | 15 |
| | Point Total | 120 |

Course Prescriptions

All of the following courses are compulsory.

EDPROFST 214 – Assessment for Learning and Teaching

| | |
|-----------------------------|---|
| Calendar Description | Assessment for learning, for teaching and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning. |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230 |

EDPROFST 203 – Teaching Health and Physical Education 1

| | |
|-----------------------------|--|
| Calendar Description | Integrates research, theory and practical experience to inform a developing pedagogy. Addresses such questions as: What knowledge, skills and attitudes are essential to teaching health and physical education? What does it mean to be a research-informed, inquiry-based practitioner? How is my teaching influenced by my personal beliefs, values and experiences? How do attitudes to difference and diversity influence learning? |
| Pre-requisites | EDPRAC 103 |
| Co-requisites | N/A |
| Restrictions | ACE 923.552, EDPROFST 201, 202, EDPROFM 201 |

EDPRAC 203 – Health and Physical Education Practicum 1

| | |
|-----------------------------|--|
| Calendar Description | Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Requires demonstration of developing pedagogical practice and addresses such questions as: Do I as a teacher practise responsibility and teach purposefully to establish and maintain professional relationships in complex environments? |
| Pre-requisites | EDPRAC 103 |
| Co-requisites | N/A |
| Restrictions | ACE 923.552, EDPRAC 201, 202, EDPRACM 201 |

EDUC 142 – Health and Physical Education in a Diverse Society

| | |
|-----------------------------|--|
| Calendar Description | Introduces students to thinking critically about Health and Physical Education. Examines discourses about health and physical activity from historical and sociological perspectives. Introduces diversity as it relates to educational opportunity in Health and Physical Education. Addresses such questions as: How are notions about health and physical education and difference constructed and supported? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.551 |

EDCURRIC 200 – Bio-physical Concepts in Physical Education

| | |
|-----------------------------|--|
| Calendar Description | Develops knowledge and understanding of exercise physiology and motor skill learning in the context of the teaching of Physical Education. Addresses such questions as: What role does physiology play during exercise? What physiological responses occur during, and as a result of exercise? What is the nature of skill learning? What theories inform our understanding of skill acquisition? |
| Pre-requisites | EDCURRIC 132, 133 |
| Co-requisites | N/A |
| Restrictions | ACE 923.653, 923.654 |

EDCURRIC 230 – Physical Education Nga Kakano

| | |
|-----------------------------|--|
| Calendar Description | Examines nga tikanga Maori in the physical education context. Addresses such questions as: How can teachers understand what it is to be Maori? What is the cultural significance of Maori movement forms and nga mahi a rehia (games and pastimes)? What is a culturally responsive pedagogy? Includes marae-based experiences where Maori values, traditions and beliefs are practised. |
| Pre-requisites | EDUC 142 |
| Co-requisites | N/A |
| Restrictions | ACE 923.560 |

EDCURRIC 231 – Physical Education Practice 3

| | |
|-----------------------------|---|
| Calendar Description | Further develops the knowledge, skills and dispositions relating to a practical knowledge base with emphasis being placed on integrating theory and practice. Involves practical learning and addresses such questions as: What knowledge is relevant to teach physical skills effectively, analyze the learning environment and the diverse needs of learners and provide appropriate feedback to assist learning? |
| Pre-requisites | At least 15 points from EDCURRIC 130, 131 |
| Co-requisites | N/A |
| Restrictions | ACE 923.557 |

EDCURRIC 233 – Youth Health Education

| | |
|-----------------------------|--|
| Calendar Description | Develops an understanding of adolescent health priorities in New Zealand and their influences on teaching and learning in schools. Addresses such questions as: Why is this subject important? What is the health status of adolescents in New Zealand? What content knowledge is relevant to teaching and learning in Health? |
| Pre-requisites | EDUC 142 |
| Co-requisites | N/A |
| Restrictions | ACE 923.558 |

Note:

Marae Experience (residential camp at Rawhiti, Northland) – Semester 1, 17th – 21st March 2014.

School Practicum – each Tuesday during Terms 1, 2 and 3.

School Practicum (four weeks school-based experience) - Semester 2, 1st – 26th September 2014.

Bachelor of Physical Education – Year Three

| Course No. | Course Title | Points |
|--------------|---|--------|
| EDPRAC 303 | Health and Physical Education Practicum 2 | 15 |
| EDPROFST 303 | Teaching Health and Physical Education 2 | 15 |
| EDCURRIC 232 | Physical Education Practice 4 | 15 |
| EDCURRIC 234 | Physical Activity and Health | 15 |
| EDCURRIC 235 | Senior School Health and Physical Education | 15 |
| EDCURRIC 236 | Teaching Outdoor Education | 15 |
| EDCURRIC 333 | Advanced Youth Health Education | 15 |
| | General Education Course | 15 |
| | Point Total | 120 |

Course Prescriptions

All of the following courses are compulsory.

