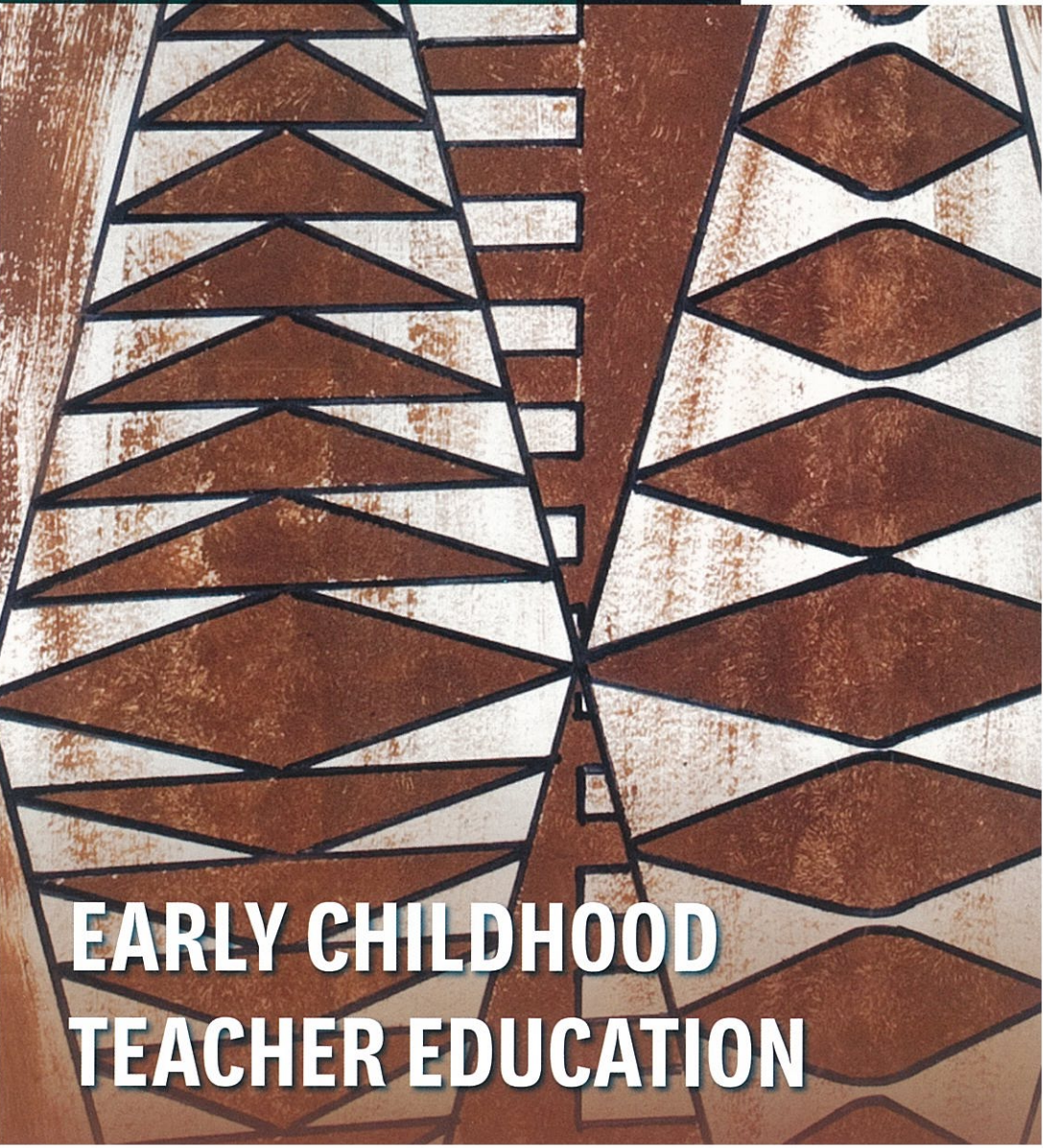


FACULTY OF EDUCATION

TE WHĀNAU O AKO PAI



**EARLY CHILDHOOD
TEACHER EDUCATION**

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Introduction

Early childhood is a distinct and critical time in the lives of children where education and care are inseparably linked. Children and families benefit from access to quality Early Childhood Education (ECE) and the whole community benefits from having well-educated and qualified teachers able to effectively teach children from diverse backgrounds.

Early Childhood (EC) teachers work in close partnership with parents, caregivers, and family/whānau in a holistic, inclusive, supportive and empowering way. The responsive relationship between EC teachers and families is critical in ensuring the smooth transition for children between the contexts of their home and their centre/service. Partnerships support the development of, and seek to strengthen, the family, community and society of Aotearoa/New Zealand.

EC teaching involves fostering an environment where all children can:

...grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Te Whāriki: Early Childhood Curriculum (Ministry of Education, 1996, p. 9).

The Faculty of Education staff is committed to delivering high-quality early childhood teacher education qualifications based on sound research, and reflecting current developments and debates in teaching and learning.

An Holistic Approach

We interpret 'teaching' in the widest sense.

Effective teaching in the early years involves processes which enhance the learner's sense of themselves as a competent learner, stimulates and satisfies intellectual curiosity, fosters social interactions, encourages creativity, increases language and communication skills and, in the case of a young person, monitors physical development.

The development of quality teachers for young children is a continuous process. The graduate of a teacher education qualification needs to have acquired:

- a broad base of knowledge of learning and human development with emphasis on the child within the context of their family/whānau
- a philosophy of education, including the importance of play as a learning process
- special competence in working with young children and their families
- the ability to critically reflect on their practices.

Professional growth will continue throughout the teacher's career through teacher registration, further experience, study, discussions with colleagues, and in-service professional development that enables the teacher to continually reflect and improve his/her practice in relation to theory.

Faculty and Staff Contacts

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For full staff profiles see www.victoria.ac.nz/education/about/staff

Room and email details:

www.victoria.ac.nz/home/contact/staffdirectorysearch.aspx

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Institute for Early Childhood Studies

Contact		Phone
Director	Professor Carmen Dalli	04-463 5168

The Institute for Early Childhood Studies was established in 1995 as a joint initiative by Victoria University of Wellington and the Wellington College of Education. Following the merger of the two institutions, the Institute became part of the Faculty of Education's Jessie Hetherington Centre for Educational Research with an enhanced focus on research activities. Professor Carmen Dalli is the Institute Director and all Faculty staff involved in early childhood research are members of the Institute. The work of the Institute comprises:

- research and publications on early childhood education and issues related to the learning and development of young children
- national and international consultancy to government and non-governmental agencies on early childhood issues
- public seminars and workshops as a resource for early childhood professionals
- support for early childhood researchers, early childhood organisations and early childhood centres
- maintenance of an archive of early childhood historical documents, and a reading room with specialist early childhood books, journals, and personal collections
- provision of a welcoming place for visiting international and national early childhood scholars and for local early childhood groups
- being a public voice in the interest of children and their families on early childhood issues

The Institute's website is located at:
www.victoria.ac.nz/education/research/institute-early-childhood-studies

Bachelor of Arts/Bachelor of Teaching (Early Childhood Education) (BA/BTeach(ECE))

Qualification Code: BA/BTE

Introduction

This conjoint degree qualification includes study towards a Bachelor of Teaching and a BA majoring in Early Childhood Studies. The BA/BTE develops professional early childhood teachers who are soundly grounded in the traditional specialist knowledge bases of child development and learning, early childhood curriculum studies and socio-cultural studies, whilst also drawing knowledge and insights from a wide range of related disciplines. The qualification is designed to prepare graduates to teach in a range of early childhood education settings, be eligible for provisional teacher registration and to be able to continue with postgraduate study.

This qualification is offered as a campus-based option only and students spend blocks of time at both Kelburn and Karori Campuses.

Requirements

The BA/BTeach(ECE) qualification comprises a minimum of 280 points from the BTeach(ECE) schedule and a minimum of 260 points from the BA schedule, totalling 540 credits over a period of four years of study and teaching practice.

Programme Strands

The qualification has four major strands which are inter-related, as follows:

- **Becoming a Professional:** Students acquire fundamental general pedagogical and professional knowledge and skills which build upon those developed in other strands of the qualification. This strand contributes to developing students as critically reflective and professional practitioners.
- **Working with Children:** Pedagogical content knowledge and curriculum knowledge are provided in this strand, reflecting the principles and goals of Te Whāriki. Links are explored between culture, child development knowledge, curriculum and professional practice.
- **Addressing the Context:** In this strand, the ECS major and cultural studies courses provide a general pedagogical knowledge and knowledge of the diverse theoretical and cultural contexts in which early childhood teachers work.

- **Related Discipline Knowledge:** The BA choice courses give an opportunity for students to broaden their perspectives on education and to access knowledge from related disciplines. A total of fourteen courses (across levels 100, 200 and 300) are required, six of which make up the Early Childhood Studies major, to complete the requirements of the BA component of the qualification.

Students enrolled in the BA/BTeach(ECE) must maintain a B- average over each year of study in order to remain in the programme.

The table on page 13 gives further details.

BA/BTeach(ECE) Graduate Profile

The graduate profile for the BA/BTeach(ECE) has been framed up around:

1. the VUW graduate attributes of leadership, communication, and critical and creative thinking
2. the three core components of the *NZ Teachers Council Graduating Teachers Standards*:
 - Professional Knowledge
 - Professional Practice
 - Professional Values and Relationships.

