

# Trainee Handbook

## Primary

## Welcome to The Teachers' Institute



### Welcome from the CEO

Tēnā koe Future Teacher,

Congratulations on being part of the 2026 cohort of The Teachers' Institute Trainees. The class of 2026 will always be a special one, as this is the first year we're offering the Primary Post-Graduation Qualification to trainees.

Taking the first step toward becoming a teacher is truly commendable. I made the same decision 33 years ago, and it has been one of the most rewarding choices of my life. Teaching is a career filled with purpose, and the impact you will have on your students' lives makes every day worthwhile. I hope this year marks the beginning of a long, fulfilling, and impactful career for you. We are incredibly excited about our new programme. The extensive, research-based work by Dr. Nina Hood and the team over the last 24 months has resulted in a contemporary, rigorous, and relevant Post-Graduate Qualification. We are confident that you will be exceptionally well-prepared for the start of 2027 and your first year as a qualified teacher in Aotearoa, New Zealand.

Our team at The Teachers' Institute looks forward to working with you and getting to know you throughout this journey. We are here to support and assist you every step of the way.

Good luck! The year will fly by. Embrace your time as a full-time student while gaining valuable in-school experience.

With gratitude,

David Ferguson

**CEO, The Teachers' Institute**

## About The Teachers' Institute

The Teachers' Institute is a charitable trust dedicated to school-led teacher education and development in Aotearoa, New Zealand. Our mission is to support schools in providing exceptional teaching and learning experiences for all ākonga (learners).

We strive to increase the number and diversity of individuals entering the teaching profession by identifying and supporting those who may have never considered teaching as a career. Our goal is to help these individuals achieve registered teacher status.

We offer both in-person and online learning and development opportunities to foster the growth of these aspiring teachers, as well as current educators, ensuring they can deliver outstanding teaching.

Additionally, we are committed to growing a community of schools that share our vision and work collaboratively towards these objectives.

*“Our purpose is to support schools to ensure their ākonga (learners) have access to exceptional teaching and learning.”*

## Elaborated Graduate Outcomes

**Be classroom ready:** Critically understand and apply the theoretical knowledge within education and build the expertise required to evaluate and apply all the skills and procedures required to be an effective teacher at the secondary school level.

**Be adaptive experts:** Evaluate and adaptively apply a repertoire of routines, practices, and procedures that are underpinned by sound theoretical knowledge, understand why they are effective, and adapt approaches to meet the needs of secondary schools, classrooms and students.

**Be committed to growing their expertise:** Hold advanced technical or theoretical knowledge and relevant skills to critically evaluate practice and actively engage with research, professional learning, and practice development to build ongoing specialist knowledge and to continually improve, refine, and expand teaching practice at the secondary school level.

**Hold knowledge of and for education in Aotearoa, New Zealand:** Apply to all professional contexts as a secondary school teacher both a critical understanding of and commitment to Te Tiriti o Waitangi, te reo Māori, and tikanga Māori, as well as an appreciation of the importance of belonging and diversity in society.

**Recognise the role of the teacher in driving student learning:** Enact, drawing on a critical

understanding of the key principles of teaching at the secondary level, commitment to all students, and to the wider school and education communities, and multiple stakeholders that engage in and with these communities.

**Be valued members of the teaching profession:** Critically understand, apply, and uphold the ethical and professional standards of teaching and the integrity of the teaching profession, and advance the profession.

**Hold a global outlook:** Critically engage with and evaluate knowledge, innovations and ideas that are produced around the world, and where applicable evaluate and apply these in contexts of practice.

## General and Contact Information for The Teachers' Institute

**Physical Address:** Level 2, Textile Centre - 1 Kenwyn Street - the best entrance is off St Georges Bay Road, Parnell.

**Phone:** 0800 437 687

**Incorporation Name:** Auckland Schools Teacher Development Trust

**Trading Name:** The Teachers' Institute

**Incorporated As:** A Charitable Trust Board

**Charity Number:** CC61747

**PTE/ MoE Number:** 4409

**Important Note:** Please use our official name 'Auckland Schools Teacher Development Trust' when searching for The Teachers' Institute on StudyLink and other governmental websites.

## Our Community of Schools

School Name	School Location
<b>Beach Haven Primary School</b>	50 Tramway Road, Beach Haven, Auckland
<b>Belmont Intermediate</b>	10 Winscombe Street, Belmont, Auckland
<b>Buckland's Beach Intermediate</b>	247 Bucklands Beach Road, Bucklands Beach, Auckland
<b>Diocesan School for Girls</b>	Clyde Street, Epsom, Auckland
<b>Forrest Hill School</b>	50 Forrest Hill Road, Forrest Hill, Auckland
<b>Glenfield Intermediate</b>	138 Chivalry Road, Glenfield, Auckland
<b>King's School</b>	258 Remuera Road, Remuera, Auckland

