

2013

FACULTY OF EDUCATION
TE WHĀNAU O AKO PAI



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Contents

FACULTY OF EDUCATION

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IMPORTANT NOTICE

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Cover image: Detail of table by Shane Hansen for Le Ala I le Mālama (Māori and Pasifika Space), Victoria University of Wellington Library, Karori Campus.

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Welcome

Welcome to Victoria University's Faculty of Education.

We were formed in 2005 from the merger of the Wellington College of Education with Victoria University of Wellington, and collectively have 130 years' experience in training teachers and over 100 years in teaching and research in the discipline of Education. We are uniquely placed in the capital city to offer high-quality research-led teaching and learning and we aim to engage students as active members of a community of learning, offering challenging, high-quality academic programmes of study, with opportunities for an excellent student experience on campus and further afield.

The Faculty offers a range of challenging and rewarding qualifications at undergraduate, graduate and postgraduate levels. We offer undergraduate and graduate teacher education qualifications spanning the early childhood, primary and secondary sectors. We believe that well-educated teachers with a commitment to lifelong learning will make a positive difference to the lives of the children they teach and will contribute to the creation of New Zealand's knowledge society and economy.

We also provide qualifications that recognise education as a multidisciplinary field, enabling students to work effectively within the diversity of the education sector. Courses offered in the study of education (which includes areas such as educational psychology, human development, education policy and counselling) and Early Childhood Studies contribute to a Bachelor of Arts (BA) degree. Education can also be combined with Psychology as part of an interdisciplinary major in a BA.

The Faculty provides postgraduate qualifications that bridge scholarship, research and professional practice. Our postgraduate disciplines include education policy, assessment practice, educational psychology, diversity, curriculum, Māori and Pacific education. We also offer a professional programme for the training of educational psychologists.

Our postgraduate programmes are designed for teachers, educational psychologists, public servants, researchers and industry educators and trainers. The qualifications are structured to allow students to engage in study that suits their personal, professional and academic needs, enabling participants to engage in further study relevant to their work. Courses are available in a wide range of topics and students are able to complete Master's and PhD theses in their specific interest area.

We are committed to providing flexible delivery options for our students. Many courses are offered online enabling study using a mix of online technologies and paper-based material. This means you can work towards a qualification at your own convenience and in your own home.

The staff and students of the Faculty are the guardians of Ako Pai marae (the House of Good Learning) situated on the Karori Campus. The marae provides services to the Faculty and is a place for classes and study.

The Faculty is proud to be home to the Jessie Hetherington Centre for Educational Research where important work is being undertaken into, for example, student motivation and NCEA, Māori achievement in the mainstream and communication intervention for adults with intellectual disability.

With a focus on leadership, communication, creativity and critical thinking, taught by world-class academic staff and surrounded by the advantages of being in the nation's capital, studying here prepares you for future success that will enhance a full and rewarding career in your chosen profession. We look forward to welcoming you to our Faculty, working with you to achieve your full potential and setting you on the path to a successful and rewarding career.

Professor Dugald Scott
Dean, Faculty of Education



Schools and Institutes

There are three Schools in the Faculty of Education:

- ▣ School of Education Policy and Implementation
- ▣ School of Educational Psychology and Pedagogy
- ▣ Te Kura Māori.

The Schools administer courses that make up the qualifications offered by the Faculty and work with students undertaking undergraduate, graduate and postgraduate study in the areas of education, and early childhood, primary and secondary teacher education. All the staff and administrative offices of the Schools are located on the Karori Campus, but for students based on Kelburn Campus there is a Faculty of Education Office in the Easterfield Building.

School Administration Offices deal with assignment collection, course outlines and student notes and also help students with enquiries about general course information. Most Faculty of Education students will take courses from each of the Schools as part of their qualifications.

Working closely with the Jessie Hetherington Centre for Educational Research, the staff in the Schools are actively engaged in research activities that inform their teaching. The research being undertaken contributes to scholarship, both nationally and internationally, in a wide range of areas; for example, teacher education, teaching and learning, pedagogical content knowledge, Māori, Pasifika and indigenous education and educational psychology.

Staff are also engaged in a number of externally-funded research and evaluation projects and are able to draw upon the wider university resources and programmes to support research activity.



School of Education Policy and Implementation (SEPI)

Te Kura Mahere Whakatinana Mātauranga

The School of Education Policy and Implementation undertakes quality research-led teaching in a range of subjects that relate to education curriculum and policy in the early childhood, primary and secondary school sectors. The School is committed to undertaking research that investigates education policy and its implementation, domain-based subject areas and educational philosophy.