In relation to the VUW Graduate Attributes of *Leadership, Communication, and Critical and creative thinking*, graduates of this programme will:

- understand the range of leadership roles that exist within ECE and be prepared to move into these roles as they progress through their teaching careers
- have developed pedagogical expertise in particular contexts and curriculum specialisation to enable them to act as pedagogical leaders
- be teachers who play a transformative role within society, creating opportunities to optimise development and potential in the children they teach
- possess communication and human relationship knowledge and skills that will enable them to work effectively with colleagues, children, parents and whānau, and personnel from outside agencies
- be responsive, articulate communicators who engage in relationships with others based on respect and an ethic of care
- be creative thinkers able to recognise and address the complexities that arise within ECE teaching
- possess higher level skills of analysis, critique, synthesis, and problem-solving
- be critically reflective practitioners able to explore multiple frameworks and perspectives.

In relation to the NZTC Graduating Teachers Standards component of *Professional Knowledge*, graduates of this programme will have:

- a broad in-depth understanding of the EC education sector in New Zealand and internationally, including historical and political contexts and perspectives
- knowledge about the interface of research and practice in education and, in particular, early childhood education
- a multi-disciplinary perspective on early childhood studies
- an understanding of the sociological, economic, cultural and political contexts of families and communities with whom they will work
- a sound understanding of relevant theories of child/human development and learning, and their implications for pedagogy
- an in-depth understanding of the ECE curriculum, *Te Whāriki*, from both Māori and Pākehā perspectives, including the theoretical underpinnings of the curriculum
- sound domain subject knowledge across the curriculum, including expertise in specific curriculum and/or pedagogical specialisations
- knowledge and understanding of Te Tiriti o Waitangi and of bicultural practices in ECE
- knowledge and understanding of diversity issues, including multiculturalism and inclusion, that enable them to be effective teachers of children from diverse backgrounds
- the ability to work effectively with children and families who have English as an additional language
- a sound knowledge of relevant assessment theories and approaches in order to inform their practices.

In relation to the NZTC Graduating Teachers Standards component of *Professional Practice*, graduates of this programme will be:

- members of “learning communities” (Ministry of Education, 2002) in which they are learners as well as teachers
- articulate practitioners able to appraise their practice and debate, discuss and challenge the ideas that underpin their practice
- knowledgeable professionals whose pedagogical practice is underpinned and informed by a sound understanding of relevant theories
- able to draw upon a comprehensive range of pedagogical strategies in order to facilitate, support and enhance learning for young children
- able to plan, assess, evaluate and revisit children’s learning
- able to effectively teach infants, toddlers and young children from diverse cultural backgrounds in a range of learning contexts and across the range of ECE teacher-led services

- committed to, and be developing confidence and competency in te reo me ngā tikanga Māori
- inclusive practitioners who recognise and appreciate diversity
- fluent in oral and written language(s) and ICT media
- critical consumers of research and able to draw upon a range of skills to engage in research into their own practices
- able to utilise effective human relationship skills and knowledge for working with adults and children
- able to create and maintain safe environments in which learning is promoted
- respectful and responsive in their interactions with children.

In relation to the NZTC Graduating Teachers Standards component of *Professional Values and Relationships*, graduates of this programme will be:

- knowledgeable about relevant professional documents and literature, and of their statutory and regulatory responsibilities
- aware of the importance of being self-reflective, open-minded lifelong learners who are committed to their own on-going professional development
- knowledgeable about and know how to work within the principles of *Te Whāriki* and Te Tiriti o Waitangi
- able to demonstrate that they can think flexible and creatively in order to anticipate and handle change
- able to demonstrate their commitment and enthusiasm for teaching and working with children and their families/whānau
- team players able to collaborate effectively with colleagues, children, parents and whānau in order to support and promote learning
- knowledgeable about ethical and professional issues and willing to advocate for children, parents and whānau
- knowledgeable about and able to demonstrate their ability to develop ethical, respectful relationships with colleagues, children, and parents/whānau
- able to articulate and explain their personal, professional philosophy of teaching and learning
- able to demonstrate their emotional intelligence, their ability to be self-motivated, and their understanding of social issues.

Teaching Experience (TE)

Students in the BA/BTE complete four blocks of teaching experience over the course of the programme:

- 4-week block in year 1
- 5-week block in year 2
- 6-week block in each of years 3 and 4.

Successful completion of TE is a mandatory requirement of the following courses: EPSY 114, 115, 211, and 317.

All TEs occur in New Zealand with students attending a range of different services including kindergarten, education and care settings and work with children from infancy until school age. Students are placed in their TE setting by the Teaching Experience Office. Students should not approach any EC centre to set up a TE placement.

Please see the section on pages 52–54 for further information about the TE component of your programme.

Key Dates

BA/BTeach(ECE)

Trimester 3 2012–2013 22 January–15 February 2013	EPOL 214 (Year 3 students only) EPSY 313 (Year 4 students only)
Trimester 1 2013 4 March 28 March–3 April 22–26 April 6 May–7 June 6 May–14 June 7 June 10–13 June 14 June–3 July	Trimester 1 begins Easter break Mid-trimester break TE for BA/BTE Year 2 students (EPSY 115) TE for BA/BTE Year 3 students (EPSY 211) Trimester 1 teaching ends Study week Exam weeks
Trimester 2 2013 15 July 26–30 August 26 August–6 September 2–27 September 30 September–4 October 18 October 21–24 October 25 October–15 November 14 October–22 November 29 November	Trimester 2 begins Mid-trimester break for Year 1 BA/BTE students Mid-trimester break for Years 2, 3 and 4 BA/BTE students TE for Year 1 students (EPSY 114) Mid-trimester break for Year 1 BA/BTE students Trimester 2 teaching ends Study week Exam weeks TE for Year 4 students (EPSY 317) Qualification ends for Year 4 students
Trimester 3 2013–2014 18 November 2013 13 December 2013 January 2014	Trimester 3 begins Teaching ends for EPOL 113 and EPOL 316 Teaching begins for EPOL 214 and EPSY 313

BA/BTeach Qualification Structure

BTeach courses and the BA Early Childhood Studies major courses are already set. The BA elective courses are marked with an asterisk.

Year	Trimester 1		Trimester 2		Trimester 3	
	Course	Pts	Course	Pts	Course	Pts
Year 1 (4-week block TE)	EPSY 113	15	EPOL 111	15		
	* 100 level	20	EPOL 112	15		
	* 100 level	20	EPSY 114 (4 weeks TE) KURA 111	15 15		
Year 2 (5-week block TE)	EPOL 211	15	* 100 level	20	EPOL 113 (Nov-Dec)	15
	EPOL 212	15	* 200 level	20	EPOL 214 (Jan-Feb)	15
	EPSY 111	15	* 200 level	20		
	EPSY 115 (5 weeks TE)	15				
Year 3 (6-week block TE)	EPOL 213	15	EPOL 215	15	EPOL 316 (Nov-Dec)	15
	EPSY 211 (6 weeks TE)	20	EPOL, EPSY or KURA 200– 399 course	20	EPSY 313 (Jan-Feb)	15
	EPSY 212	15	* 300 level	20		
	KURA 211	15				
Year 4 (6-week block TE)	EPOL 317	20	EPSY 314	15		
	* 300 level	20	EPSY 315	20		
	* 300 level	20	EPSY 317 (6 weeks TE) KURA 311	→ 15	EPSY 317	20

The bold highlighted courses are the compulsory requirements for the Early Childhood Studies major in the BA.

BA/BTeach(ECE) Courses

For course timetable information, go to the online Course Catalogue at www.victoria.ac.nz/home/study/subjects/searchcourses

Year 1

EPSY 113 Understanding Young Children 15 points

[1]

An introduction to past and present theories of child development with a particular focus on understanding the theoretical context out of which contemporary understandings of how young children learn and develop have emerged.

EPOL 111 Te Whāriki 15 points

[2]

A foundation overview of theories of children's learning, and *Te Whāriki: He Whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum* with particular reference to play, curriculum principles and the strand of Exploration.

EPOL 112 Notions of Well-being and Belonging 15 points

[2]

Promoting safe, healthy, and sustainable living within the context of early childhood settings. Issues of difference and diversity and how these impact on a child's growing sense of self are explored with relevant links to the Well-being and Belonging strands and goals of Te Whāriki (Ministry of Education, 1996).

EPSY 114 Introduction to the Teaching Profession (ECE) 15 points

[2]

First year teaching practice supported by developing reflective practices and professional skills.

KURA 111 Te Ao Māori I**15 points**

[2]

A foundation course in the Te Ao Māori strand that focuses on basic language structures with a particular emphasis on vocabulary relevant to early childhood education contexts. This course also explores Te Tiriti o Waitangi and tikanga Māori in relation to teaching in Aotearoa New Zealand.

Year 2

EPOL 211 The Multi-Literate Child**15 points**

[1]

This course examines theories of language acquisition, and ways of supporting young children in a range of multi-modal illiteracies with particular reference to Aotearoa/New Zealand.

EPOL 212 The Musical and Physical Child**15 points**

[1]

Understanding and supporting infants, toddlers and young children's growth and development in relation to music, movement, physical development and play in early childhood programmes.

EPSY 111 Working with infants and toddlers, and their families/whānau**15 points**

[1]

This course will support students to work effectively with infants, toddlers and their whānau/families. Students will examine a variety of theories and associated philosophies in relation to infant and toddler pedagogy.