EDPRAC 303 – Health and Physical Education Practicum 2

| | |
|-----------------------------|--|
| Calendar Description | Develops the knowledge, skills and attitudes associated with effective pedagogy in diverse health and physical education contexts. Requires demonstration of informed and ethical practice and addresses such questions as: Do I have the subject matter knowledge? Can I teach it effectively? Can I access the required knowledge? How do I assess student learning? |
| Pre-requisites | EDPRAC 203 |
| Co-requisites | N/A |
| Restrictions | ACE 923.660, EDPRAC 301, 302, EDPRACM 301 |

EDPROFST 303 – Teaching Health and Physical Education 2

| | |
|-----------------------------|--|
| Calendar Description | Examines the knowledge, skills and attitudes associated with effective pedagogical practice in health and physical education. Addresses such questions as: How can the diverse needs of students be addressed in physical education contexts? How can teachers structure quality learning opportunities? How are units and programmes planned using the curriculum, national guidelines and assessment requirements? |
| Pre-requisites | EDPROFST 203 |
| Co-requisites | N/A |
| Restrictions | ACE 923.652, EDPROFST 301, 302, EDPROFM 301 |

EDCURRIC 232 – Physical Education Practice 4

| | |
|-----------------------------|--|
| Calendar Description | Broadens the practical knowledge base of physical activities appropriate for inclusion in physical education. Emphasis is placed on practical learning about differing physical activity practices in our diverse society. Addresses such questions as: What is the place and range of possibilities of physical activity in contemporary society? How do different communities engage in physical activity? |
| Pre-requisites | At least 15 points from EDCURRIC 130, 131 |
| Co-requisites | N/A |
| Restrictions | ACE 923.655, 923.656 |

EDCURRIC 234 – Physical Activity and Health

| | |
|-----------------------------|---|
| Calendar Description | Examines human physiological responses to physical work and the research evidence linking health and physical activity. Addresses such questions as: What is the nature of work? How do humans respond and adapt to work? What activities promote adaptation to physical work? What is the veracity of the evidence linking physical activity and health? |
| Pre-requisites | At least 45 points from EDUC 142, EDCURRIC 132, 133, 135 |
| Co-requisites | N/A |
| Restrictions | ACE 923.653 |

EDCURRIC 235 – Senior School Health and Physical Education

| | |
|-----------------------------|---|
| Calendar Description | Examines and critically evaluates the Health and Physical Education curriculum and contemporary assessment and qualifications for years 10-13. Addresses such questions as: What knowledge, skills and attitudes are required to teach and assess year 10-13 students? What are the issues associated with the learning environments, teaching and assessment methods used by teachers at these levels? |
| Pre-requisites | At least 45 points from EDUC 142, EDCURRIC 132, 133, 135 |
| Co-requisites | N/A |
| Restrictions | ACE 923.658 |

EDCURRIC 236 – Teaching Outdoor Education

| | |
|-----------------------------|---|
| Calendar Description | Examines the role of outdoor education as an educational process in physical education contexts. Involves camping and other experiential learning to develop outdoor skills, knowledge, attitudes and behaviours for teaching outdoor education in schools. Addresses such questions as: How does pedagogy and programme design support safe, effective learning in the outdoors? What are the legal responsibilities for teaching outdoor education? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.651 |

EDCURRIC 333 – Advanced Youth Health Education

| | |
|-----------------------------|--|
| Calendar Description | Critically examines social determinants of adolescent health in New Zealand and analyses their relevance to the Health and Physical Education curriculum. Addresses such questions as: How is the health teacher's role determined by adolescent health issues? What pedagogical practices in health education address adolescent health status? |
| Pre-requisites | EDCURRIC 233 |
| Co-requisites | N/A |
| Restrictions | ACE 903.754 |

GENERAL EDUCATION COURSE

Please see the University of Auckland 2014 Calendar (pages 361 - 362) for details, including course options.

Note:

Outdoor Education Experience (residential camp at Piha, Auckland) - Semester 2, 25th – 29th August 2014.

School Practicum (four weeks school-based experience) - Semester 1, 5th – 30th May 2014.

School Practicum (two weeks school- or other-based experience) – Semester 2, 1st – 12th September 2014.