Staff in the School research and publish in a range of curriculum subject areas such as mathematics, science, literacy, the arts, technology, physical education, education policy, professional and pedagogical leadership, ethics, educational assessment, guidance and counselling.

SCHOOL OF EDUCATION POLICY AND IMPLEMENTATION (SEPI)

Level 2, Panckhurst Block, Karori Campus

Phone 04-463 9682

Fax 04-463 5349

Email sepi@vuw.ac.nz

Website www.victoria.ac.nz/education

Robin Averill

Senior Lecturer

Robin has worked in mathematics teacher education for over 10 years. She works in teacher education and Master's-level programmes on primary and secondary school mathematics and adult numeracy. She is passionate about the importance of excellent teaching.

“Education is a great area to work in. Whatever content we teach, we are teaching people. I’m very interested in how we can do an excellent job of developing all students’ learning alongside nurturing their pleasure and confidence in it and their curiosity and thirst for more.”

Robin’s research is primarily focused on ways to enhance equity of access to achievement in the school sector, particularly in relation to Māori and Pacific students. She has explored teaching approaches that enhance teacher-student relationships, and initiatives, frameworks and resources for promoting and developing culturally responsive teaching, keeping a strong focus on classroom practice and teachers’ and students’ views.

Robin also enjoys supervising postgraduate thesis students.

School of Educational Psychology and Pedagogy (SEPP)

Te Kura Mātai Hinengaro Tikanga Mātauranga

The School of Educational Psychology and Pedagogy has a focus on the psychology of teaching, inclusive pedagogy and a wide range of specialties within education, including instructional design, organisational learning, special education and principles of classroom management.

The mission of the School is to create and share educational psychology and pedagogical knowledge that has a scholarly and societal impact. Staff are committed to developing the knowledge, skills and attitudes of students, colleagues and community members to ensure they are informed and able to assume leadership roles in society.

An important focus for the School is to develop innovative solutions for enhancing Māori and Pasifika success in both undergraduate and postgraduate studies and to establish and maintain programmes of study that address the changing needs of our community of learners.

SCHOOL OF EDUCATIONAL PSYCHOLOGY AND PEDAGOGY (SEPP)

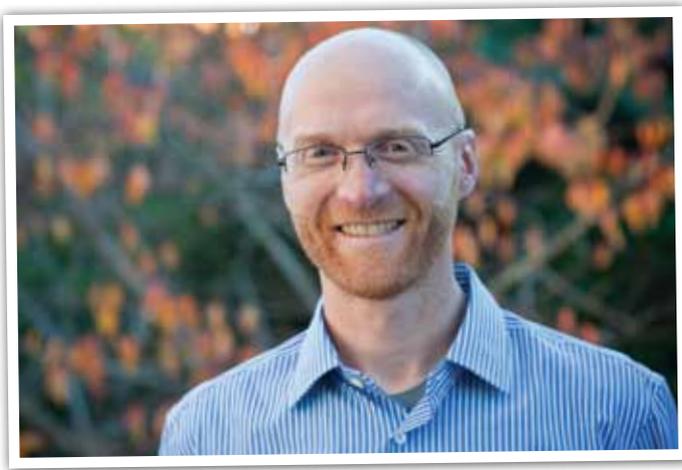
Level 3, Malcolm Block, Karori Campus

Phone 04-463 9502

Fax 04-463 9521

Email sepp@vuw.ac.nz

Website www.victoria.ac.nz/education



Matt McCrudden

Associate Professor

Matt joined the Faculty of Education in 2008. He teaches undergraduate and postgraduate courses, including courses in educational psychology and research methods, and supervises doctoral and Master's theses.

“My main area of research is reading, which stems from my interest in human cognition. Reading is a window into the inner working of the mind. It is an inherently goal-driven process: people read to find information to meet their goals for reading.

“My current research is focused on two main areas. First, what do readers do when they encounter information that challenges their knowledge and beliefs? Are some people more willing to modify their beliefs and why? Second, how do readers form beliefs about controversial topics when they read information from different sources that present conflicting messages?

“I’m building a critical mass of dedicated students who are involved in cutting-edge research that has practical implications in the area of reading. The Faculty of Education provides support to help dedicated undergraduate and postgraduate students involved in research that is relevant to people worldwide. I’m delighted to be part of this drive towards research-led change in education.”