EPSY 115 Building Authentic Relationships with Children**15 points**

[1]

A first year teaching practice supported by an introduction to pedagogical documentation and a focus on bicultural teaching practices.

KURA 211 Te Ao Māori II**15 points**

[1]

This course builds upon the knowledge and skills developed in KURA 111 with increasing emphasis on oral and written competency in Te Reo Māori. This course seeks to provide a deeper understanding of Te Tiriti o Waitangi in relation to partnerships within early childhood settings.

EPOL 215 The Early Years Debates**15 points**

[2] Campus

The object of the course is to examine current issues and debates in both local and international contexts, and to appraise the diverse theoretical models of early years care and education linked to course content across the programme.

EPOL 316 Professional Responsibilities in ECE**15 points**

[3] Nov–Dec

An examination of professional responsibilities, including aspects of accountability and ongoing improvement in Early Childhood Education practice in Aotearoa/ New Zealand.

EPSY 313 The Artistry of Teaching**15 points**

[3] Jan–Feb

A focus on the professional and pedagogical roles of the early childhood teacher in Aotearoa/New Zealand.

Year 4

EPOL 317 Advocacy and Young Children**20 points**

[1]

The study of advocacy skills, including the examination of the theoretical constructs of advocacy both within the early childhood education contexts and in related disciplines.

Bachelor of Education (Teaching) Early Childhood (BEd(Tchg)EC)

Qualification Code: BEDTCH

Introduction

Students enrolled in this qualification will graduate with a Bachelor of Education (Teaching) Early Childhood after three years of full-time or equivalent study.

The BEd(Tchg)EC degree consists of three strands. The qualification is designed to prepare graduates to teach in a range of early childhood education settings, be eligible for teacher registration and to be able to continue into postgraduate study.

In 2013 this qualification is offered as a campus-based option only. First year students will spend their first trimester at the Kelburn Campus and the second trimester at the Karori Campus. Students in years two and three will complete courses at the Karori Campus.

Requirements

This qualification comprises 360 points made of courses from the BEd(Tchg)EC schedule and at least one elective course from the schedules of any other first degrees of this University. At least 225 points must be for courses numbered 200–399.

The personal course of study of each candidate shall include:

- 45 points from EPOL 111–119, 75 points from EPOL 211–219 and 15 points from EPOL 316–319
- 60 points from EPSY 111–119, 30 points from EPSY 211–219 and 70 points from EPSY 312–319
- 15 points from KURA 111–119, 15 points from KURA 211–219 and 20 points from KURA 311–319

Programme Strands

- **Becoming a Professional:** The **Becoming a Professional** strand allows students to acquire fundamental pedagogical and professional knowledge and skills which build upon those developed in the other strands of the degree.
- **Working with Children:** The **Working with Children** strand provides pedagogical content knowledge and curriculum knowledge that reflects the principles, strands and goals of *Te Whāriki*.

- **Addressing the Context:** Within the **Addressing the Context** strand, courses provide a general pedagogical knowledge and knowledge of the diverse theoretical and cultural contexts in which early childhood teachers work.

BEd(Tchg)EC Graduate Profile

The BEd(Tchg)EC aims to develop graduates who are well prepared for teaching in a diverse range of early childhood education services in Aotearoa/New Zealand. As such graduates from this programme will have:

- a sound understanding of relevant theory and literature and be able to use this knowledge to inform their pedagogical practices as early childhood teachers
- the knowledge and capacity to critically engage with professional issues and to fulfil their professional responsibilities as ECE teachers.

The graduate profile for the BEd(Tchg)EC has been framed up around:

1. the VUW graduate attributes of leadership, communication, and critical and creative thinking
2. the three core components of the *NZ Teachers Council Graduating Teachers Standards*:
 - Professional Knowledge
 - Professional Practice
 - Professional Values and Relationships.

In relation to the VUW Graduate Attributes of *Leadership, Communication, and Critical and creative thinking*, graduates of this programme will:

- understand the range of leadership roles that exist within ECE and be prepared to move into these roles as they progress through their teaching careers
- have developed pedagogical expertise in particular contexts and curriculum specialisation to enable them to act as pedagogical leaders
- be teachers who play a transformative role within society, creating opportunities to optimise development and potential in the children they teach
- possess communication and human relationship knowledge and skills that will enable them to work effectively with colleagues, children, parents and whānau, and personnel from outside agencies
- be responsive, articulate communicators who engage in relationships with others based on respect and an ethic of care
- be creative thinkers able to recognise and address the complexities that arise within ECE teaching
- be critically reflective practitioners able to explore multiple frameworks and perspectives.

In relation to the NZTC Graduating Teachers Standards component of *Professional Knowledge*, graduates of this programme will have:

- a broad in-depth understanding of the EC education sector in New Zealand and internationally, including historical and political contexts and perspectives
- an understanding of the sociological, economic, cultural and political contexts of families and communities with whom they will work
- a sound understanding of relevant theories of child/human development and learning, and their implications for pedagogy
- an in-depth understanding of the ECE curriculum, Te Whāriki, from both Māori and Pākehā perspectives, including the theoretical underpinnings of the curriculum
- sound domain subject knowledge across the curriculum, including expertise in specific curriculum and/or pedagogical specialisations
- knowledge and understanding of Te Tiriti o Waitangi and of bicultural practices in ECE
- knowledge and understanding of diversity issues, including multiculturalism and inclusion, that enable them to be effective teachers of children from diverse backgrounds
- the ability to work effectively with children and families who have English as an additional language
- a sound knowledge of relevant assessment theories and approaches in order to inform their practices.

In relation to the NZTC Graduating Teachers Standards component of *Professional Practice*, graduates of this programme will be:

- members of “learning communities” (Ministry of Education, 2002) in which they are learners as well as teachers
- articulate practitioners able to appraise their practice and debate, discuss and challenge the ideas that underpin their practice
- knowledgeable professionals whose pedagogical practice is underpinned and informed by a sound understanding of relevant theories
- able to draw upon a comprehensive range of pedagogical strategies in order to facilitate, support and enhance learning for young children
- able to plan, assess, evaluate and revisit children’s learning
- able to effectively teach infants, toddlers and young children from diverse cultural backgrounds in a range of learning contexts and across the range of ECE teacher-led services
- committed to, and be developing confidence and competency in te reo me ngā tikanga Māori
- inclusive practitioners who recognise and appreciate diversity
- fluent in oral and written language(s) and ICT media

- critical consumers of research and able to draw upon a range of skills to engage in research into their own practices
- able to utilise effective human relationship skills and knowledge for working with adults and children
- able to create and maintain safe environments in which learning is promoted
- respectful and responsive in their interactions with children.

In relation to the NZTC Graduating Teachers Standards component of *Professional Values and Relationships*, graduates of this programme will be:

- knowledgeable about relevant professional documents and literature, and of their statutory and regulatory responsibilities
- aware of the importance of being self-reflective, open-minded lifelong learners who are committed to their own on-going professional development
- knowledgeable about and know how to work within the principles of Te Whāriki and Te Tiriti o Waitangi
- able to demonstrate that they can think flexibly and creatively in order to anticipate and handle change
- able to demonstrate their commitment and enthusiasm for teaching and working with children and their families/whānau
- team players and able to collaborate effectively with colleagues, children, parents and whānau in order to support and promote learning
- knowledgeable about ethical and professional issues and willing to advocate for children, parents and whānau
- knowledgeable about and able to demonstrate their ability to develop ethical, respectful relationships with colleagues, children, and parents/whānau
- able to articulate and explain their personal, professional philosophy of teaching and learning
- able to demonstrate their emotional intelligence, their ability to be self-motivated, and their understanding of social issues.

Teaching Experience (TE)

Students in the BEd(Teaching) EC qualification complete four blocks of teaching experience over the course of their programme:

- 4-week block in year one
- 5-week and a 6-week block in year two
- 6-week block in year three.

Successful completion of TE is a mandatory requirement of some specific courses. Check course outlines for details.

All TEs occur in New Zealand with students attending a range of different services including kindergarten and education and care, and work with children from infancy until school age. Students are placed in their TE by the Teaching Experience Office. Students should not approach any EC centre to set up a TE placement.

Please see the section on pages 51–53 for further information about the TE component of your qualification.

Key Dates

BEd(Tchg)EC

Trimester 3 2012–2013

21 January–15 February EPSY 313 (Year 3 students only)

Trimester 1 2013

4 March Trimester 1 begins
28 March–3 April Easter break
22–26 April Mid-trimester break
6 May–7 June TE for BEd(Tchg) EC Year 2 students (EPSY 115)
7 June Trimester 1 teaching ends
10–14 June Study week
17 June–3 July Exam weeks

Trimester 2 2013

15 July Trimester 2 begins
26–30 August Mid-trimester break for Year 1 BEd(Tchg) ECE students
26 August–6 September Mid-trimester break for Year 2 and 3 BEd(Tchg)EC students
2–27 September TE for Year 1 students (EPSY 114)
30 September–4 October Mid-trimester break for Year 1 BEd(Tchg)EC students
18 October Trimester 2 teaching ends
14 October–22 November TE for Year 2 students (EPSY 211)
14 October–22 November TE for Year 3 students (EPSY 317)
29 November Qualification ends for Year 3 students

BEd (Tchg)EC Qualification Structure

Year	Trimester 1	Pts	Trimester 2	Pts
Year 1 (4-week block TE)	EPOL 111	15	EPOL 112	15
	EPSY 113	15	EPOL 214	15
	EPOL 113	15	EPSY 114	15
	Choice paper *	15/20	KURA 111	15
			(4 weeks TE)	
Year 2 (5-week and a 6-week block TE)	EPOL 211	15	EPOL 213	15
	EPOL 212	15	EPSY 211	20
	EPSY 111	15	EPSY 212	15
	EPSY 115	15	KURA 211	15
	(5 weeks TE)		(6 weeks TE)	
Year 3 (6-week block TE)	EPOL 215	15	EPSY 315	20
	EPOL 316	15	EPSY 317	20
	EPSY 313	15	(goes until end Nov)	
	EPSY 314	15	KURA 311	15

*This paper may be selected from the schedule to any undergraduate degree offered by Victoria University of Wellington where approval is given by the relevant Associate Dean.

