

Trainee Handbook

Secondary

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.

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 Dr. John Etty over the last 24 months has resulted in a contemporary, rigorous, and relevant postgraduate 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
Auckland Grammar School	55 Mountain Road, Epsom
Baradene College of the Sacred Heart	237 Victoria Avenue, Remuera
Botany Downs Secondary College	575 Chapel Road, Botany Downs
Carmel College	108 Shakespeare Road, Milford
De La Salle College	81 Gray Avenue, Mangere East
Dilworth School	27 Omaha Road, Remuera
Diocesan School for Girls	Clyde Street, Epsom

<u>Epsom Girls Grammar School</u>	14 Silver Road, Epsom
<u>Glenfield College</u>	60 Kaipatiki Road, Glenfield
<u>Green Bay High School</u>	143 - 161 Godley Road, Green Bay
<u>Hamilton Boys' High School</u>	47/45 Peachgrove Road, Hamilton
<u>Howick College</u>	25 Sandspit Road, Cockle Bay
<u>King's College</u>	41 Golf Avenue, Otahuhu
<u>Liston College</u>	69 Rathgar Road, Henderson
<u>Long Bay College</u>	30 Ashley Avenue, Long Bay
<u>Macleans College</u>	2 Macleans Road, Eastern Beach
<u>Marist College</u>	31 Alberton Avenue, Mount Albert
<u>Massey High School</u>	274 Don Buck Road, Massey
<u>Mt Albert Grammar School</u>	Alberton Avenue, Mount Albert
<u>Northcote College</u>	1 Kauri Glen Road, Northcote
<u>One Tree Hill College</u>	421-451 Great South Road, Penrose
<u>Onehunga High School</u>	24 Pleasant Street, Onehunga
<u>Pukekohe High School</u>	14 Harris Street, Pukekohe
<u>Rangitoto College</u>	564 East Coast Road, Mairangi Bay
<u>Rosmini College</u>	36 Dominion Street, Takapuna
<u>Rutherford College</u>	Kotuku Street, Te Atatu
<u>Sacred Heart College</u>	250 West Tamaki Road, Glendowie
<u>Sancta Maria College</u>	319 Te Irirangi Drive, Botany South
<u>Selwyn College</u>	203-245 Kohimarama Road, Kohimarama
<u>St. Cuthbert's College</u>	122 Market Road, Epsom
<u>St Mary's College</u>	11 New Street, St Marys Bay

<u>St. Paul's Collegiate</u>	77 Hukanui Road, Hamilton
<u>St. Paul's College</u>	183 Richmond Rd, Grey Lynn
<u>St. Peter's College</u>	23 Mountain Road, Epsom
<u>Takapuna Grammar School</u>	210 Lake Road, Belmont
<u>Te Atatū Intermediate School</u>	8 Harbour View Road, Te Atatū Peninsula
<u>Waitākere College</u>	42 Rathgar Road, Henderson
<u>Westlake Boys High School</u>	30 Forrest Hill Road, Forrest Hill
<u>Westlake Girls High School</u>	2 Wairau Rd, Takapuna

Our Team

Executive Team

Name	Title
David Ferguson	CEO
Dr Nina Hood/Dr John Etty	Academic Director
Casey Taylor	Director of Operations

The Secondary Teaching Team comprises of:

Name	Role
Dr John Etty	Secondary Programme Director
Dr Nina Hood	Academic Director
Adrienne Birtwistle	Programme Manager
Dr David Williams	Senior Teaching Fellow
Dr Barbara Ormond	Senior Teaching Fellow
Mary Robinson	Teaching Fellow

Becky O'Gram	Teaching Fellow
---------------------	-----------------

The Subject Leads for 2026 are:

Name	Role
Mary Robinson	Geography
Dr Barbara Ormond	History
Stacey Leggett	Biology
Ian Torrie	Chemistry
John O'Neill-Fuller	Physics
Jessica Lane	English
Gerard Leeuw	Maths
Matt Bennett	Technology
Hayley Barker	Music
Melissa Dyer-Causton	Art
Kelly Easton	Commerce
Maurice Nelson	Te Reo Māori
Rob Griffiths	Latin/Classics
Jo Spencer	Health and PE
Denis McLay	Religious Studies

Support Staff

Name	Title	Contact Email
Anita Lam-Stevoska	Head of Admissions	anita@teachersinstitute.org.nz
Cherilynn Buckingham	Student Placement & Academic Services Coordinator	cherilynn@teachersinstitute.org.nz

Carolyn Lawson	Office Manager/Executive Assistant	carolyn@teachersinstitute.org.nz
Nicole Pollard	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.

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

Public Transport and Parking

There are public transport options close to our campus. It is a 5 minute walk from The Strand train station and a 25 minute walk from Waitematā train station. Also, there is nearby access to many bus routes across Auckland. There are a number of parking options in the surrounding area, including services like [Parkable](#). We encourage carpooling from your schools.