<b>Liston College</b>	69 Rathgar Road, Henderson, Waitakere
<b>Manurewa West Primary School</b>	31 McKean Avenue, Manurewa, Auckland
<b>Marina View School</b>	97 Marina View Drive, West Harbour, Auckland
<b>Marist School</b>	14 Kitenui Avenue, Mount Albert, Auckland
<b>Meadowbank School</b>	68 Waiatarua Road, Remuera, Auckland
<b>Murrays Bay Intermediate</b>	37 Sunrise Avenue, Murrays Bay, Auckland
<b>Papatoetoe Central School</b>	317 Great South Road, Papatoetoe, Auckland
<b>Peninsula Primary School</b>	22 Waipani Road, Te Atatū Peninsula, Auckland
<b>Ponsonby Intermediate</b>	50 Clarence Street, Ponsonby, Auckland
<b>Remuera Intermediate</b>	Ascot Avenue, Remuera, Auckland
<b>Sacred Heart College</b>	250 West Tamaki Road, Glendowie, Auckland
<b>St Kentigern Boys' School</b>	82 Shore Road, Remuera, Auckland
<b>St Kentigern Girls' School</b>	82 Shore Road, Remuera, Auckland
<b>Stonefields School</b>	81 Tihi Street, Stonefields, Auckland
<b>Summerland Primary</b>	62 Summerland Drive, Henderson, Auckland
<b>Sylvia Park School</b>	3 Longford Street, Mount Wellington, Auckland
<b>Takapuna Primary School</b>	23 Auburn Street, Takapuna, Auckland
<b>Te Atatū Intermediate</b>	8 Harbour View Road, Te Atatū Peninsula, Auckland
<b>Three Kings School</b>	944 Mount Eden Road, Three Kings, Auckland
<b>Tirimoana School</b>	34 Kokiri Street, Waitakere, Te Atatu South, Auckland
<b>Wairau Intermediate</b>	113 Becroft Drive, Forrest Hill, Auckland

## Our Team

### Executive Team

Name	Title
<b>David Ferguson</b>	Chief Executive Officer
<b>Dr Nina Hood/Dr John Etty</b>	Academic Directors
<b>Casey Taylor</b>	Director of Operations

### Academic Team

Name	Title	Contact Email
<b>Sarah Taylor</b>	Primary Programme Director	sarah@teachersinstitute.org.nz
<b>Dann Finlayson</b>	Primary Teaching Fellow	dann@teachersinstitute.org.nz
<b>Joann Beven</b>	Primary Teaching Fellow	jo@teachersinstitute.org.nz

### Support Staff

Name	Title	Contact Email
<b>Anita Lam-Stevoska</b>	Head of Admissions	anita@teachersinstitute.org.nz
<b>Cherilynn Buckingham</b>	Student Placement & Academic Services Coordinator	cherilynn@teachersinstitute.org.nz
<b>Carolyn Lawson</b>	Office Manager/Executive Assistant	carolyn@teachersinstitute.org.nz
<b>Nicole Pollard</b>	Marketing, Communications, Events	nicole@teachersinstitute.org.nz

## Our Campus

During 2026 our Campus will be located at Level 2, Textile Centre, 7-11 Kenwyn Street Parnell. The best entrance is directly off St Georges Bay Road. Our campus is in a prime spot, close to public transport and Parnell.

We have a large teaching space where everyone can gather and learn together. Additionally, there are breakout rooms for group discussions and learning.

## Public Transport and Parking

There are plenty of public transport options to get to our campus. We're conveniently just a short 5 minute walk from the Strand train station and a 25 minute walk from Waitematā train station. Plus, there are various bus routes nearby that cover different areas of Auckland. There are also plenty of parking options in the surrounding areas, including services like [Parkable](#). As you get to know one another, we encourage you to carpool together if you're coming via car.

## Printing and Internet

Internet access is available during your time on Campus.

Unfortunately, there won't be any printing facilities available for trainees. Please discuss any printing needs with your home school and reach out to our team if you have any difficulty accessing a printer.

## Emergency Procedures and Evacuation Plan

If there is an emergency on Campus, please follow the instructions on the evacuation plan copied below, which is also available in various locations around Campus.

### If you discover a fire:

- Activate the nearest fire alarm.
- Phone fire and emergency NZ - Dial 111. You may require an outside line. Give building details.
- Firefighting equipment is located in the building. Use only if you are trained to do so.

### If the fire alarm sounds:

- Evacuate the building - follow Fire Exit signs.
- If you need help to evacuate, wait for your assistant at the nearest exit.
- Do not run.
- Do not use the lifts.
- Proceed to the assembly area (footpath on St Georges Bay Road) and remain until all clear is given.

## First Aid

**Emergency Contacts:** Dial 111 for urgent medical assistance or emergencies.

**On-site First Aid Officer:** Office Manager

### Closest Hospitals to Campus:

Auckland City Hospital 2 Park Road, Grafton. Phone: (09) 367 0000

White Cross Ascot 24/7, 90 Greenlane East, Remuera. Phone: (09) 520 9555.

One Health Urgent Care, 122 Remuera Road, Remuera. Phone: (09) 522 2800.