NB: Students completing the BEd(Teaching)EC qualification in 2013 must ensure that they have completed a choice paper (minimum 15 points) at some point during their qualification.

Students completing papers from year two or three of the BEd(Tchg)EC degree will undertake these alongside students in the BA/BTeach(ECE) programme. These students should seek advice on their enrolment from the Student Administration Office.

BEd(Tchg)EC Courses

For course timetable information, go to the online Course Catalogue at www.victoria.ac.nz/home/study/subjects/searchcourses

Year 1

EPOL 111 Te Whāriki **15 points**

[1]

A foundation overview of theories of children's learning, and *Te Whāriki: He Whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum* with particular reference to play, curriculum principles and the strand of Exploration.

EPOL 113 The Discovery of Early Childhood **15 points**

[1]

An introduction to the history and philosophies underpinning early childhood care and education in Europe, United States and New Zealand from the 18th Century to the present day.

EPSY 113 Understanding Young Children **15 points**

[1]

An introduction to past and present theories of child development with a particular focus on understanding the theoretical context out of which contemporary understandings of how young children learn and develop have emerged.

EPOL 112 Notions of Well-being and Belonging **15 points**

[2]

Promoting safe, healthy, and sustainable living within the context of early childhood settings. Issues of difference and diversity and how these impact on a child's growing sense of self are explored with relevant links to the Well-being and Belonging strands and goals of *Te Whāriki* (Ministry of Education, 1996).

EPOL 214 Developing Professional Partnerships in Early Childhood Education 15 points

[2]

A second year course designed to enable students to develop and practice effective human relation skills with adults in an early childhood setting, and to work in partnership with parents, families and whānau in Early Childhood Education settings.

EPSY 114 Introduction to the Teaching Profession (ECE) 15 points

[2]

First year teaching practice supported by developing reflective practices and professional skills.

KURA 111 Te Ao Māori I 15 points

[2]

A foundation course in the Te Ao Māori strand that focuses on basic language structures with a particular emphasis on vocabulary relevant to early childhood education contexts. This course also explores Te Tiriti o Waitangi and tikanga Māori in relation to teaching in Aotearoa/New Zealand.

Year 2

EPOL 211 The Multi-Literate Child 15 points

[1]

This course examines theories of language acquisition, and ways of supporting young children in a range of multi-modal illiteracies with particular reference to Aotearoa/New Zealand.

EPOL 212 The Musical and Physical Child 15 points

[1]

Understanding and supporting infants, toddlers and young children's growth and development in relation to music, movement, physical development and play in early childhood programmes.

EPSY 111 Working with infants and toddlers, and their families/whānau 15 points

[1]

This course will support students to work effectively with infants, toddlers and their whānau/families. Students will examine a variety of theories and associated philosophies in relation to infant and toddler pedagogy.

EPSY 115 Building Authentic Relationships with Children 15 points

[1]

A first year teaching practice supported by an introduction to pedagogical documentation and a focus on bicultural teaching practices.

EPOL 213 Thinking Children 15 points

[1]

Understanding theories of cognitive development for infants, toddlers and young children, and ways of extending children's thinking, with a particular focus on the contexts of mathematics, science and technology.

EPSY 211 Facilitating Curriculum to Support Children's Learning 20 points

[2]

A second year course that enables students to facilitate curriculum in order to support children's learning within early childhood settings in Aotearoa/ New Zealand.

EPSY 212 Planning for Diversity 15 points

[1]

Addressing issues of inclusion and diversity in early childhood education programmes.

KURA 211 Te Ao Māori II**15 points**

[2] Campus

This course builds upon the knowledge and skills developed in KURA 111 with increasing emphasis on oral and written competency in Te Reo Māori. This course seeks to provide a deeper understanding of Te Tiriti o Waitangi in relation to partnerships within early childhood settings.

Year 3

EPOL 215 The Early Years Debates**15 points**

[1]

The object of the course is to examine current issues and debates in both local and international contexts, and to appraise the diverse theoretical models of early years care and education linked to course content across the programme.

EPOL 316 Professional Responsibilities in ECE**15 points**

[1]

An examination of professional responsibilities, including aspects of accountability and ongoing improvement in Early Childhood Education practice in Aotearoa/ New Zealand.

EPSY 313 The Artistry of Teaching**15 points**

[1]

A focus on the professional and pedagogical roles of the early childhood teacher in Aotearoa/New Zealand.

EPSY 314 Investigating Pedagogical Practices**15 points**

[1]

An introduction to action research as a methodology for investigating practice in order for students to develop expertise in specific areas of curriculum practice in early childhood education.

EPSY 315 Learning Together: Young children and Adults 20 points
in Early Years Settings

[2]

Understanding the social contexts of children's development and learning 0–5 years towards supporting the curriculum Strands of Belonging and Contribution in early childhood programmes.

EPSY 317 Professional ECE Pedagogy 20 points

[2]

A final teaching practice demonstrating students' ability to engage as beginning teachers, supported by an advanced focus on pedagogical documentation, school transitions and bringing together knowledge of the learner, teacher and the environment in order to plan for children's learning.

KURA 311 Te Ao Māori III 15 points

[2]

This course is a third year paper within the Te Ao Māori strand, which has an emphasis on oral and written language relevant for English medium early childhood settings. There is also a focus on Te Tiriti o Waitangi in relation to the processes of colonisation and indigenous cultures.

Bachelor of Education (Teaching) Early Childhood Upgrade (BEd(Tchg)EC Upgrade)

Qualification Code: BEDTCH

Introduction

The upgrade option to the BEd(Tchg)EC is designed for holders of a New Zealand Diploma of Teaching (ECE), a recognised NZQA equivalent or Kindergarten Diploma who wish to upgrade to a degree. All courses offered in the Upgrade qualification are delivered online to enable teachers to access courses whilst they continue teaching.

Requirements

The BEd(Tchg)EC Upgrade qualification comprises 260 credits. Credit is awarded for your current qualifications.

Students undertaking this qualification will belong to one of the following four groups, depending on your existing teaching qualification:

- **Group A**
Current qualification: Two-year Kindergarten Diploma
- **Group B (pre-2000)**
Current qualification: NZQA Equivalency to the DipTchg(ECE) (including pathways) or a DipTchg(ECE) from institutions other than previous colleges of education or universities gained prior to 2000
- **Group B (2000+)**
Current qualification: DipTchg(ECE) from institutions other than previous colleges of education or universities gained from 2000 onwards
- **Group C**
Current qualification: Three-year DipTchg(ECE) (including pathways) from previous colleges of education or universities.

Students should seek advice on their programme of enrolment from the Student Administration Office in the first instance.

BEd(Tchg)EC Upgrade Qualification Structure

The Bachelor of Education (Teaching) EC programme comprises 360 credits. Qualifications (as defined by the listed groups) are credited towards the BEd(Tchg)EC as follows:

Credits awarded	Credits awarded	Credits required to upgrade
Group A Courses Required: EPOL 215, 315 EPSY 315, 318 KURA 211 + Level 200/300 EPOL/EPSY or KURA course	200	160
Group B (pre-2000) Courses Required: EPOL 215, 315 EPSY 142, 315, 318 KURA 211 + Level 200/300 EPOL/EPSY or KURA course	180	180
Group B (2000+) Courses Required: EPOL 215, 315 EPSY 315, 318 KURA 211	220	140
Group C Courses Required: EPOL 215 EPSY 315, 318 + Level 200/300 EPOL/EPSY or KURA course	240	115

BEd(Tchg)EC Upgrade Courses

For course timetable information, go to the online Course Catalogue at www.victoria.ac.nz/home/study/subjects/searchcourses
Courses are listed in Trimester order.

EPOL 315 Early Childhood Curriculum Studies 30 points

[1] Online

This course focuses on understanding theoretical underpinnings of curriculum provision to support young children's development and learning, with a particular emphasis on domain knowledge and links to early childhood curriculum documents.

EPSY 142 Understanding Behaviour: Working with People 20 points

[1] Online

[2] Online

This course is concerned with understanding people in social contexts and emphasises the application of knowledge and skills to various settings. It uses a range of perspectives including educational, psychological and sociological explanations to explain the 'why' and 'how' of behaviour. The need for the development of a reflective and proactive response to understanding and promoting positive behaviour will be outlined. This is a distance course of relevance to the work of a range of agencies such as the police, emergency services, social agencies and support groups, and education and training providers.

KURA 211 Te Ao Māori II 15 points

[1] Online

This course has an increasing emphasis on oral and written competency in Te Reo Māori. This course seeks to provide a deeper understanding of Te Tiriti o Waitangi in relation to partnerships within early childhood settings.