Te Kura Māori (TKM)

Ko Whārangi te maunga

Ko Waipāhīhī te awa

Ko Kārōrōri te marae

Ko Tane-nui-a-rangi te tīpuna

Ko Ako Pai te whare

Ko Ngai Taurā ngā kaitiaki

Nō reira tēnā koutou, tēnā koutou, tēnā tātou katoa.

Te Kura Māori engages in teaching and research related to Māori education, policy and practice, Pasifika education and the education of indigenous peoples. Te Kura Māori contributes to relevant components of teacher education, education and postgraduate qualifications and support programmes through teaching, advising and research.

Te Kura Māori and the staff and students of the Faculty are the guardians of Ako Pai marae (the House of Good Learning). Students are able to use the marae as a place to study and relax, as well as attend classes in the marae classroom. The marae provides services to the Faculty, groups from the wider University, student groups, school and early childhood groups and external agencies.

TE KURA MĀORI (TKM)

Level 2, Malcolm Block, Karori Campus

Phone 04-463 5633

Fax 04-463 9548

Email tkm@vuw.ac.nz

Website www.victoria.ac.nz/education



Cherie Chu

Senior Lecturer

“I am a Senior Lecturer in Te Kura Māori. Before this role, I was a student and tutor in Education Studies. The lecturers I worked with inspired me to pursue an academic career in Education.

“With the support of my mentors I developed a passion for education focused on Pacific people, mentoring and leadership development. These are the areas that I also enjoy teaching to my students in the Bachelor of Arts programme, so that they can discover how social transformation can change lives for the better.

“My role takes me outside of the University as well, supporting educational communities in regions of New Zealand and researching Pacific student development in tertiary institutions.

“I love working with students and their communities. There is nothing more exciting and heart-warming than seeing students use their knowledge and skills to help educate other people around them. There is always so much to learn from these experiences.”

Jessie Hetherington Centre for Educational Research

The Jessie Hetherington Centre for Educational Research (JHC), named after a pioneer of New Zealand education practice, promotes significant and strategic educational research and development activities locally, nationally and internationally.

The Centre provides support for research by academic staff and postgraduate students who are involved in investigating educational policy and practice from early childhood to higher education. The Centre's research agenda encompasses:

- ▣ learning and learning outcomes
- ▣ teaching, teacher education and professionalism.

A major focus of JHC is to develop collaborative research linkages across the disciplines and professions to enable a positive impact on the education of children and adults. The Centre promotes collaborative scholarship and partnerships that address both bicultural and multicultural aspects of education in Aotearoa/New Zealand and the Asia-Pacific region.

JHC incorporates the Institute for Early Childhood Studies (bringing together early childhood teachers, researchers and other professionals) and works in partnership with He Pārekereke (providing a base for research in Māori and Pacific education development).

Recent and ongoing major research projects that are supported by external research contracts include:

- ▣ longitudinal research on the impact of NCEA endorsements on student motivation and achievement
- ▣ research into developing communication abilities of students with autism and developmental disabilities
- ▣ research on teacher professional development for culturally responsive pedagogies in secondary schools

- ▣ research on professional development for school leaders to develop culturally responsive secondary schooling
- ▣ needs analysis of augmentative and alternative communication (AAC) among adults with intellectual disability
- ▣ professionalism in early childhood education and care settings
- ▣ international literature review on quality early childhood education for under two-year-olds
- ▣ effective sports and recreation in New Zealand Pacific Island communities
- ▣ international policy and ethical guidelines for research with children and youth
- ▣ research on teacher professional development in numeracy incorporating school- and system-level leadership
- ▣ international literature review on enhancing educational outcomes for Pasifika learners.

The Centre sponsors research training supplementing coursework to enhance specialised research skills and software use. JHC staff have expertise in survey development, interviewing and focus group procedures, advanced statistical analysis, qualitative and quantitative data analysis software, writing and reviewing for publication and meeting ethical requirements for research.

JESSIE HETHERINGTON CENTRE FOR EDUCATIONAL RESEARCH (JHC)

Level 3, Grey Block, Karori Campus

Phone 04-463 9588

Fax 04-463 9561

Email jessiehetherington-centre@vuw.ac.nz

Website www.victoria.ac.nz/education



Wally Penetito

Professor

Wally has had many roles at Victoria University. Between 1994 and 1997 he held a joint position at the former Wellington College of Education and the Department of Educational Studies. He was a member of the Institute for Research and Development in Māori and Pacific Education, becoming its Director in 1997, and in 2006 he was appointed an Associate Director of the Jessie Hetherington Centre for Educational Research.