Printing and Internet

Internet access is available during your time on Campus.

Printing facilities will not be available for trainees. Please discuss with our team any difficulties you have in 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. 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 tell the Student Services Manager or Office Manager so they can provide assistance.

Facilities

Kitchen facilities and a trainee breakout space are available on Campus for your use during lunch breaks. During most workshop sessions tea and coffee will be available from 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 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 Secondary, School-Based Initial Teacher Education (ITE) programme with The Teachers' Institute.

Academic Calendar

Below is the Academic Calendar, which outlines the distribution of time throughout the year.

Term: Week	Date	MON	TUE	WED	THU	FRI	Assessment Due Dates				
1:1	12.1	Block course 1					801	802	803	804	805
1:2	19.1	Home school									
1:3	26.1	Akl'd Ann	Home school								
1:4	2.2	Home school				Waitangi					
1:5	9.2	Home school			Workshop 1	Workshop 2 SLS - late					
1:6	16.2	Home school			Workshop 3	Workshop 4 SLS - late	1a 1b SET				
1:7	23.2	Home school			Workshop 5	Workshop 6 SLS - late					
1:8	2.3	Home school			Workshop 7	Workshop 8 SLS - late	2a 2b SET		1a SET		
1:9	9.3	Homeschool			Workshop 9	Workshop 10 SLS - late					
1:10	16.3	Away Prac			Workshop 11	Workshop 12 SLS - late					
1:11	23.3	Away Prac			Workshop 13	Workshop 14 SLS - late					
1:12	30.3	Block Course	SLS	Block Course 2		EASTER FRIDAY		1 SET		3 SET	1 SET
HOLIDAY											
2:1	20.4	Away Prac				Workshop 15 SLS - late	1a DUE				
2:2	27.4	ANZAC	Away Prac			Workshop 16 SLS - late	2a DUE				
2:3	4.5	Away Prac				Workshop 17 SLS - late			1a DUE		
2:4	11.5	Away prac				Workshop 18 SLS - late	1a RE- SET	1b RE- SET	1b RE- SET		
2:5	18.5	Away Prac						1 DUE			
2:6	25.5	Away Prac									
2:7	1.6	King's Birthday	Home School								
2:8	8.6	Home School									
2:9	15.6	Home School									

[illegible]

Courses and Instructional Design

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

Course	Description
TTI 801 - Teaching and Learning	<p>This course explores the research on how we learn and the pedagogical principles and teaching practices and strategies that promote learning. Particular attention is paid to adolescent development and how this influences the teaching learning process and how to structure teaching and learning to support all students including those who are neurodivergent and/or have special educational needs.</p> <p>Trainees will critically engage with research on the science of learning and effective pedagogies, practice implementing specific pedagogical practices and approaches in simulated environments and in actual classrooms, and reflect on and evaluate, both individually and with mentor teachers, the effectiveness of specific pedagogies and practices with reference to the research literature.</p>
TTI 802 - Curriculum Design and Implementation	<p>This course examines the research and associated practices of effective curriculum design and implementation, encompassing long-term, mid-term and short-term design. Different streams of this course will explore the intricacies and application of curriculum design and implementation in specific subjects.</p> <p>Trainees will critically engage with the research on the principles of curriculum design and effective curriculum design in specific subject</p>

	<p>areas and explore how this combines with disciplinary knowledge and content knowledge to inform how curriculum is designed and implemented at the year, unit, lesson and task level.</p>
TTI 803 - Creating Supportive Learning Environments	<p>This course explores the research literature and its practical application on how to create supportive learning environments that are inclusive of and responsive to all students and maximise the opportunity to learn. Particular attention will be paid to culturally sustaining approaches to teaching and to developing strong relationships with Māori ākonga.</p> <p>Trainees will critically engage with the research literature on relational practice, culturally sustaining pedagogies, classroom management, 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.</p>
TTI 804 - Assessment	<p>This course critically engages with the research literature on assessment and explores how it shapes teaching practice. The course will cover formative assessment and assessment for learning, including effective feedback practices, summative assessment, and the pillars and principles of sound assessment practices.</p> <p>Trainees will critically engage with research on effective assessment practices and apply this</p>

	knowledge to their teaching practice, referencing relevant policy documents, by undertaking and evaluating the impact of different formative assessment practices, feedback approaches, and summative assessments.
TTI 805 - Culminating Integrated Assessment	<p>This course draws together the research and practice from across the other four courses to focus on the integrated nature of teaching and learning and the role that continuous improvement through reflection and inquiry plays in a teacher's professional practice.</p> <p>Trainees will inquire into a problem of practice or an area of practice that has been identified as needing improvement or deepened understanding and draw together both relevant research and practical experience and expertise to identify and implement steps to address the problem or area, and to evaluate the impact of these.</p>

Home School

The home school is where you will spend the majority of time learning to be a teacher. The programme is designed to provide you with significant in-school opportunities to develop your teaching practice.