EPOL 215 The Early Years Debates 15 points

[2] Online

The object of the course is to examine current issues and debates in both local and international contexts, and to appraise the diverse theoretical models of early years care and education linked to course content across the programme.

EPSY 244 Issues in Human Development

20 points

[1] Online
[2] Campus

A study of selected issues in human development. The course includes an examination of children's issues, challenges for adolescents, and adult development themes. Emphasis is on applying a developmental-contextual worldview to these issues.

EPSY 315 Learning Together: Young Children and Adults in Early Years Settings **20 points**

[2] Online

Understanding the social contexts of children's development and learning 0–5 years towards supporting the curriculum Strands of Belonging and Contribution in early childhood programmes.

EPSY 318 Professional Early Childhood Teaching Portfolio **60 points**

[3+1] Online

The preparation and presentation of a portfolio of effective early childhood teaching. Students will demonstrate their ability to integrate early childhood pedagogical and curriculum knowledge with their own professional practices, engage in critical reflection about their practices and model congruence between their philosophy and practices when teaching in early childhood education settings.

Graduate Diploma of Teaching (Early Childhood Education) (GDipTchg(ECE))

Qualification Code: GDTCEC

Introduction

The Graduate Diploma of Teaching (Early Childhood Education) qualification is appropriate for applicants with an undergraduate degree or primary teaching qualification. This qualification is available through two modes of learning: on campus and online. The requirements and content are the same for both modes of delivery.

The broad goal of the GDipTchg(ECE) is to prepare confident, competent and capable beginning teachers ready to meet the diverse needs of learners in New Zealand early childhood education services.

Preparation for a career in teaching must equip beginning teachers with the motivation and skills to grow as a learner. The GDipTchg(ECE) qualification aims to develop teachers who are willing and able to research their own and others' practice. Through the promotion of investigative approaches to learning, the qualification aims to prepare teachers who are able to adopt the roles of researcher, problem solver and change agent.

The GDipTchg(ECE) seeks to engender a problem-solving approach to teaching, rather than providing sets of recipes to be followed. The qualification has been designed so that meaningful learning experiences underpin the construction of each course, enabling student teachers to have structured opportunities to focus on praxis and the development of practical skills in their work with learners in early childhood settings.

The qualification develops teacher professional knowledge, professional practice and professional values and relationships aligned with the *Graduating Teacher Standards: Aotearoa/New Zealand*. Central to the philosophy of the qualifications is that "good teaching is not just a matter of being efficient and possessing the right kind of knowledge" (Hargreaves cited in Day, 1999, p. 6). Good teaching also involves caring attitudes, emotional and ethical work.

The GDipTchg(ECE) qualification utilises a model of the teacher as a reflective professional engaged in education as a transformative process. This model sees the teacher as constantly engaging in inquiry into their practice requiring attitudes of open-mindedness, responsibility and wholeheartedness.

The programme aims to develop graduates who are well prepared for teaching in a diverse range of early childhood education services, and who have the knowledge, skills and dispositions to effectively teach children who bring diverse cultural and social backgrounds and experiences to their learning.

Requirements

To be awarded the Graduate Diploma of Teaching (ECE) a student must successfully complete 155 points from the Schedule of Courses, meeting all course and qualification requirements.

Duration

The qualification is completed full-time over one year (it must be completed within two years).

Assessment

Assessment of courses is by assignment and examination.

Delivery Options

The **campus** option includes lectures, tutorials, studio time (assigned group tasks) and independent study. Some courses are supported with online information material delivered via Victoria's e-learning system, which operates using the Blackboard platform. Examinations are on site at Victoria University.

The **online** qualification operates through Blackboard and includes group learning, independent learning and a three-day residency in Wellington. Examinations take place in main centres throughout New Zealand. Students are responsible for the costs of attending exams and the residency.

Residency for Online Students

Online students must attend the compulsory residency, which runs from Monday 25 February to Wednesday 27 February 2013 at the University's Karori Campus.

This residency is a highly successful component of our qualification and the opportunity it provides for face-to-face interactions is intrinsic to the success of our online qualification. Students requiring accommodation in Wellington may stay on Ako Pai (the Faculty of Education marae) for a small nightly charge.

Graduate Diploma of Teaching(ECE) Graduate Profile

Graduates from this programme will be able to meet the NZTC Graduating Teacher Standards and the following Programme Graduate Profile:

- Demonstrates, through teaching, sound subject/content knowledge
- Creates safe, supportive and culturally responsive learning environments
- Integrates theoretical understandings and knowledge of individual children's needs in order to engage in appropriate responsive teaching practice
- Participates as an active and effective member of learning communities that are committed to making a difference to the lives of children
- Demonstrates an understanding of evidence-based teaching in order to design and deliver culturally responsive pedagogy
- Demonstrates, through teaching, knowledge of children and their world
- Demonstrates an understanding of the ethical, regulatory and professional requirements and be willing to advocate for children, parents and whānau
- Knowledgeable about the principles of the Treaty of Waitangi and mindful of their significance for teachers
- Able to articulate and explain their personal, professional philosophy of teaching and learning and critically apply it to their practice.

In addition, graduates from this programme will meet the Victoria University of Wellington Graduate Attributes of *leadership*, *communication*, and *critical and creative thinking*.

Teaching Experience (TE)

There are two blocks of teaching experience, each lasting seven weeks for students in this qualification. All TEs for the online and on campus qualifications occur in early childhood centres in New Zealand. Students will experience different early childhood services, including kindergarten and education and care settings, and work with children from infancy through to school age. Students are placed in early childhood centres by the Teaching Experience Office. Students should not approach any early childhood centre to set up a TE placement.

Please see the section on pages 51–53 for further information about the TE component of your programme.

The successful completion of TE is a mandatory requirement within specific courses. Check your course outline for details.

Key Dates

GDipTchg(ECE)

Trimester 3 2012 18 January 22 January–15 February 18–22 February 25–27 February	Nga Mihi Induction Day for Graduate Diploma of Teaching (ECE): Campus students. Online students can access Induction information in the EPSY 301 Blackboard course site. EPSY 301 EPSY 301 exam will be held during this week Residency for online students
Trimester 1 2013 4 March 25 March 28 March–3 April 22–26 April 24 May 7 June 7 June 10–13 June 14 June–3 July	Trimester 1 begins EPOL 311, EPOL 312, EPSY 312 begin Teaching Experience 1 begins Easter break Mid-trimester break Teaching Experience 1 ends EPOL 311, EPOL 312, EPSY 312 end Trimester 1 teaching ends Study week Exam weeks
Trimester 2 2013 15 July 5 August–9 August 12 August–27 September 30 September–4 October 18 October 21–24 October 25 October–15 November	Trimester 2 begins KURA 301, EPOL 313, EPOL 314 begin Mid-trimester break Teaching Experience 2 Mid-trimester break Trimester 2 Teaching ends Study week Exam weeks
Trimester 3 2013 18 November–13 December 20 December	EPOL 301 (internally assessed) Qualification ends

GDipTchg(ECE) Qualification Structure

	Prescribed Courses	Points
Summer Trimester (Jan/Feb)	EPSY 301 The Learner in Context	20
Trimester 1	EPOL 311 Early Childhood Teaching and Pedagogy	20
	EPOL 312 The Multi-literate Child	20
	EPSY 312 Early Development and Relationships	20
Trimester 2	KURA 301 Mātauranga Māori in Education	20
	EPOL 313 Assessment for Learning in the ECE Context	20
	EPOL 314 Science, Maths and Technology	20
Trimester 3	EPOL 301 The Teacher in Context	15

GDipTchg(ECE) Courses

For course timetable information, go to the online Course Catalogue at www.victoria.ac.nz/home/study/subjects/searchcourses
Courses are listed in Trimester order.

EPSY 301 The Learner in Context 20 points
Jan–Feb

This course reviews literature on human development, theories of learning, and principles of educational assessment as these relate to teaching and learning. Please note the withdrawal with refund period for this course is one week from the start date.

EPOL 311 Early Childhood Teaching and Pedagogy 20 points
[1]

An introduction to notions of curriculum, play and pedagogical practices in early childhood education settings.

EPOL 312 The Multi-Literate Child 20 points
[1]

An examination of how children make meaning and begin to represent their understandings of their world through engagement in art, literacy and literature, and music and movement.

EPSY 312 Early Development and Relationships 20 points
[1]

This course focuses on the theory and practice of early childhood pedagogy.

KURA 301 Mātauranga Māori in Education 20 points
[2]

This course focuses on developing awareness and understanding of te ao Māori and effective teaching and learning strategies that cater to the diversity of Māori in the Aotearoa/New Zealand context.

EPOL 313 Assessment for Learning in the ECE Context 20 points
[2]

This course focuses on the use of educational assessment to enhance learning in early childhood education centres.

EPOL 314 Science, Maths and Technology 20 points
[2] Campus
[2] Online

An examination of effective practices for teaching mathematics, science and technology to young children.

EPOL 301 The Teacher in Context 15 points
Nov–Dec

This course considers ethical, professional, legal and moral aspects of teaching and the impact of personal, social, political and cultural factors on teaching and learning. Please note the withdrawal with refund period for this course is one week from the start date.

General Information

ASSESSMENT

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is acceptable to include the work of others as long as it is acknowledged by appropriate referencing (see section on referencing below).