#### **Closest Defibrillator to Campus:**

There are several located within the building, including **The Icehouse** - Inside the main doors on **Level 4**.

**First Aid Kits:** First Aid Kits are available on Campus during workshops and Block Courses. They are located in the kitchen, at the bottom of the pantry. Please familiarise yourself with their location.

#### **Reporting Incidents:**

In the event of an injury or incident:

1. Seek immediate assistance from the onsite First Aid Officer (Office Manager).
2. Report the incident to the Office Manager and fill out the [Incident/Hazard Report Form](#), also available from the Office Manager.

#### **Campus Safety**

The Teachers' Institute strives to always maintain a safe campus. If you notice any potential hazards, please alert the Office Manager immediately.

Please be conscious of your own health needs and allergies. Please ensure our Student Services Manager and Selection and Enrolment Manager are aware so we can provide assistance and support as needed. Your privacy is really important to us, and we will keep the information you share confidential.

If you or a fellow trainee are feeling unwell or need support, please reach out to the Student Services Manager or Office Manager so they can provide assistance.

#### **Facilities**

We've got kitchen facilities and a trainee breakout space available on Campus for your convenience during lunch breaks. During most workshop sessions tea and coffee will be available in the kitchen.

Please help us to keep the kitchen tidy and remember to take any food and drink away with you at the end of each workshop or block course.

We highly recommend bringing your own water bottle and reusable coffee mug for use during workshop days and block courses.

## Lost Property

If you have lost an item at our Campus, please visit the reception desk to see if it has been found and handed in or email [admin@teachersinstitute.org.nz](mailto:admin@teachersinstitute.org.nz) outside of standard work hours.



## Programme Information

This section provides a general overview of the programme.

### Programme Information

The following information is relevant for trainees completing the Primary, School-Based Initial Teacher Education (ITE) programme with The Teachers' Institute.

## Primary Shape of the Year 2026

Term: Date Week		MON	TUE	WED	THU	FRI	Assessment Due Dates								
1:1	12.1	Block Course 1					LE	M	CSL	WC	TR	CIA			
1:2	19.1	Workshop 1	Workshop 2	Home school											
1:3	26.1	Akld Ann	Home school												
1:4	2.2	Homeschool				Waitangi									
1:5	9.2	Workshop 3	Workshop 4	Home school											
1:6	16.2	Home School	Workshop 5	Workshop 6	Home School										
1:7	23.2	Workshop 7	Workshop 8	Home School											
1:8	2.3	Workshop 9	Workshop 10	Home school								1			
1:9	9.3	Workshop 11	Workshop 12	Home school											
1:10	16.3	Literacy Week 9:00-10:30 Year 1 or 2 class 11:00 - 3:00 - TTI			Literacy Week 9:00 - 10:30 Year 1 or 2 class 11:00 - 3:00 Home School										
1:11	23.3	Workshop 13	Workshop 14	Home school											
1:12	30.3	Home school				EASTER FRIDAY	1								
HOLIDAY															
2:1	20.4	Workshop 15	Workshop 16	Home school											
2:2	27.4	ANZAC	Workshop 17	Home school											
2:3	4.5	Workshop 18	Workshop 19	Home school											
2:4	11.5	Workshop 20	Workshop 21	Home school								1			
2:5	18.5	Workshop 22	Workshop 23	Home school					1						
2:6	25.5	Away Practicum 1													
2:7	1.6	King's birthday	Away Practicum 1												
2:8	8.6	Away Practicum 1													
2:9	15.6	Away Practicum 1													
2:10	22.6	Block Course 2					2As2s.								
2:11	29.6	Home school						2							

HOLIDAY									
3:1	20.7	Block Course 3			2		Ass.2	1 Ass.2	
3:2	27.7	Home school					1		
3:3	3.8	Home school							
3:4	10.8	Home school							
3:5	17.8	Home school							
3:6	24.8	Home School				3			
3:7	31.8	Away Practicum 2							
3:8	7.9	Away Practicum 2							
3:9	14.9	Away Practicum 2			3		2	2	
3:10	21.9	Workshop 24	Workshop 25	Home school		Ass.1	Ass.2	Ass.3	Ass.3
HOLIDAY									
4	12.10	Workshop 26	Home school			Ass.2	Ass.3		
	19.10	Home school				3		3	
	26.10	Labour wknd	Home school						
	2.11	Workshop 27	Home school			4	4	4	4
	9.11	Workshop 28	Home school						2
	16.11	Workshop 29	Home school						
	23.11	Workshop 30	Home school						
	30.11	CIA week							1

## Courses and Instructional Design

Throughout the year, you will complete 6 for-credit courses.