Bachelor of Physical Education – Year Four

| Course No. | Course Title | Points |
|--|--|--------|
| EDPRAC 403 | Advanced Health and Physical Education Practicum | 15 |
| EDUC 321 | Politics, Philosophy and Education | 15 |
| EDCURRIC 334 | Exercise and Physical Education | 15 |
| EDCURRIC 335 | Research Study in Physical Education | 15 |
| EDCURRIC 430 | Curriculum Issues in Health and Physical Education | 15 |
| EDCURRIC 431 | Physical Education Pedagogy | 15 |
| Plus 30 points from two option papers which in 2014 are: | | |
| EDCURRIC 237 | Recreation and Leisure | 15 |
| EDCURRIC 239 | Teaching and Coaching Sport | 15 |
| | Point Total | 120 |

Course Prescriptions

All of the following courses are compulsory.

EDPRAC 403 – Advanced Health and Physical Education Practicum

| | |
|-----------------------------|---|
| Calendar Description | Critically evaluates personal pedagogy to consolidate understanding and management of the learning and teaching processes. Requires demonstration of informed and ethical practice and addresses such questions as: How do I manage the complexity of teaching? |
| Pre-requisites | EDPRAC 303 |
| Co-requisites | N/A |
| Restrictions | ACE 923.760 |

EDUC 321 – Politics, Philosophy and Education

| | |
|-----------------------------|---|
| Calendar Description | Investigates the relationship between local, national and global politics, and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice. |
| Pre-requisites | EDUC 118 or EDUCM 118 |
| Co-requisites | N/A |
| Restrictions | ACE 903.702, EDUC 320, EDUCM 320 |

EDCURRIC 334 – Exercise and Physical Education

| | |
|-----------------------------|---|
| Calendar Description | Critically examines and applies knowledge about exercise practices in physical education contexts. Addresses such questions as: What evidence base supports current exercise principles? How can the diverse exercise needs of students be addressed in physical education contexts? What issues and dilemmas are associated with current exercise practices? What influences how exercise is programmed in a physical education context? |
| Pre-requisites | EDCURRIC 234 |
| Co-requisites | N/A |
| Restrictions | ACE 923.653 |

EDCURRIC 335 – Research Study in Health and Physical Education

| | |
|-----------------------------|--|
| Calendar Description | Examines research philosophy, approaches, and methods in education as a basis for informing professional practice in health and physical education. Addresses such questions as: How can teachers use research to inform their teaching? What represents quality research in educational settings? What issues influence the design and conduct of a research project? |
| Pre-requisites | At least 60 points from EDCURRIC 230 - 241, 333 - 337 |
| Co-requisites | N/A |
| Restrictions | ACE 923.761 |

EDCURRIC 430 – Curriculum Issues in Health and Physical Education

| | |
|-----------------------------|--|
| Calendar Description | Critically examines the construction of health and physical education in the curriculum. Addresses questions such as: What stands for health and physical education in the curriculum? What contemporary issues face health and physical education teachers? What factors influence how curriculum is constructed and experienced? |
| Pre-requisites | At least 60 points from EDCURRIC 230 – 241, 333 - 337 |
| Co-requisites | N/A |
| Restrictions | ACE 923.762 |

EDCURRIC 431 – Physical Education Pedagogy

| | |
|-----------------------------|---|
| Calendar Description | Examines the nature and characteristics of quality teaching in physical education. Addresses such questions as: What legal and ethical issues mediate professional practice? How can a focus on diversity help learners in physical education contexts? What teaching methodologies, management strategies and resources underpin quality practice in physical education? |
| Pre-requisites | EDPROFST 303 |
| Co-requisites | N/A |
| Restrictions | ACE 923.752 |

Students are required to complete 30 points from options in the fourth year of the programme. Options currently offered are indicated below.

EDCURRIC 237 – Recreation and Leisure

| | |
|-----------------------------|--|
| Calendar Description | Examines the nature of recreation and leisure in contemporary society. Addresses such questions as: How does leisure relate to concepts of lifestyle, work and play? What factors influence participation in recreation and leisure activities? How does one educate for leisure? Involves practical learning experiences. |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.664 |

EDCURRIC 239 – Teaching and Coaching Sport

| | |
|-----------------------------|--|
| Calendar Description | Examines principles and practices associated with teaching and coaching sport. Emphasis is given to practice in applied settings. Addresses such questions as: What is the role of the coach? How do coaches provide quality coaching and management of sports teams? What knowledge is relevant to coaching sport? How do coaches analyse the playing environment and needs of players? |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Restrictions | ACE 923.668 |

Note:

Outdoor Education Experience (residential camp at Tawharanui) - Semester 1, 19th – 21st March, 2014.

School Practicum (seven weeks school-based experience) - Semester 1, 16th June – 14th July 2014 and Semester 2, 21st July – 15th August 2014.