You will be assigned a mentor teacher/s whose classes you will primarily observe and teach. You will start with observing and noticing aspects of teaching practice that you have been learning about in workshops. There will be discussions with your mentor and other colleagues that help build your understanding. You will be encouraged to work with individuals and groups of students under the direction of the mentor teacher, until you are ready to prepare your first activities and lessons within a unit that has been prepared and designed by the mentor teacher. Next you will develop a sequence of lessons, and eventually you will take responsibility for preparing, delivering and assessing a learning unit.

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 full teaching experience. The assessments are designed to complement your in-school experience, including significant reflection, feedback, and the application of theory and practice.

During the year your teaching practice will be observed by the mentor teacher. Feedback, informal and formal, will form the basis of learning conversations. Formal reports will be provided to The Teachers' Institute throughout the year. A member of the Teaching Team from The Teachers' Institute will also observe your classroom teaching during the year.

Attendance for full school days through to the end of the school year is a compulsory component of course completion.

Questions or issues relating to the home school experience should be raised with the school coordinator and a Teaching Fellow.

Workshops

During the school year, you will be released from your home school for one or two days each week (according to the programme calendar) to attend mandatory workshops at our campus. These full-day workshops are designed to help you gradually build your knowledge and skills. As well, there are week-long block courses during the year.

Workshops provide ongoing opportunities to build knowledge, practise skills and reflect on classroom experiences. Some sessions will provide time to focus on assessments, with members of the Teaching Team available for discussion. There will be guest speakers providing expertise on aspects of education at some workshops.

Attendance at workshops is a compulsory component of course completion. You will have to check-in at each workshop and are expected to provide written notification of absence.

Questions or issues relating to the workshops should be raised with your allocated Teaching Fellow.

Away School Practicum

As part of the programme, and as a Teaching Council requirement for teacher registration, you must complete 40 days of professional experience at a different school, known as the away practicum. The away practicum will be in a school that is different from the home school.

You will be asked for preferences regarding away school placements, but these depend on the capacity of the schools to host in subject areas required.

As in the home school, you will be assigned a mentor teacher whose classes you will primarily observe and teach. As in the home school you should begin by observing and then build to planning, delivering and assessing a sequence of lessons. The away school mentor will observe your teaching and provide feedback during the practicum. At the end of the practicum they will provide a report to The Teachers' Institute. A classroom observation will be completed by a member of the The Teachers' Institute Teaching Team during the away practicum. You should take the opportunity to observe widely and notice the similarities and differences between the home and away school communities.

The away practicum is a compulsory component of course completion. You are expected to attend full school days, as in the home school. Questions or issues relating to the away school practicum should be raised with the School Coordinator and your allocated Teaching Fellow.

Mentors

During the year you will have a dedicated mentor/s to guide and support you. Mentors hold a full practising teacher certificate, are qualified and experienced, 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 will receive ongoing guidance and feedback throughout the year, including through teaching observations, video analysis and feedback.

Your mentor will also participate in meetings with 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 will send you course information and updates by email. You can choose to use a Teachers' Institute email address (firstname@tti.org.nz) 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 will 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 Teachers' Institute email address will be discontinued at the end of the course.

Access to a device

You will need to bring your own device to workshops to support your learning. You will be able to

access a variety of programme-related applications and platforms, including Canvas.

Before connecting your device to The Teachers' Institute or your home school's network, ensure it has the latest operating system, antivirus software, internet browsers, and necessary updates installed. Keeping your device updated will help ensure a smooth connection and protect your data.

If you need help connecting your device to our WiFi or accessing programme-related applications, email 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 assessments 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, and is designed to ensure you are ready to be an effective practitioner by the end of the programme.

All assessments are competency-based, meaning you will receive 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 think you are ready. However, each assessment has a final submission date, so make sure to submit by then.

All assessments, apart from the Observation Assessments in TTI801, TTI802, TTI803, TTI804, and the Final Culminating Assessment (TTI805), are submitted via Canvas.

The Observation Assessments are completed across the whole year. 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 will 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, or 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 will sign a declaration confirming the work is yours and has not been submitted for credit before, such as to another provider with whom you have previously been enrolled. You will 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 will 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 will 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

While we aim for everyone to attend all learning events, we understand that sometimes life happens—whether it is illness, family responsibilities, or unexpected 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.

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 will 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. 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 and Practica are all compulsory learning events.

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 do not 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 will 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 will be employed by your home school once you graduate from the programme, if there is 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.

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 Student ID 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

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 are 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 will 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 do not 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 will 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, programmes, 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 is 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 are 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 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 do not 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. Asking 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 Becky O'Gram becky@teachersinstitute.org.nz or David Williams davidw@teachersinstitute.org.nz

Mental Health Support Casey Taylor 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

[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.