Course	Description
<b>PSB801: Teaching Literacy and English (30 Points)</b>	Critically engage with the research on the science of learning and reading, as well as effective literacy and English instruction, and apply this research to support the implementation of effective curriculum design and pedagogical practice in Phases 1 to 3. Students will also be supported to reflect on and evaluate the effectiveness of their practice with reference to the research literature.
<b>PSB802: Teaching Mathematics (15 Points)</b>	Critically engage with the research on curriculum design in mathematics, the Science of Learning and effective mathematics instruction, and practice implementing and evaluating the impact of effective pedagogical practices and assessment in mathematics.
<b>PSB803: Creating a Supportive Learning Environment (25 Points)</b>	Critically engage with the research literature on relational practice, culturally sustaining pedagogies, classroom management, neurodiversity, metacognition, self-regulation and upholding Te Tiriti o Waitangi partnership in Aotearoa New Zealand and apply and evaluate practices for creating supportive environments for students, whānau, colleagues and other stakeholders, which uphold high expectations for all and maximise opportunities to learn.
<b>PSB804: Teaching The Wider Curriculum (20 Points)</b>	Explore the other curriculum areas (Science, Social Sciences, ANZH, The Arts, Physical Education and Health and Technology) and critically engage with the research on the science of learning and effective pedagogies, to be able to plan and integrate teaching and learning of the wider curriculum in authentic and purposeful ways to maximise learning and time.

<b>PSB805: Te Reo, Tikanga Māori, Te Ao Māori (10 Points)</b>	Engage with the literature and practical sessions in order to develop an individual journey of progress and advancement in the areas of te reo Māori, tikanga Māori and te ao Māori, and explore how their developing knowledge is applied in school settings.
<b>PSB806: Final Culminating Integrative Assessment (15 Points)</b>	This assessment requires you to plan a multi-week unit focused on Aotearoa New Zealand Histories that brings together your professional learning and teaching practice knowledge, and to give an oral presentation explaining what you have planned and justifying your design decisions, drawing on both your professional expertise and research literature.

## Home School

Your home school will be the heart of your in-school experience throughout the year, and this is where you'll spend most of your time learning and growing.

You will have one mentor teacher and be assigned to their class. Our programme is designed to provide you with significant in-school opportunities to observe, practice, and teach, with support from your home school colleagues, other schools, your cohort, and the The Teachers' Institute team. You'll also have the chance to observe and spend time in various other classes.

Being involved in all aspects of school life, including professional learning days, teacher-only days, duties, parent-teacher interviews, and co-curricular activities, is expected and will help you gain a well-rounded experience. The assessments you complete are designed to integrate and complement your in-school experience, including significant reflection, feedback, and the application of theory and practice.

This programme was developed based on feedback from schools to ensure that your hands-on experience is central to your training. Your journey will be filled with opportunities to learn, practice, and teach, all while being a valued member of your school community.

Your first point of contact for any questions, queries or issues you have relating to the above is your Teaching Fellow.

## Workshops

During the school year, you'll be released from your home school for one or two days each week (according to the programme calendar) to attend mandatory workshops at our Epsom campus. These full-day workshops (9am - 3 pm) are designed to help you gradually build your knowledge and skills. Plus, there are two week-long block courses spread out over the year.

These workshops give you ongoing opportunities to reflect on your practice, build your knowledge, and sharpen your skills. You'll get to practise teaching techniques in a controlled environment, apply what you've learned in real classrooms, and review your progress. Some sessions will also focus on assessments, teaching best practices, and preparing you for your away practicum. These workshops are essential in your journey, providing you with the tools and support to become an exceptional teacher, and as such the expectation is that you attend all workshops. You will be required to check in at each workshop, and make up the learning for any part of a workshop that you are unable to attend.

Most of the workshops will be taught by The Teachers' Institute staff. Throughout the year, we'll have workshops run by external experts, as well as sessions where teachers and leaders from our network of schools share their knowledge and expertise.

Your first point of contact for any questions, queries or issues you have relating to the above, including if you are unable to attend any part of a workshop, is your Teaching Fellow.

## Away School Practicum

As part of the programme, and as a Teaching Council requirement for registration as a teacher, you will need to complete 40 days of professional experience at a different school, known as your "away practicum." This experience is a compulsory component of your qualification. Your away practicum will be in a school that is substantially different to your home school, and you will agree this with your mentor, and Teaching Fellow, depending on your specific learning needs. During enrolment, we asked for your preferences regarding away schools, but this cannot be guaranteed, and depends on the capacity of each away school to host you. As such, you may be required to travel.

Attendance requirements at the away school are the same as for your home school, and depend on the timings of the school day of the away school. You are likely to be required to attend at a minimum from 8:30am - 3:15pm each day.

In weeks 7-10, Term 2, you will have your first away practicum. This is an opportunity early in the programme to experience a new school environment. You will mainly observe, but will also have

opportunities to teach specific elements.

Your second away practicum will take place in weeks 7-9 in Term 3. By then, you will have built a solid foundation of knowledge and skills. You will apply this in a new school context, teaching a significant part of the school day with your mentor, either teaching whole-class or small group lessons.

Your main contact during these practicums will be your Associate Teacher and the School Coordinator at your away school. They will ensure you have all the necessary information, such as your timetable and school expectations. They will also orient you to the school and introduce you to the staff.