“The Faculty of Education has the responsibility of developing competent, talented and conscientious teachers who are knowledgeable in their chosen fields of study and imbued with the imagination to excite learning in others. In my time in the Faculty there has never been a moment’s hesitation in striving to meet this challenge.

“My teaching and research has ranged across a broad spectrum of Māori education at all levels, with an emphasis in areas of philosophy of education, sociology of change, the politics of education, eco-justice and place-consciousness.

“Working with students and colleagues completing research degrees has been a marvellous and creative experience. The overall experience of being part of the Faculty of Education is fulfilling and totally absorbing; the work is never completed.”



Admission and enrolment

Undergraduate university and qualification entry

Applicants to undergraduate qualifications must satisfy the requirements for entry to Victoria in 2013. You will need to:

- ▣ achieve University Entrance
- ▣ achieve the Guaranteed Entry Score—a rank score based on your school examination results (see www.victoria.ac.nz/admission for more information on admission)
- ▣ fulfil any other qualification-specific requirements (eg. assessment for teacher education qualifications)
- ▣ apply by the due date.

Student Recruitment, Admission and Orientation can help you if you have any questions about university entrance to your chosen programme of study.

More information about entry requirements to Victoria is available on the Victoria website: www.victoria.ac.nz/home/admisenrol

Teacher Education qualification entry requirements

All applicants are assessed by the Faculty of Education for suitability for entry to the teaching profession. This involves meeting set criteria, having supportive referees, making declarations about any criminal convictions, health and disability issues and successfully taking part in an assessment exercise.

Expressions of Interest are being accepted from 1 July for entry into the 2013 Graduate Diploma of Teaching (ECE, Primary or Secondary) qualifications. See page 25 for more information.

Places in these qualifications will be offered on the basis of the applicant's academic merit. Preference in the Graduate Diploma (Secondary) may be given to those who intend to teach subjects in high demand.

Referees

You need to supply the names and contact details of two referees. They will be contacted by phone or email. They should be people who know you well but are not family members, partners or friends. If possible, one of your referees should be a recent employer or teacher.

Personal declarations

Health and disability: In order to identify anything that may place children in your care at risk or inhibit your performance as a student teacher, you need to declare any medical, psychological or learning difficulty, or disability that could limit your participation in a teacher education programme.

Criminal convictions: If you have been convicted of any offence against the law you must give details of the offence at the time of your application.

These personal declarations are part of the application process. Your enrolment may be reviewed if it is found that false declarations have been made.

Assessment exercise

Before you are accepted into any teacher education qualification, you are required to successfully take part in an assessment exercise. The assessment exercise includes thinking about the qualities needed to be a good teacher and a follow-up discussion with a group of other applicants. The assessment evaluates your skills in listening, oral communication and working with others and is useful for determining your suitability for teaching. The New Zealand Teachers Council also requires that your literacy and numeracy skills are assessed before you begin your programme.

When you attend the assessment exercise you will be asked to complete a form giving the University permission to seek a police check. This is required for all students who will spend time in schools or Early Childhood Education (ECE) centres as part of their study.

You must be able to attend an assessment exercise before 14 December 2012. Most assessments will take place in Wellington, but there may be an opportunity to be assessed in Auckland, Hamilton or Christchurch.

English language competency

Courses at Victoria are normally taught in English and essays and reports are the main kind of written work for assessment and exams.

Admission to teacher education qualifications requires a minimum academic IELTS test score of 7.0 in each of the four categories assessed. If English is not your first language you should undertake an IELTS test and submit the test results with your application. For more information, contact the English Language Institute at Victoria University on **04-463 5600** or email **lals@vuw.ac.nz**

Qualification assessment

If you have a degree qualification from an overseas university, you may need to have it assessed and approved by the New Zealand Qualifications Authority (NZQA) for acceptance into a teacher education programme. For further information about assessment of overseas qualifications, visit **www.nzqa.govt.nz**

Postgraduate qualification entry

Applicants must satisfy the requirements for admission to a postgraduate qualification. See Postgraduate qualifications on page 38 for entry requirements to specific programmes.

To discuss the qualification requirements, email **pgeducation@vuw.ac.nz** to make an appointment.

Enrolling online

All applicants must go to **www.victoria.ac.nz/enrol** to complete an online application. The online enrolment system will guide you through the enrolment process. It is important that you follow the steps and fully complete the form, including the additional information forms. You should also remember to forward all the requested documentation at the time of your application. If you are applying for entry to a teacher education qualification you will also be asked to supply some additional information.