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website www.victoria.ac.nz/home/study/plagiarism.aspx

Turnitin

Student work provided for assessment in any course may be checked for academic integrity by the electronic search engine **www.turnitin.com** Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff and students in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism.

You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Referencing

All assignments should make reference to research. The American Psychological Association (APA 6th Edition) is the style used to cite references at Victoria. For assistance with referencing refer to the library's guide to referencing **www.cite.auckland.ac.nz** or **www.victoria.ac.nz/st_services/slss/studyhub/handouts/APA.pdf**

Aegrotats

Students undertaking BA courses (as part of a BA/BTeach (ECE)) who are prevented from completing assessment items by exceptional circumstances may apply for an aegrotat pass. More information about aegrotats are available at **www.victoria.ac.nz/timetables/aegrotat.aspx**

Courses which form part of teacher education qualifications are exempt from the aegrotat provisions of the University. In the event that a teacher education student is prevented from completing all the requirements of a course by one of the circumstances specified in the Aegrotat statute, alternative arrangements will be made through the relevant Head of School.

Assessment Criteria

Standards-based assessment is used for all assignments and students are eligible for grades of A+ to E. The grade descriptions for courses in the teacher education qualifications are as follows.

GRADE (grade point) (% band)	Label	Grade description (To be interpreted in conjunction with the criteria for the assessment task under consideration)
A+ (9) (85–100%)	Excellent	The work submitted by a student demonstrates a <i>very high standard of performance/professional competence</i> in relation to all the assessment criteria/learning outcomes (A+) or almost all the assessment criteria/learning outcomes (A) for an assessment task.
A (8) (80–84%)		Critical and/or creative thinking is evident through synthesis, evaluation and/or critique that effectively incorporates a range of appropriate sources and/or evidence (readings, classroom observations, experiences, personal reflection etc.) The student demonstrates a thorough understanding of concepts central to the course.
A- (7) (75–79%)	Very Good/ Merit	The work submitted by a student demonstrates a <i>high standard of performance/professional competence</i> in relation to most of the assessment criteria/learning outcomes for an assessment task.
B+ (6) (70–74%)		Critical and/or creative thinking are evident through synthesis, evaluation and/or critique that effectively incorporate a range of sources and/or evidence (readings, classroom observations, experiences, personal reflection etc.)
B (5) (65–69%)	Good/ Competent	The work submitted by a student indicates that most of the assessment criteria/learning outcomes are met to a <i>good standard</i> , some of it may even be at a <i>high standard</i> . An element of critical and/or creative thinking is present within the student's work. Professional competence is met at minimal level for all aspects and some met at a higher level.
B- (4) (60–64%)		

GRADE (grade point) (% band)	Label	Grade description (To be interpreted in conjunction with the criteria for the assessment task under consideration)
C+ (3) (55–59%)	Satisfactory/ Adequate	The work submitted by a student indicates that most of the assessment criteria/learning outcomes are met to an <i>adequate standard</i> . Despite some limitations, there is evidence that indicate that professional competence is met at minimal level for all aspects.
C (2) (50–54%)		
D (1) (40–49%)	Unsatisfactory	The work submitted by a student indicates that most of it is at a <i>satisfactory level</i> in relation to the assessment criteria/learning outcomes but there are major deficiencies or omissions in some aspects of professional competence.
E (0) (0–39%)	Poor	Some or most of the work does not meet the criteria/learning outcomes. The work clearly does not meet the minimal level of professional competence.

Two forms of assessment are used:

- **formative** assessment, which is ongoing through each course. This gives students feedback on how they are progressing towards achieving the course learning outcomes. Formative assessment may include participation in online discussion forums, journal writing, written/oral tasks, individual activities, curriculum planning and resource making, and presentations in tutorials.
- **summative** assessment, which is used to provide a formal grade for the achievement of the course learning outcomes. Examples include essay/report writing, oral/pictorial presentations, and examinations.

For each assessment task students will be given the respective criteria for each grade level.

Final Grade

Your summative assessment marks will be added to make your final grade for the course as follows:

Pass

A+	-	85–100%
A	-	80–84%
A-	-	75–79%
B+	-	70–74%
B	-	65–69%
B-	-	60–64%
C+	-	55–59%
C	-	50–54%

Failure

D	-	40–49%
E	-	below 40%
K	-	Failed mandatory requirements

Language

Assessment is normally conducted in the English language. Students may choose to be assessed in Te Reo Māori. In this situation the student must notify the Course Coordinator during the first two weeks of the course to allow time to arrange an appropriate marker for the assignment.

Policies

Assessment policies and procedures are outlined on the Victoria University website. www.victoria.ac.nz/home/about/policy

ASSIGNMENTS

Presentation

Assignments must be presented using the following guidelines:

- the correct cover sheet (available from the relevant School Administration Office) must be attached
- word processing of **all** assignments is required
- word-processed work should have 1.5 line spacing and be in a 12-point font: leaving a one-line space between each paragraph and a 4–5 cm margin for lecturer comments
- all assignments should make reference to research. The American Psychological Association (APA 6th Edition) is the style used to cite references at Victoria. For assistance with referencing refer to the library's guide to referencing www.cite.auckland.ac.nz or www.victoria.ac.nz/st_services/slss/studyhub/handouts/APA.pdf
- written work should have correct spelling and be grammatically correct.

Submitting Assignments

Students must complete and submit all assignments by **4.00pm on the due date**. Assignments should **not** be handed to lecturers or tutors.

Campus students: submit to the appropriate School Administration Office.

Online students: email to the appropriate School Administration Office.

Assignments should be submitted as follows:

EPOL courses:

PA213 (Panckhurst Building) or email **sepi@vuw.ac.nz**

EPSY courses:

MA308 (Malcolm Building) or email **sepp@vuw.ac.nz**

KURA courses:

MA209 (Malcolm Building) or email **tkm@vuw.ac.nz**

Some course assignments can be submitted at Kelburn Campus in the assignments box outside Easterfield 121. The box is accessible Mon-Fri, 8am to 6pm.

Please check the relevant course outline for instructions on where assignments can be submitted.

Students who email assignments will receive a confirmation of receipt email which should be retained. It is the student's responsibility to follow up if confirmation is not received. Students are expected to keep copies of all assignments submitted.

Extensions

Teaching requires excellent organisational and time management skills and students need to demonstrate the ability to meet this requirement of the profession. Simply having got behind with the required workload is not, of itself, a reason to be granted an extension.

- In reasonable circumstances, an extension to the assignment due date may be granted by the Course Coordinator. **Extensions must be applied for PRIOR to the due date.**
- Requests for extensions must be accompanied with appropriate evidence such as a medical certificate and be made on the **Extension Request Form** available from the relevant School Administration Office.
- An assignment that is submitted with an extension form will be graded as normal. Extensions will normally be for five days, however, the Course Coordinator may allow a longer extension in exceptional circumstances.

Students applying for an extension may be required to write on an alternative topic to the original assignment.

You must staple the signed Extension Request Form to your assignment when you hand it in.

Late Work

Late work will be accepted for a maximum of five working days from the due date. Assignments that are submitted late without an extension will have a two (2) grade penalty deducted from the final grade (eg C+ to D). **Assignments that are submitted more than five working days late without an approved extension will not be marked.**

Moderation of Marks and Grades

Moderation procedures ensure consistent interpretation of assessment criteria by different markers or by the same marker over a set of assignments. If you are dissatisfied with your assignment grade, you should first approach your lecturer/tutor to discuss your concerns. If still dissatisfied, then there should be discussion with the Course Coordinator.

Assignments will be checked for consistency by an internal moderator and may be submitted for moderation by an external moderator. For these purposes, assignments may be copied but will be destroyed on completion of the process. External moderation will not result in any student's grades being changed.

Reconsideration of Assessed Work

Any student queries about the assessment or results of internally assessed work or the results of course requirements should be directed to the Course Coordinator within two weeks of the assessments/results being made available to students (except in documented medical or similar circumstances).

EXAMINATIONS

Examination Periods

Examinations occur at the conclusion of most Graduate Diploma of Teaching (ECE) and some BA/BTeach(ECE) and BEd(Tchg)EC courses and bring together the theory and pedagogical practices studied through a range of exam tasks. Examination requirements are stated in the course outlines.

Alternative Arrangements

All students must attend examinations at the scheduled time and place. In exceptional circumstances, a student may apply to the Student Administration Office to sit their exam at an alternative location or time. Students unable to sit an exam due to exceptional circumstances must apply to the Student Administration Office as soon as possible for an alternative time to sit the exam. As governed by the Victoria University Fees Statute, students may be charged for alternative examination arrangements.

Impaired Performance

Students studying towards a teaching qualification are not eligible for Aegrotat pass provisions. If a student feels that their performance in an exam has been impaired, they must contact the Student Administration Office within 48 hours of the exam for further information. Students whose application for impaired performance is accepted and who fail their exam, will be offered the opportunity to sit an alternative version of the exam.

Special Exam Facilities

Students who require special facilities in an exam room should contact Disability Services on **04-463 7477**.

Further Information

For further information regarding examination rules and procedures, refer to our website at **www.victoria.ac.nz/timetables/exam-rules-results.aspx** or contact Anne Robertson, Examinations Coordinator at the Faculty of Education, Student Administration Office on **04-463 9527**.