During your away practicum, you will be observed by both your Associate Teacher and also a member of The Teachers' Institute staff.

Your first point of contact for any questions, queries or issues you have relating to the above is your mentor/associate teacher and your Teaching Fellow.

## Mentors

Each trainee at The Teachers' Institute will have a dedicated mentor (or mentors) to guide them throughout their journey. These mentors hold a full practising teacher certificate, are experienced and qualified, and will spend at least one hour per week specifically meeting with you. Your mentor will support you by inviting you into their classes, providing opportunities to develop your teaching practice, and helping you navigate the school's systems and processes. You'll receive ongoing guidance and feedback throughout the year, including through teaching observations and video analysis, ensuring you feel confident and prepared.

Your mentor will also participate in preparation meetings and workshops led by The Teachers' Institute to ensure they are fully aligned with the programme and clear about their role in supporting you.

## Email

During the year, we'll send you important emails and updates about your studies. You can choose to use a The Teachers' Institute email address or give us your personal email address. This email will be how The Teachers' Institute contacts you and will be linked to the services you'll use, like the library services and Learning Management System (Canvas). If you change your email address during the year, make sure to let us know so we can update our records.

Access to your The Teachers' Institute email address will be discontinued at the end of your

enrollment with The Teachers' Institute.

### Access to a device

You'll need to bring your own device (BYOD) to support your learning. This means you can use your personal laptop or tablet to access a variety of programme-related applications and platforms.

Almost any desktop, laptop, or tablet will work for accessing our learning platforms, including Canvas. We recommend using a laptop for both our workshops and your time at your home school.

Before you connect your device to The Teachers' Institute or your home school's network, make sure it's up to date. This means having the latest operating system, antivirus software, internet browsers, and all the necessary updates installed on your laptop or tablet. Keeping your device updated will help ensure a smooth connection and protect your data.

### IT Support

If you need help connecting your device to our WiFi or accessing programme-related applications, just reach out to us on campus or you can email [admissions@teachersinstitute.org.nz](mailto:admissions@teachersinstitute.org.nz).

Please note that our staff cannot help with hardware issues or repairs on personal devices.

## Assessment

A central element of this programme is that all assignments require you to draw on your experiences in your home and away schools, and to reflect on and be critical about your practice as you develop as a teacher. This is different from many other initial teacher education programmes in Aotearoa, New Zealand and around the world, and is designed to ensure you are ready for employment as a registered teacher by the end of the programme.

### General Information

All your assessments are competency-based, meaning you'll get a "competent/pass" or "not yet competent/fail" grade. To complete the programme successfully, you must pass every assessment in every course. All the details, including instructions and marking schedules, are available on Canvas.

You are allowed limited opportunities to resubmit if you fail an assessment, but you must pass all of them by the end of the programme in order to be awarded the qualification and to register as a teacher.

## Submission

The dates for submitting assessments are flexible. You can complete and submit an assessment when you, your mentor, and The Teachers' Institute staff think you're ready. However, each assessment has a final submission date, so make sure to submit by then.

All assessments, apart from the Observation Assessments in PSB 801, PSB 802, PSB 803, PSB 804, PSB 805, and the Final Culminating Assessment (PSB 806), are submitted via Canvas.

The Observation Assessments are completed across the whole year. You can track your progress through an online portal. The final culminating assessment is an oral presentation, which will take place during the last week of November.

## Extensions

If you need more time for an assessment, you can request an extension before the final due date. Get approval from the Programme Director in writing before the due date. Usually, extensions are for 10 working days.

## Results

You'll receive your grades and feedback for all assessments through Canvas.

## Appeals

If you disagree with an assessment outcome, you can appeal in writing within 7 or 14 days (depending on the type of assessment). Write to/ email the Programme Director to start the appeal process. Appeals will be considered in line with the relevant Teachers' Institute Policy.

## Resubmissions

If you do not pass an assessment, you will have one opportunity to resubmit. This is contingent on having actively engaged with the course and having made a genuine initial attempt to meet the pass criteria. The Programme Director or Teaching Fellow will provide further details about the resubmission process.

## Academic Misconduct

When submitting assessments, you'll sign a declaration confirming the work is yours and hasn't been submitted for credit before, such as to another provider with whom you have previously been enrolled. You'll get information on how to ensure your work is authentic and properly cited to avoid plagiarism. Misuse of AI will also be considered misconduct and managed according to Trainee Discipline Policies.

## Academic Resources

You'll have access to a variety of academic resources to support your learning.

### Canvas

Canvas is our Learning Management System (LMS) where you can find all programme information, course descriptions, assessment details, workshop schedules, reading lists, and more. You'll also submit most assessments through Canvas.

### Teaching and Learning Resources

You will have access to the following resources, either in hard copy or via Canvas:

- Foundations: A book of teaching principles and practices.
- Supporting Information: Online materials on Canvas with research-based information on teaching topics, expected to be read before workshops.
- Readings: Academic readings related to workshops and supporting information to help with assessments. There are a number of resources that you will have access to throughout the programme to support your learning.