BPE SHAPE OF THE YEAR – 2014

| 2014 | | BPE1 | BPE2 | BPE3 | BPE4 |
|---------|-------|--|--|---|--|
| Week No | | | | | |
| 9 | 24/02 | Intro Day 27 th February | | | EDUCURRIC 431 Preparation 26 th and 27 th February |
| 10 | 03/03 | Sem 1 Lectures Begin | Sem 1 Lectures Begin | Sem 1 Lectures Begin | Sem 1 Lectures Begin |
| 11 | 10/03 | | Tues in Schools | | |
| 12 | 17/03 | EDCURRIC 130 - Camp 19 th – 21 st March | EDCURRIC 230 - Camp 17 th – 21 st March | | EDCURRIC 431 – Camp 19 th – 21 st March |
| 13 | 24/03 | | Tues in Schools | | |
| 14 | 31/03 | | Tues in Schools | | |
| 15 | 07/04 | | Tues in Schools | | |
| 16 | 14/04 | Study Week | Study Week | | |
| 17 | 21/04 | | FoED | BREAK | |
| 18 | 28/04 | | FOED | BREAK | |
| 19 | 05/05 | | Tues in Schools | | |
| 20 | 12/05 | | Tues in Schools | EDPRAC 303A | |
| 21 | 19/05 | | Tues in Schools | 5 th – 30 th May | |
| 22 | 26/05 | | Tues in Schools | | |
| 23 | 02/06 | | | | Study Break/Exams |
| 24 | 09/06 | | | | |
| 25 | 16/06 | Study Break/Exams | Study Break/Exams | Study Break/Exams | |
| 26 | 23/06 | | | | EDPRAC 403 |
| 27 | 30/06 | | | | 16 th June – 4 th July |
| 28 | 07/07 | Inter-semester Break | Inter-semester Break | Inter-semester Break | Inter-semester Break |
| 29 | 14/07 | | | | |
| 30 | 21/07 | Sem 2 Lectures Begin | Sem 2 Lectures Begin | Sem 2 Lectures Begin | |
| 31 | 28/07 | | Tues in Schools | | EDPRAC 403 contd. |
| 32 | 04/08 | | Tues in Schools | | 21 st July – 15 th August |
| 33 | 11/08 | | Tues in Schools | | |
| 34 | 18/08 | EDPRAC 103 | Tues in Schools | | |
| 35 | 25/08 | 18 th – 29 th Aug | Tues in Schools | EDCURRIC 236 - Camp 25 th – 29 th August | |
| 36 | 01/09 | | | EDPRAC 303 contd. | |
| 37 | 08/09 | | EDPRAC 203 | 1 st – 12 th September | |
| 38 | 15/09 | | 1 st – 26 th Sept | | |
| 39 | 22/09 | | | | |
| 40 | 29/09 | | FoED | BREAK | |
| 41 | 06/10 | | FoED | BREAK | |
| 42 | 13/10 | | Tues in Schools | | |
| 43 | 20/10 | | Tues in Schools | | |
| 44 | 27/10 | Study Break/Exams | Tues in Schools | | |
| 45 | 03/11 | | Study Break/Exams | Study Break/Exams | Study Break/Exams |
| 46 | 10/11 | | | | |
| 47 | 17/11 | | | | |
| 48 | 24/11 | | | | |
| 49 | 01/12 | | | | |
| 50 | 08/12 | | | | |
| 51 | 15/12 | | | | |
| 52 | 22/12 | | | | |
| 53 | 29/12 | | | | |

BPE4 Students please note:

The initial Wednesday and Thursday in Week 9 for EDUCURRIC 431 will be camp and powhiri preparation, followed by one extra class per week for weeks 1 and 2 for further camp preparation.

Practicum

Within this programme students will participate in a range of teaching experiences across the four years. It is expected that students experience a diverse range of teaching situations by choosing:

- High decile/low decile schools
- Co-ed/single sex schools
- Small/large schools
- State/integrated/private schools
- Multi-ethnic schools

In year one of the programme students participate in a practicum as part of EDPRAC 103 – The Professional Teacher HPE. The organisation for this will be done within the course work of this paper.

Recognition of Prior Learning

Previous study and/or experience can be recognised towards the Bachelor of Physical Education through point transfer and RPL point provisions. All inquiries should be addressed to the Student Services Manager, Education Student Centre.

Programme Administration

Course Information

Each course has a booklet that contains point value, description, learning outcomes, course organisation, lecture outline, assessment details and references. Students should familiarise themselves with course requirements, including lecture details and assignment due dates. Course booklets are available from the teaching staff conducting the course. Course prescriptions are available from the course lecturers.

Professional Guidance/Pastoral Care

BPE Programme Leader

The BPE Programme Leader is available by appointment to discuss student concerns that have not otherwise been resolved. (For further information on other Support Services, such as Counselling, please refer to the generic section of this handbook).