COURSE INFORMATION

Course Outlines

The course outlines contain all necessary information about the course including:

- the School, course code, title and points value
- start and end dates including the exam period
- staff involved in the course
- course prescription and learning objectives
- class times, types and rooms
- book lists and student notes information
- assessment information
- mandatory course requirements
- detailed course content information
- detailed requirements for assessment tasks and the criteria for each grade.

Materials Fee

Some courses have charges for materials such as readings, field-trip expenses and noho marae. You can expect to pay up to approximately \$600 per year for readings, textbooks and material expenses.

There is a cost associated with noho marae. You will be advised in the course outline when a noho marae is part of your course. A koha is collected before the pōwhiri at noho marae and it is expected that you will contribute a small sum of money.

Readings

Student notes and text books can be purchased through vicbooks online or at one of their retail outlets. Vicbooks can arrange delivery to your home address or to the Karori Campus (for pick up at the Fuji Xerox Office on Level 1 of Waghorn Building). Many courses use the Library e-reserve system where electronic copies of student notes can be downloaded and stored electronically.

First Aid Course

All ECTE students are required to complete a comprehensive First Aid course as part of their qualification. This course forms part of the mandatory requirements for EPSY 317 (BEd(Tchg)EC, BA/BTeach(ECE)) and EPOL 301 (GDipTchg(ECE)). It is the students' responsibility to make sure that their First Aid certification meets Ministry of Education requirements and is up to date.

For information on First Aid certification requirements go to www.lead.ece.govt.nz/ManagementInformation/Staffing/FirstAidQualification.s.aspx

Students facing financial hardship may apply for a hardship grant through Student Finance to assist with the cost of completing the First Aid course.

Mandatory Course Requirements

Mandatory Course requirements are specified in each course outline. Failure to meet these requirements may result in failure of the course. If all other assessment tasks have been satisfactorily completed in the course a K grade will be awarded.

Workload

The points count of a course gives an indication of its workload. Each point represents approximately 10 hours of study. Thus a 20-point course should equal 200 hours of student workload inclusive of activities such as lectures, tutorials, studio time, online forums readings, assignment and assessment preparation, study and exams.

TEACHING EXPERIENCE AND TEACHER REGISTRATION

The Faculty's Teaching Experience Office is responsible for sourcing teaching experience placements for students in different schools.

Assessment

Teaching experience provides opportunities for students to show their growth and development as teachers by putting into practice what they have learned in their courses through linking theory to practice. The work of each student is assessed by the Associate Teacher and an academic staff member of the Faculty who will visit the student in the early childhood centres and observe the student teaching.

Faculty staff carefully consider the Visiting Lecturer and Associate Teacher reports and observations from the student's TE in order to determine whether the student has passed or failed the TE through meeting the graduating teaching standards. Students may have only one repeated TE during the qualification.

The costs of TE, including daily travel to centres, are the student's responsibility. Students facing financial hardship may apply for assistance with the costs of travel to their TE centre through Student Finance.

Students who fail a TE may be given an opportunity to repeat it in order to meet the learning outcomes of the course in which it is a mandatory requirement. Students are permitted to have **only one repeated TE** throughout their programme of study. When a TE is failed, students are required to re-enrol in the course in order to complete the learning to a satisfactory standard and meet the relevant mandatory requirement of passing the TE.

Placement

Students will be asked for information about any early childhood centre where it would be inappropriate for them to be placed (eg. their child is enrolled in that centre). Students must also disclose if there are any circumstances that would make it inappropriate for them to be on a TE (eg. ill health, pending criminal charges).

Attendance

Student teachers should attend ALL teaching experience days and be punctual and prepared to attend for at least 7.5 hours plus their lunch break at times negotiated with their Associate Teacher and appropriate to the early childhood centre. Students should take the opportunity to be fully involved in all aspects of the centre programme and to participate in any centre meetings or events to which they are invited.

If an absence is unavoidable due to illness, the student teacher must make contact with the Associate Teacher to inform them of their absence as soon as possible. If, on the day of absence, the Visiting Lecturer observation is to take place, the Teaching Experience Office should also be notified so that they can inform the Visiting Lecturer of the absence. It is the student teacher's responsibility to then make another time for the Visiting Lecturer's observation.

Students who miss a total of three days or more from a teaching experience must discuss this with the TE Office as it may lead to failure of the teaching experience.

Professional Conduct

Student teachers may be placing themselves at risk:

- by keeping a child/student on their own with them in the early childhood centre or classroom (eg. before school, at breaks or after school)
- by embracing or touching others inappropriately, as this touching may be viewed as sexual harassment or assault
- by speaking or interacting in a manner which could be interpreted sexually or as sexual innuendo.

It is illegal for a student teacher to hit or smack a child/student in their care or for whom they are responsible.

The Faculty will investigate any serious formal complaint of unprofessional conduct under the Student Conduct Statute see www.victoria.ac.nz/home/about/policy/students.aspx

Whilst on teaching experience it is expected that students will:

- act at all times in a way that respects the rights of others, and particularly the right to learn in a safe environment
- make themselves aware of their rights and responsibilities as students and student teachers
- be familiar with course information and teaching experience requirements made available to them and raise any queries with the Course Coordinator concerned in an appropriate manner
- fulfil their responsibility to participate actively in the teaching-learning environment, including engaging in professional and collegial discussions with the Associate Teacher regarding their progress
- be aware of their individual rights and responsibilities regarding the proper use of copyright material and the ethical responsibilities of student teachers in relation to the children/students they meet during their training
- treat information relating to children/students or parents with confidentiality, dress appropriately, be punctual, and have teaching sessions thoroughly prepared
- not take (or send) children/students off-site without prior approval of the Head Teacher, Principal and/or parents
- conform with the policies and procedures of the school or centre
- work collegially with their Associate Teacher.

Police Checks and Disclosure of Criminal Charges and Convictions

Students entering a teacher education qualification are required to give permission to the Faculty of Education to request a police check. Students whose qualification is of more than three years' duration will be required to complete another police check after three years. Any convictions identified by the police check will be referred to the Associate Dean and may result in the student being removed from the qualification.

Students who are charged with, or convicted of, a criminal offence during their training must immediately disclose this to the Associate Dean.

Teacher Registration Criteria

At the completion of their teacher education qualification, students who intend teaching the following year are required to apply for provisional registration with the New Zealand Teachers Council. Registration requires that a teacher has met the New Zealand Teachers Council Graduating Teacher Standards and is:

- of good character
- fit to be a teacher
- satisfactorily trained to teach
- likely to be a satisfactory teacher.

Graduates of a teacher education qualification are expected to meet the Graduating Teacher Standards of the New Zealand Teachers Council.

Details are available on **www.teacherscouncil.govt.nz**

NEW ZEALAND TEACHERS COUNCIL GRADUATING TEACHER STANDARDS: AOTEAROA/NEW ZEALAND

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

Professional Knowledge

Standard One: Graduating Teachers know what to teach

- a. have content knowledge appropriate to the learners and learning areas of their programme.
- b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- c. have knowledge of the relevant curriculum documents of Aotearoa/ New Zealand.
- d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

- a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- c. know how to develop metacognitive strategies of diverse learners.
- d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

- a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa/ New Zealand.
- c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa/ New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- b. use and sequence a range of learning experiences to influence and promote learner achievement.
- c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

- a. systematically and critically engage with evidence to reflect on and refine their practice.
- b. gather, analyse and use assessment information to improve learning and inform planning.
- c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values and Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

- a. recognise how differing values and beliefs may impact on learners and their learning.
- b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- c. build effective relationships with their learners.
- d. promote a learning culture which engages diverse learners effectively.
- e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

- a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.
- b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

UNIVERSITY REQUIREMENTS

Attendance

A sound record of attendance and active participation is an important personal and professional quality for a teacher. Courses may include terms/mandatory requirements for attendance.

Professionalism and courtesy require that you notify the Course Coordinator in the event of illness or unavoidable absence; this includes the online qualifications. You may need to provide supporting documentation such as a medical certificate if the illness is likely to span more than a couple of days.

In the online qualifications, attendance is through contributions to forums and online blogs, which are tracked through the online system. In the on-campus qualifications, attendance is expected at all scheduled lectures, tutorials and studio times.

Communication

The **Associate Dean: Early Childhood Teacher Education** has general oversight and responsibility for the professional suitability and quality of the Graduate Diploma of Teaching (ECE), the BA/BTeach(ECE) and BEd(Tchg)EC qualifications.

The **Course Coordinators** are responsible for the design and delivery of individual courses. Student questions or concerns about any aspect of the course, including content, assessment tasks, feedback on assignments and grades should be directed to the Course Coordinator in the first instance.

The **Teaching Experience Office** is responsible for finding placements in early childhood centres for teaching experiences and as the first point of contact for all matters relating to TE.

The **Student Administration Office** processes changes of course and can advise on matters relating to general enrolment, examinations, qualification completion and graduation. The Student Administration Office can also help students with any questions relating to the student services and facilities provided at Karori Campus and in the wider University.

The **School Administration Office** deal with all matters relating to the individual courses within the school, including assignment receipt and return to students, and grade entry. If you have any questions regarding such matters, you should contact the School Administration Office in first instance.

BA component of the BA/BTeach(ECE) – Students in the BA/BTeach qualification requiring advice about the BA component of the qualification should contact the Faculty of Humanities and Social Sciences.

Students should check their Victoria University email account on the myVictoria site at least once a week.