### Library Resources

In addition to the teaching and learning resources, you will also have access to several online databases.

Perlego: Access to a wide range of ebooks with reading lists linked to courses and workshops.

JSTOR: Access to educational journals.

EPIC National Library Database: Access through your schools to books, archives, and journals.

### Attendances and Absences

Our programme is designed to help you reflect on and improve your teaching practice. To achieve this, it's important for you to spend time outside of school with the teaching team, subject leads, and your peers. That's why workshops and block courses are a key part of the programme and are compulsory for everyone.

We understand that sometimes life happens—whether it's sickness, family responsibilities, or unexpected events. While we aim for everyone to attend all learning events, you need to maintain an attendance level of 85% or higher for all required activities to successfully complete the programme. This includes workshops, block courses, and any other events that The Teachers' Institute asks you to attend.

## Attendance

Being present for the full event is crucial. Non-attendance includes being absent for all or part of the event, arriving late, or leaving early, without prior notification and written acknowledgement from the Programme Director.

## Notifications

We'll let you know the details of all compulsory events (date, time, venue, etc.) well in advance. You will be asked to check-in for all learning events using an app. If you do not check in, you will be recorded as Absent.

## Leave Requests

If you can't attend any part of a compulsory or non-compulsory event, you must notify The Teachers' Institute by emailing your Teaching Fellow or using the [Absence Notifications & Leave Requests Form](#) (this is also available on Canvas). You'll need to make up for any missed learning and practicum hours.

Workshops, Block Courses, Workshops and Practicums are all compulsory learning events.

## Home School Expectations

You must also meet the attendance expectations of your home school. If your home school reports that you are not meeting these expectations, The Teachers' Institute may take action according to the Trainee Complaints and Discipline Policy.

If your home school considers that you are not meeting their expectations they can choose not to continue supporting you, and this will mean you are withdrawn from the programme.

## No Alternative Pathways

There are no alternative exit pathways for students who don't meet academic or professional experience outcomes.

## Programme Withdrawals

You can withdraw from the programme up to eight working days after the official start date by submitting a written request for early withdrawal.

If there are ongoing issues such as unsatisfactory attendance, behavioural problems, complaints from your home or away practicum school, or you are not making satisfactory academic progress, The Teachers' Institute may withdraw you from the programme at any time.

You can also make a written request to the Academic Director for late withdrawal if needed.

## Term Breaks and Weekends

You will not be required to attend compulsory learning events during school holidays or at weekends.

## Graduation

We'll be hosting a graduation ceremony and celebration for you to mark the completion of our programme with your friends and whānau after the end of the Programme. More details, including the date, time and venue, will be shared closer to the event.

## Teacher Registration

You can apply to the Teaching Council for registration as a teacher as soon as you have graduated (or are eligible to graduate) from our programme. You can find more information on how to register online as a teacher on the Teaching Council website.

## Employment

In most cases, we hope you'll be hired by your home school once you graduate from the programme, if there's a suitable position available. This is at the discretion of the home school, and The Teachers' Institute cannot guarantee that such a role will be available.

If your home school does not offer you a position after the programme, our team can offer guidance on finding employment in another school in the The Teachers' Institute community or link you to employment and career support services.



## General Information

This section provides a general overview of aspects of the programme and The Teachers' Institute.

### General Information

#### Dress Code

Most schools prefer teachers and teacher trainees to dress in professional or business attire so check the dress code with your school. The dress code may differ between your home school and away schools.

#### Footwear

Choose comfortable and functional shoes, as you'll be on your feet a lot and moving around between classrooms. Uncomfortable shoes or heels can leave you with sore feet by the end of the day, and your home and away schools may have expectations regarding footwear.

## School Events

For events like parent-teacher interviews, pōwhiri, prize-giving, and some assemblies, schools usually expect you to wear a blazer or suit jacket, dress pants, and a tie. Note that for events taking place on a marae, such as pōwhiri, whakatau mihi, or other more informal occasions, it is expected that female attendees will wear clothing below knee-level, and you will be required to remove your shoes.

## Workshops and Block Courses

Please dress as you would at your home school or smart casual for the Workshops and Block Courses.

## Course Fees

Your course fees are a total of \$11,430 per trainee. This is made up of payments by:  
School Onsite Training Programme funding (SOTP): \$7,430 (this is paid for by the Ministry of Education).  
School trainee course fee contribution: \$4,000 - (this is paid for by your home school).

As a Teachers' Institute trainee, you will receive a stipend payment of \$12,500. The stipend is paid as 2 x 50% payments. The first payment will be made to you on the 26th February 2026 and the second payment will be made on the 31st August 2026. To ensure your payment is processed swiftly on these dates, please ensure you have provided up to date bank details. If these need to be updated at any time, please let us know.

## Trainee Services

### Student ID Card

Once you receive a confirmation of your enrolment, you will be sent a link to an Enrolment Form, which will prompt you to upload a photo for your student ID card. You will receive your physical Student ID Card during the block course at the start of Term 1. You will also have access to a digital StudentID if you download the StudentCard app. You can use your Student ID Card to get discounted travel on certain bus, ferry and train services as well as a range of businesses. You can find the full list of StudentCard discount partners on the [StudentCard](#) website.