Academic Success Centre

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

The staff in this area and their roles are:

- Hilary van Uden, Student Learning Co-ordinator, N321, Extn 46316 and a team from the City Student Learning Centre on a daily basis, N329
- Jenni Bedford, Academic English Language Support, N323, Extn 48186
- Elaine Tasker, Speech Language Therapist, N324, Extn 48756
- TBA, Associate Dean Students, N325A, Extn 48739
- 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 will be able to work in groups.

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

Other support for students (and no less important):

- Rochai Taiaroa, Maori Student Support Co-ordinator, E7, Extn 46388
- Meryl Ulugia-Pua, Co-ordinator Pasifika Success (PS), N Block Level 2, Extn 48367
- Chris Moselen, Library Manager, Extn 48973
- Counsellors, Student Health Centre, R Block
- Rebekah Williams, Disability Services, Extn 48459

How you'll know what's available at the ASC

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

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.

| Nature of your query or concern: | Who to see: |
|--|---|
| Deferral, withdrawal, transfer from programme | Programme Leader – Mike Truman, (09) 623-8899 Extn 48666 |
| Difficulty with course content or expectations | Your lecturer/s Academic Success Centre |
| Early Childhood Centre | Epsom Campus Supervisor, (09) 630 0426 |
| Feeling at risk of failure/progress causing concern | Your lecturer/s, Student Learning Centre, Counsellors, Programme Leader, Course Directors, Associate Dean Students |
| Financial, Student Association etc. | ETTSA Inc, Budgeting Service, extn 48544 |
| Health/Medical | Epsom Campus Student Health Service, R Block extn 48526 |
| Personal, professional or confidential issues | Epsom Campus Counsellors: Robyn McGill extn 48634 |
| Qualification issues | Programme Leader – Mike Truman, (09) 623-8899 Extn 48666 |
| Recognition of Prior Academic Study (ROPAS) | Education Student Centre |
| Student Allowances/Loans | StudyLink, 0800-889900 |
| Support for Maori or Pasifika students | <ul style="list-style-type: none"> Te Korowai Atawhai / Maori Academic Support Service Student Study Space (Rm E4) Rochai Taiaroa (Rm E7), Extn 46388 – Maori Student Support Co-ordinator Meryl Ulugia-Pua (N block level 2) ext: 48367, Pasifika Success Co-ordinator |
| Timetable and programme of study. Fails, resits, all changes to your programme | Education Student Centre, A Block, ext 48200 - ask for the team responsible for your qualification. BPE Consultant – Helen Evans, extn 46428 |
| Academic Success Centre | Third floor of N Block |
| Disability Support | Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz |
| International Students | Dr John Hope, Associate Dean International, extn 87515 |
| Sylvia Ashton Warner Library | Epsom Campus – Phone: 09 6238886 Email: library@auckland.ac.nz . Please refer to the university website for hours. |

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 a programme head or nominee.

Assignment Cover Sheets

Students go on-line to generate their unique coversheet for each up-coming assignment at:

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

This link provides important information and FAQs about the service:

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

Attendance

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

Course Cut-Off Times

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

Deferment of Practical Component of a Course

Please refer to page 55 of the 2014 University of Auckland Calendar which states that:

'Where a student has been unable to complete the practical component of a course due to illness, injury or circumstances beyond their control, the result of the course will be deferred. In these circumstances the student will be required to complete assessment of the practical component as soon as practicably possible at a time deemed appropriate by the Head of Programme.

Extensions

Student requests for extensions should be made to the Course Director (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension.

Extensions will not be granted for **academic workload** reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Note compassionate reasons may include significant and unexpected pressures in a person's employment situation. Course Directors, (or nominee where applicable) can grant extensions for the shorter of:

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

Grading Scale

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

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

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

Example of a Grading System and descriptors relating to student attainment

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

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

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 students must complete “to the satisfaction of the examiners.” This means that students still need to hand in assignment work even if it is later than two calendar weeks after the deadline.

Referencing

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

Repeated Fails

A student who has twice enrolled in, but has failed to be credited with a pass in, a 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 on page 21 of the University of Auckland Calendar 2014).

In undergraduate programmes, a student who fails an EDPRAC course **once**, or a non-EDPRAC core course **twice**, must apply to the Programme Leader to repeat the course. If the 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.

Student appeals against Programme Leader decisions about re-enrolment must be made in writing to the Associate Dean Students within 10 days of the dated notification of the Programme Leader's 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 Programme Leader, and in consultation with the Head of School, a student who, at the end of the programme has failed no more than one non-practicum course with a D+ grade may be invited to submit to the Programme Leader a supplementary piece of work that addresses the areas of concern in the failed course. If the student meets the requirements of this supplementary work a grade of C- will be awarded.