Reconsideration of Course Grades

A student who believes that their final grade for a course has been calculated incorrectly should consult the course coordinator without delay.

A student who is not satisfied with their course grade may, on paying the prescribed fee to the relevant Faculty Student Administration Office, apply in writing for a reconsideration of their examination or any other assessment item for which the marks were not released until after the end of the teaching weeks for that course. Applications must be submitted by these dates following the release of course results:

Course ending in Trimester 1	31 August
Courses ending in Trimester 2	31 January
Course ending in Trimester 3	30 April

Reconsideration shall cover only a careful re-marking of the examination script or other piece of assessment. No extraneous information, for example, information about impairment of the student during the examination, shall be placed before the examiners.

The application fee will be refunded if the reconsideration results in an upward adjustment to the student's course grade. If the examiners conclude after reconsideration that a lower grade should have been awarded, the first grade determined for the student must stand.

Any student who is not satisfied with the outcome of a reconsideration application or any other assessment decision by a course coordinator should raise the issue with the Head of School. The VUWSA Student Advocate can also be consulted.

Concerns or Complaints or Academic Grievances

Students sometimes have concerns about aspects of their qualification including the teaching they are receiving. Any concerns should be raised with the relevant lecturer or the Course Coordinator. If you are unable to resolve your concerns, or if the direct approach is not appropriate about a particular course, you should see the relevant Head of School. VUWSA Education Coordinators are available to assist in this process.

You may also have concerns about the conduct of your fellow students. Any concerns should be raised during the course with your lecturer/s if they relate to the qualification, or directly with the fellow students. Should this not resolve the concerns then you should first see the Course Coordinator and then the Head of School. Class representatives are available to assist you with this process.

If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. The academic grievance procedures of the University will apply. These are set out in the Academic Grievances Statute, which is published on the Victoria University website at www.vuw.ac.nz/home/about_victoria/policy.html

Ethics

The University has a strict code of ethical conduct for the use of human subjects in research. Approval from the Faculty of Education Ethics Committee is required for all student work that involves human subjects. Policy and ethics forms can be found at www.victoria.ac.nz/postgradlife/

If a course assessment requires ethical approval, your Course Coordinator will inform you when a class approval has been obtained.

Evaluation

In accordance with Victoria University policy, courses are evaluated by students in a three-yearly cycle. Evaluations of courses are carried out by the Centre for Academic Development (CAD). On-campus students complete their evaluations during lectures or tutorials, and online students receive electronic evaluation forms to complete and submit. Students are encouraged to complete course evaluations so that the review of courses can take into account student feedback.

A course evaluation may be requested by students. Where ten percent or more of the enrolled students request this, a course evaluation must be held.

General University Requirements – Policies and Statutes

Students should familiarise themselves with the University's requirements, policies and statutes particularly those regarding the course of study requirements, and formal academic grievance procedures, contained in the statutes in the Victoria University Calendar. The University's calendar website is www.vuw.ac.nz/home/study/calendar.aspx

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, refer to the statute on the Victoria policy website at www.victoria.ac.nz/home/about/policy/students.aspx

The Policy on Staff Conduct can be found on the Victoria website at www.victoria.ac.nz/home/about/policy/staff.aspx

STUDENT SERVICES AND FACILITIES

Blackboard

Blackboard is an online environment that supports learning at Victoria University by making course information, materials and/or learning activities available via the internet. Some campus-based courses may have a Blackboard component, as indicated in the course outline. All outline courses are taught via Blackboard. Students can access Blackboard through the myVictoria web portal my.vuw.ac.nz

Computing

All teacher education students are expected to be able to use digital technologies for learning and teaching. All enrolled students receive a Student Computing Services (SCS) username and password (details are printed on Confirmation of Study forms), and a free email address which is used for all official electronic correspondence. Students may re-set their SCS email to re-direct to another email address if preferred. It is the student's responsibility to regularly check their SCS email account.

SCS provides all enrolled students with access to electronic resources that support communication, learning and research needs. Most resources are accessible on and off campus using myVictoria, the student portal. This web page provides secure access to:

- Student email (lecturers may send information to you through this account)
- Workspace (an allocated space quota for storage of personal files)
- Student Records (to check and pay your fees, update contact details, view grades and check your timetable)
- Library Catalogue and Databases.

Computer rooms are located in the Waghorn Block (Level 2) of the Karori Campus and in various locations on the Kelburn and Pipitea Campuses. Technical support is available from the SCS help desk, **04-463 5050** or on the SCS website at **www.victoria.ac.nz/scs**

International Students

All international students are covered by the New Zealand Ministry of Education's (2002) Code of Practice for the Pastoral Care of International Students. Students may access a copy of the Code of Practice through the Victoria University website.

Victoria International supports international students during their time at university, phone **+64 4-463 5350**, email **victoria-international@vuw.ac.nz** or website **www.victoria-international.ac.nz**

Library

The WJ Scott Education Library has the following facilities available for your use.

- Research assistance is available from the Subject Librarians. Please ask at the Issue Desk to book an appointment, or email them directly **library-wjscott-reference@vuw.ac.nz**
- Appointments with Student Academic Services can be booked at Karori Connect within the library. Please ask at the Issue Desk for assistance.
- Student photocopiers are located within the library. These can also be used to scan and email documents.
- Student Computing facilities are available on the mezzanine floor of the library.
- Viewing facilities are available for multimedia material. Headphones can be obtained from the Issue Desk.
- The University wireless network can be accessed throughout the Library.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. The Course Coordinator can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can.

The student support systems operating at the Karori Campus of the University are available to all students. Collectively, these services are known as Karori Connect and can be accessed at the WJ Scott Education Library.

Karori Connect @ WJ Scott Library (Karori Campus)

Karori Connect is a collaboration between the Library and Student Academic Services to help you get access to services and resources for students on the Karori Campus.

As well as accessing a full suite of Library Services you can make and attend appointments with the Student Counselling Service and Disability Services within the WJ Scott Education Library; you can also attend video appointments with Student Learning Support and Financial Support and Advice. Appointments can be made with all services to attend at Kelburn Campus. For more information visit www.victoria.ac.nz/st_services/slss/downloads/2012CampusConnectionsWeb.pdf

- Student Learning Support Service
email student-learning@vuw.ac.nz or phone **04-463 5999**
Student Learning Support Services assist students at all levels of study. They can provide advice on academic reading, writing, research, time management and critical thinking. Useful handouts on these topics can be found at www.victoria.ac.nz/st_services/slss/studyhub/index.aspx
- WJ Scott Education Library
email library-wjscott@vuw.ac.nz or phone **04-463 9508**
For more information about the other VUW libraries, visit the library website at www.victoria.ac.nz/library
- Computer and internet access
Student IT Service Help Desk
email scs-help@vuw.ac.nz or phone **04-463 5050**
- Student Health Service
email student-health@vuw.ac.nz or main phone line **04-463 5308**
- Counselling Service
email counselling-service@vuw.ac.nz or phone Karori Campus **04-463 5310**, Kelburn Campus **04-463 5310**, Te Aro Campus **04-463 5310**, Pipitea Campus **04-463 7474**

- The Student Support Services provide a variety of support services. For more information visit the website www.victoria.ac.nz/home/viclife/studentsservice/
- VicCareers: www.victoria.ac.nz/st_services/careers/
- Finance services: www.victoria.ac.nz/st_services/finadvice/

Online students have access to a designated Help Desk for IT support and an **0800 565889** number to contact the Faculty.

Victoria University of Wellington Students' Association (VUWSA) employs an Education Coordinator who deals with academic problems and provides support, advice and advocacy services, as well as organising class representatives and faculty delegates. Email education@vuwsa.org.nz for more information.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities (see Appendix 3 of the Assessment Handbook). The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in learning activities or in meeting the course requirements, contact the Course Coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Services to discuss your individual needs and the available options and support on a confidential basis. Disability Services are located on Level 1, Robert Stout Building, phone **463-6070** or email disability@vuw.ac.nz or website www.victoria.ac.nz/st_services/disability/

Web Links

There are a wide range of services, facilities, and social and cultural activities offered to all students to help make the most of their time at university. Students can make contact directly or visit the website www.victoria.ac.nz/home/viclife to find out more about life at Victoria.

OTHER

Faculty of Education Excellence Awards

Each year the Faculty of Education recognises and awards graduating students whose academic and professional performance in course work and teaching experience is exemplary. Students studying for early childhood, primary and secondary teacher education qualifications are eligible for the Excellence Award.

Students should familiarise themselves with all the requirements of the course outlines and University requirements provided in the above section of this booklet, particularly those regarding enrolment in and withdrawal from courses, assessment and course of study requirements, and formal academic grievance procedures contained in the statutes in the Victoria University website.

FACULTY OF EDUCATION

TE WHĀNAU O AKO PAI

Faculty Office, Karori Campus, Donald Street, Karori,
Wellington 6012

PO Box 17-310, Karori, Wellington 6147

PHONE 04-463 9500

FAX 04-463 9649

EMAIL education@vuw.ac.nz

WEBSITE www.victoria.ac.nz/education

STUDENT RECRUITMENT, ADMISSION AND ORIENTATION

Level 1, Hunter Building, Kelburn Campus, Wellington

PO Box 600, Wellington 6140, New Zealand

PHONE 0800 VICTORIA (842 867)

04-463 5374

FAX 04-463 5193

EMAIL course-advice@vuw.ac.nz

WEBSITE www.victoria.ac.nz/futurestudents