## Trainee Support Services

Our Trainee Support Services are managed by our Director of Operations. They are here to make your experience at The Teachers' Institute the best it can be, assisting with your academic, career, and personal needs. Our team can assist with referring you to the right support services for learning and disability support, health and mental health support, hardship assistance, and

provide guidance if you need to withdraw from the programme. Additionally, they offer pathways to career counselling and job search help.

The Teachers' Institute Support Team also manages trainee feedback, conduct, conflict resolution, and ensures your voice is heard through the Student Advisory Board (SAB).

You can contact our Director of Operations: Casey Taylor by emailing [casey@teachersinstitute.org.nz](mailto:casey@teachersinstitute.org.nz)

### **Trainee Code of Conduct**

When you accept a place on our programme, you are required to agree to our Trainee Code of Conduct. You can find the link to this in the policies section of the Trainee Handbook.

This policy outlines the expected standards of behaviour for everyone at The Teachers' Institute. It also provides the steps for handling any complaints about trainee misconduct, harassment, etc., ensuring that everyone knows the procedures for initiating, investigating, and resolving issues.

### **Student Feedback and Complaints**

We hope you find your time at The Teachers' Institute enjoyable and rewarding. If you're unhappy about something, we aim to sort out any concerns as quickly as possible.

We value your feedback and suggestions about your experiences. Throughout the programme, you'll have the chance to provide feedback through anonymous surveys on things like admissions, administration, homeschool and away school practicum, the academic team, and our programme.

We encourage you to participate in these surveys and raise any concerns about your rights as a trainee, or if the teaching standards or services don't meet your expectations.

Please also feel free to provide feedback positive things about the programme, staff, or other trainees too. Any changes made based on your feedback will be reported back to you through the Student Advisory Board (SAB).

You can also submit feedback using the [Trainee Feedback Form](#). If you submit a written complaint, you'll receive an acknowledgement within five working days, along with an estimated response time.

All complaints are handled according to Teachers' Institute Policies and Procedures.

## Statement on Student Rights in New Zealand

In New Zealand, tertiary students have certain rights and entitlements to ensure a fair and supportive learning environment. While these rights may be subject to specific institutional policies, the following outlines general rights commonly afforded to tertiary students in New Zealand:

### **1. Right to Access Education**

Students have the right to access quality education without discrimination based on race, gender, age, disability, sexual orientation, or any other protected characteristic.

### **2. Right to a Safe and Inclusive Environment**

Students have the right to learn in an environment free from harassment, bullying, and discrimination.

### **3. Right to Information**

Students have the right to receive accurate and timely information about courses, programs, fees, and any changes affecting their academic journey.

### **4. Right to Privacy**

Students have the right to privacy regarding their personal information, academic records, and other confidential data in accordance with privacy laws.

### **5. Right to Freedom of Expression**

Students have the right to express their views and opinions within the bounds of respectful and lawful discourse.

### **6. Right to Appeal and Complaints**

Students have the right to appeal academic or disciplinary decisions and to make complaints about any unfair treatment or academic concerns.

### **7. Right to Representation**

Students have the right to be represented in academic and disciplinary matters, including the right to bring a support person to meetings.

### **8. Right to Academic Integrity**

Students have the right to be assessed fairly, and institutions must uphold academic integrity standards, ensuring that students are not unfairly advantaged or disadvantaged.

### **9. Right to Accommodations for Disabilities**

Students with disabilities have the right to reasonable accommodations to ensure they can participate fully in academic and extracurricular activities.

### **10. Right to Fair Assessment**

Students have the right to fair and transparent assessment processes, including clear grading criteria and timely feedback.

## **11. Right to Timely and Accessible Support Services**

Students have the right to access support services, including counselling, academic advising, and health services, in a timely and accessible manner.

## **12. Right to Student Representation**

Students often have the right to be represented by student associations or unions, advocating for their interests on campus.

## **13. Right to Cultural Respect**

Students have the right to be treated with cultural respect, acknowledging and valuing diverse cultural backgrounds.

These rights are foundational to the tertiary education experience in New Zealand. It's important for students to familiarise themselves with specific policies and procedures at their respective institutions to ensure a clear understanding of their rights and responsibilities.

## **Student Advisory Board**

The Student Advisory Board (SAB) serves as a representative and consultative body, embodying the diverse voices and perspectives of the student community. With a focus on enhancing communication, the board reviews and provides constructive feedback on proposed policies, programmes, and services, aiming to address student concerns and improve the overall student experience.

There will be further engagement about the establishment of the Student Advisory Board in March 2026. You can read the full Student Advisory Board Terms of Reference [here](#).

## **Health and Safety**

### **Student Wellbeing**

At The Teachers' Institute, we're committed to creating an environment that supports the holistic well-being of our diverse adult learners, including Māori, Pasifika, Rainbow and Disability communities. We're focused on listening to our trainees and adapting our teaching and support services based on their feedback.