At the discretion of the Programme Leader, a student who has narrowly failed to meet a small number of performance criteria for a practicum course may be invited, at no extra cost to the student, to complete additional placement of no more than 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 Programme 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 Programme Director/Programme Leader supports the application, the Course Director in consultation with the Head of School may either:

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

Student Concerns

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

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

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

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

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

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 BPE Programme Leader, 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.

POLICY

ASSESSMENT OF STUDENT LEARNING



Academic Integrity

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

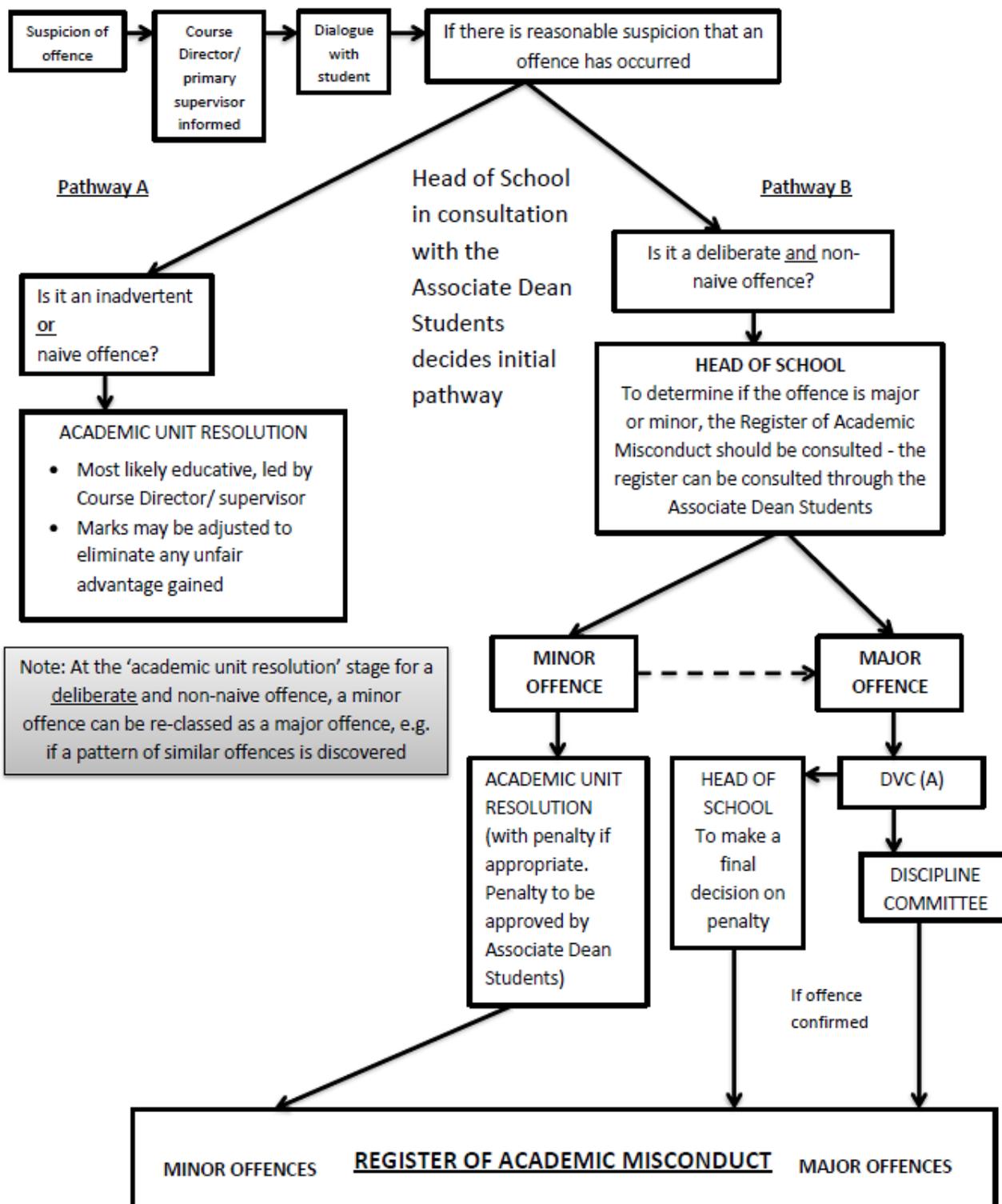
Academic Misconduct

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

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

Allegations of academic misconduct at the Faculty of Education shall be dealt with by the process on the following page:

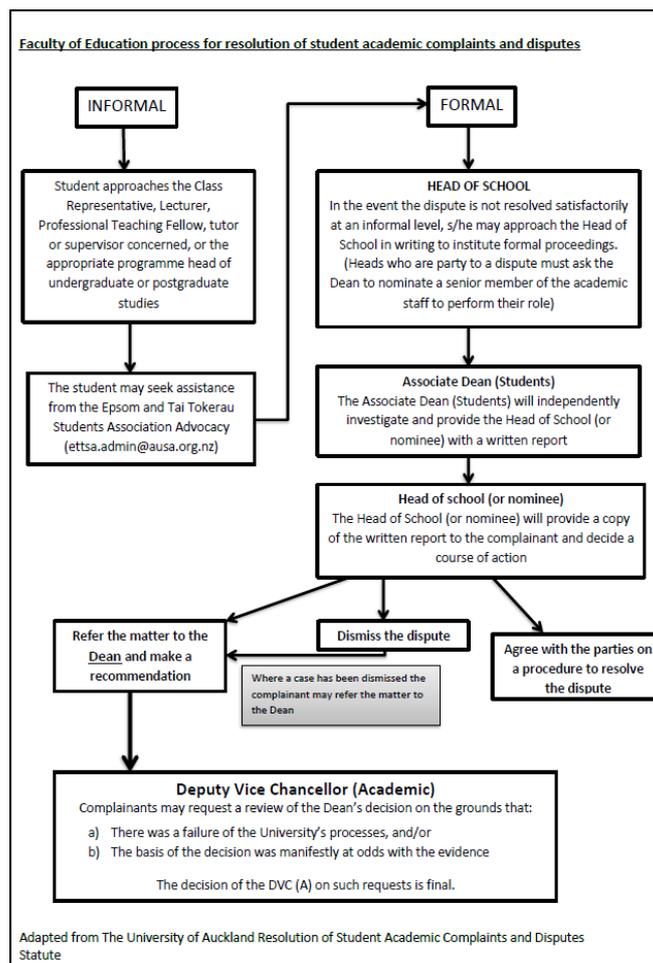
Faculty of Education Process for considering cases of alleged academic misconduct



Note: At the 'academic unit resolution' stage for a deliberate and non-naive offence, a minor offence can be re-classified as a major offence, e.g. if a pattern of similar offences is discovered

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

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



Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in *The University of Auckland Calendar Examination Regulation 11*.

Appeal of Marks

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

Conceded passes

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

Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. Specific dates at which deletions can occur can be obtained via the following link: www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html

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

DELNA (Diagnostic English Language Needs Assessment)

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

Only students who have completed the DELNA requirements will be permitted to complete EDPRAC 103.

For further information, please visit <http://www.delna.auckland.ac.nz/en.html>.

EC Mail

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

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

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

Group assessment

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

www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity

Partial Resits

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

Storage and Disposal of Student Work

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

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

Student Services Online (SSO)

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

www.studentservices.auckland.ac.nz/uaa

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

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

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

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

Fees advice

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

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

Graduation

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

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

Submission in Māori

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

Third party assistance

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

Unsatisfactory Progress

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

Professional Requirements and Conduct

Professional Ethics Related to Conduct and Research

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

Attendance

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

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

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

Lecturers are required to keep a record of students' attendance to comply with Ministry of Education audit requirements related to allowances and funding.

Levels of attendance/engagement inconsistent with New Zealand Teachers Council requirements will be reported to the Programme Director/Programme Leader for follow-up.

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. Students who are eligible to graduate will be sent an invitation to apply by the Graduation Office. Please keep your mailing address up to date in Student Services Online to ensure that you receive this information (<http://www.studentservices.auckland.ac.nz/uoa/>).

For further details about graduation go to:

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

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

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 Administrator in H201A.

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

Meetings with the BPE Programme Leader

Students wishing to see the BPE Programme Leader should contact Mike Truman directly by emailing m.truman@auckland.ac.nz to request a mutually convenient appointment time.

‘ON CALL’ Sessions in the Weekly Timetable

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

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

Library: Essentials for using the Sylvia Ashton-Warner Library

The Library lending policy is explained in detail at:

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

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <http://www.library.auckland.ac.nz/subjects/edu/eduinfoservices.htm>
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: <http://www.library.auckland.ac.nz/booking/>
- **Always** check your patron information on the Library Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your university email address (netid@aucklanduni.ac.nz)
- 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.

Programme Changes, Procedures, and Regulations

Change of Name

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

Change of Personal Details

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

Withdrawal from Courses

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the University of Auckland Calendar 2014 and Education Student Centre for details.

Resignation from Programme

You must discuss any intention to resign from the programme with the BPE Programme Leader.

Please collect the relevant forms from the Education Student Centre, then make an appointment to present the completed form to the BPE Programme Leader by emailing m.truman@auckland.ac.nz to arrange a mutually convenient appointment time.

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.

Please note: You have not officially resigned or deferred until your forms have been signed by the BPE Programme Leader or nominee.

Transfer between University of Auckland, Faculty of Education Programmes

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

- All such transfers shall be subject to the approval of both the Deputy Dean Teacher Education and Programme Director/Programme Leader responsible for the pathway from which transfer is sought and the Programme Director/Programme Leader responsible for the pathway into which transfer is sought.

- All requests for transfers will be considered on the basis of University of Auckland, Faculty of Education 'Credit Regulations' in consultation with the ROPAS Co-ordinator. Where programme components vary, full credit for already-completed courses may not be awarded.

An administration fee will apply. Please refer to University of Auckland Calendar 2014.

Transfer to Other Universities/Faculties of Education

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

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

Process

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

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

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

Teacher Registration

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

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

The Criteria for Registration of a Teacher

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

Is of Good Character

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

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

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

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

Is Fit to be a Teacher

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

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

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

Trustworthiness, to:

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

Honesty, to:

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

Reliability, to:

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

Sensitivity and compassion, to:

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

Respect for others, to:

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

Imagination, enthusiasm, and dedication, to:

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

Communication, to:

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

Physical and mental health, to:

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

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

For example:

- disobeying lawful and reasonable orders or instructions;
- being negligent, careless, or indolent in carrying out duties;
- misusing or failing to take proper care of property or equipment in his or her custody or charge;
- being absent from duty without valid excuse;
- engaging in sexual activity with a student;
- sexually harassing, verbally abusing, or assaulting colleagues, parents, or students.

Portfolios and New Zealand Teachers Council Graduating Teacher Standards (NZTCGTS)

The New Zealand Teachers Council mandated the Graduating Teacher Standards: Aotearoa New Zealand in 2007. Students need to meet these standards (page 6) by the completion of the programme and provide evidence of this requirement in a personal portfolio. Portfolio development will be wrapped around the practica. The portfolio will be developed during the year as part of a student's professional development journey.

Principles Underpinning Teacher Education Programmes and Related Outcomes

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

'CECIL' Information

WELCOME TO CECIL 7

Cecil is used to access information such as:

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

How do I logon?

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

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

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



NetID/UIP:

NetAccount Password:

Remember Me ([What's this?](#))

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

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

Cecil contact information is:

Cecil Service Desk Hours: Monday - Friday 8:30am - 5:00pm
Telephone: (09) 303-5959 E-mail: cecilhelp@auckland.ac.nz

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

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.**

Registration and other end-of-year procedures for graduating (fourth year) BPE students

Provisional Registration

The first job you need to do, as soon as the programme is completed, is to organise your Provisional Registration with New Zealand Teachers' Council.

You begin this process by downloading form TC1 from their website [www.teacherscouncil.govt.nz].

The form needs to be completed and this will take a bit of organisation. You *need a letter of completion (eligibility to graduate)* from the University before you can send your TC1 to the NZTC.

We do not issue this letter of *eligibility to graduate*. It must be obtained from **Student Records** in the **Clock Tower**, Princes Street, City Campus. You can request it as soon as your self-service online record [<https://studentservices.auckland.ac.nz/uo/>] shows that you are eligible to graduate once all of your final grades have been loaded which you can verify by checking your Unofficial Transcript via Student Services Online. Once your grades are finalised you can then apply for an Official Transcript. If specifically required you can then also apply for an Official Letter. Please refer to the following link for further information:
https://uo.custhelp.com/app/answers/detail/a_id/1366

The cost is \$30 for the first letter and \$10 for copies ordered in the same request. It is suggested that you get two copies – one for the Teachers Council and one for the school which employs you so that arrangements can be made to pay you and your starting salary can be established. You may want a third for TeachNZ if you happen to have a scholarship. [Please note: duplicate copies of the letter are cheaper at time of issue than going back later and re-ordering]. This letter can not be issued until the marks have been submitted and entered Student Records on the city campus. Our deadline for marks is at the end of the first week in December and results should be available on Student Services Online soon after.

Graduation is in fact next May. We have no role in this beyond clapping loudly when you go up on stage. The University Graduation office will send you information and it is up to you to respond. The *collective contract entitles you to a day or half day for graduation* [Please note: this is an employment entitlement for those on the collective contract, not a claim on the school's PD fund by the University].

Every year students don't make it to graduation because they either never receive the notices from Graduation Office or because they don't respond in time. **Please make sure that your MAILING address is updated via Student Services Online.** That increases your chances of receiving your course results as well as any information about graduation.