Our goal is to ensure our trainees have the necessary tools and knowledge to thrive in their learning journey. For more information, please see our [Student Wellbeing Policy](#).

If you have any feedback, questions or support needs, please contact our Director of Operations, Casey Taylor [casey@teachersinstitute.org.nz](mailto:casey@teachersinstitute.org.nz) to discuss.

## Accessibility and Learning Support

At The Teachers' Institute, we are committed to providing an inclusive learning environment for all our trainees. We recognise that each learner has unique needs, and our goal is to ensure that everyone has the support necessary to succeed in their studies.

### Accessibility Services

The Teachers' Institute can offer and connect our trainees with a range of accessibility services to ensure trainees with learning differences or disabilities are supported. These services can include:

- personalised academic advising and support
- assistance with course materials and resources
- assessment modifications (if needed)
- technology support

### How to Access Support Services

If you need to access support services, please see the Support Services information, our Clearhead platform or reach out to your Teaching Fellow. We encourage all our trainees to let us know any specific needs or challenges you might be facing early in your learning journey so we can work together to ensure your needs are met. Please see [this chart](#) for further information on who to contact.

### Accessibility on Campus

Our campus has a lift and accessible bathrooms. Our Campus is new to us, so if you encounter any accessibility issues or have suggestions for how we can improve our accessibility, please don't hesitate to reach out to Casey for a confidential conversation.

### Policies

- [Enrolment and Academic Records Policy](#)
- [Student Complaints and Discipline Policy](#)
- [Student Code of Conduct Policy](#)
- [Plagiarism and Authenticity Policy](#)
- [Assessment and Moderation Policy](#)
- [Intellectual Property Policy](#)
- [Privacy Policy](#)
- [Trainee Harassment Policy](#)
- [Student Wellbeing Policy](#)

## Helplines

We understand our students could encounter various challenges during their learning journey. Reaching out for help during difficult times is a sign of strength.

Here is a list of Teachers' Institute contacts and external helplines to provide support during your academic year.

Academic Support Sarah Taylor [sarah@teachersinstitute.org.nz](mailto:sarah@teachersinstitute.org.nz)

Mental Health Support Casey Taylor [casey@teachersinstitute.org.nz](mailto:casey@teachersinstitute.org.nz)

## Mental Health Support Helplines

[Clearhead](#) makes mental wellbeing easy by connecting people to the support they need as soon as they need it. Clearhead has a modern therapy booking and appointment management system, with proactive mental health support for individuals. For those who prefer a self-directed approach, they have a suite of self-help tools and an intelligent Wellbeing Assistant available 24/7. Clearhead is an app and website that all Teachers' Institute trainees have access to throughout their training. You will get a specific login and you're encouraged to use the programme as much as you need.

[Lifeline](#) is a free helpline and text service providing confidential support 24/7.

**Phone:** 0800 543 354

**Text:** 4357

**Crisis:** 0508 828 865 (0508 TAUTOKO)

[The Depression Hotline](#) offers understanding, validation and practical advice for those navigating depression and anxiety.

**Phone:** 0800 111 757

**Text:** 4202

[Here](#) is a detailed list of health service hotlines.

## Health Services

You can contact [Healthline NZ](#) at any time for advice and assistance.

[Healthpoint](#) has information on local GPs and health services in your area.

[Healthify](#) has up-to-date information and resources on medication and other health topics.

## Disability Support

The [Whaikaha](#) website has general information on disability support and services.

## Cultural Support

[Te Hā Oranga](#) provides wrap-around support for māori in the rohe of Ngāti Whātua. [Waipareira Trust](#) provides free services and support for whānau of all ages in West Auckland. [The Ministry for Pacific Peoples](#) has information on Pasifika support services in Auckland.

## Spiritual Support

[Community Chaplains](#) are available in your area. [The Kiwi Muslim Directory](#) has information on local mosques and support.

## Family Violence

Support services and information can be found on the [Are You OK](#) website

## Financial Support

[Money Talks](#) is a free service connecting people with financial mentors and services to help them out of financial hardship.

**Phone:** 0800 345 123

**Text:** 4029 for advice

**Email:** [help@moneytalks.co.nz](mailto:help@moneytalks.co.nz)

[Sorted](#) is a free service that is dedicated to helping New Zealanders get ahead financially. The Sorted website has free tools and information to help across all aspects of budgeting and debt repayment.

## Career Support

On the [Careers](#) website, you can access job-seeking and career information and book a one-on-one session with a career advisor.

## Support for Rainbow Communities

[Pride NZ](#) has a list of support services for Rainbow Communities across New Zealand.

## A Final Note

We hope this handbook supports you throughout your journey as a trainee with The Teachers' Institute. As you grow in confidence and skill, your learning contributes to the future of our profession and the communities you will support.

Thank you for the dedication, curiosity, and resilience you bring to your development as a kaiako. Your commitment strengthens the teaching profession as a whole.