For more information

Qualifications and entrance criteria:

STUDENT RECRUITMENT, ADMISSION AND ORIENTATION

Phone 04-463 5374 or 0800 VICTORIA (0800 842 867) and select option 2
Email course-advice@vuw.ac.nz

Enrolment or how your application is progressing:

ENROLMENT OFFICE

Phone 04-463 5250 or 0800 VICTORIA (0800 842 867) and select option 1
Email enrolment-enquiries@vuw.ac.nz

Your assessment exercise:

FACULTY OFFICE

Phone 04-463 9500
Email education@vuw.ac.nz

Detailed information about Faculty of Education qualifications:

UNDERGRADUATE/GRADUATE STUDENT ADMINISTRATION OFFICE

Phone 04-463 9660
Email education@vuw.ac.nz

POSTGRADUATE STUDENT ADMINISTRATION OFFICE

Phone 04-463 9728
Email pgeducation@vuw.ac.nz

Undergraduate qualifications

The Faculty of Education offers a range of qualifications for undergraduate students, from a BA in Education or Education and Psychology to teacher education qualifications in Early Childhood, Primary and Secondary teaching.

Education majors in the BA

Three BA major subjects are offered by Faculty of Education:

- ☒ Bachelor of Arts in Education
- ☒ Bachelor of Arts in Education and Psychology
- ☒ Bachelor of Arts in Early Childhood Studies.

Students are also able to undertake courses in Education or Early Childhood Studies to contribute to a BA in another subject or a minor subject. The BA degree is administered by the Faculty of Humanities and Social Sciences.

Early Childhood teaching qualifications

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. The whole community benefits from having well-educated and qualified teachers who reflect the diverse backgrounds of children. We offer the following undergraduate qualifications in Early Childhood:

- ☒ Bachelor of Education (Teaching) Early Childhood Upgrade
- ☒ Bachelor of Arts/Bachelor of Teaching (Early Childhood Education).

The BEd(Tchg)EC Upgrade is for diploma-qualified early childhood teachers who wish to upgrade their qualification to a degree.

The BA/BTeach aims to develop beginning early childhood teachers who are well educated and capable of engaging in continuing self-development as multidisciplinary professionals working in a diverse society.

Primary and Secondary teaching qualifications

Teaching at primary and secondary level is a rewarding career. We offer teacher training that gives you the skills needed to excel in the classroom and to pass your specialised knowledge on to future generations. These conjoint degrees combine study in two teaching subjects with teacher training:

- ☒ Bachelor of Arts/Bachelor of Teaching (Primary and Secondary)
- ☒ Bachelor of Science/Bachelor of Teaching (Primary and Secondary).

The overall goal of these conjoint degrees is to prepare confident and competent beginning teachers with a commitment to lifelong learning and well able to 'make a difference' to those they teach.

The Bachelor of Teaching degree combines theoretical study and classroom experience and focuses on the pedagogical knowledge, pedagogical content knowledge, skills and attributes required to be a successful teacher in New Zealand schools.



Key dates

BA/BTeach(ECE), BA/BTeach, BSc/BTeach

Applications completed by	10 January 2013
Programme induction	Week of 25 February 2013
Programme begins	Monday 4 March 2013

BEd(Tchg)EC Upgrade, BA

Applications completed by	10 January 2013
Programme begins	Monday 4 March 2013

FACULTY OF EDUCATION

Donald Street, Karori Campus

Phone 04-463 9500

Email education@vuw.ac.nz

Website www.victoria.ac.nz/education

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Level 4, Murphy Building, Kelburn Parade, Kelburn Campus

Phone 04-463 5745

Email fhss-enquiries@vuw.ac.nz

Website www.victoria.ac.nz/fhss

FACULTY OF SCIENCE

Cotton Building, Kelburn Campus

Phone 04-463 5101

Email science-faculty@vuw.ac.nz

Website www.victoria.ac.nz/science

Brooke Flett

Current BA student

Brooke is in the final year of her BA, majoring in Education.

“At school I studied Economics and Japanese and continued with these subjects at Victoria, along with Political Science and Commerce. However, I soon discovered I didn’t really want to be heading down that path so I am now studying Educational Policy and Psychology.

“I discovered my passion lies within education. Studying courses that range from how students learn to the history of educational policy has convinced me that education is where I belong. I leave my lectures feeling inspired and empowered to make changes in our schools and in the lives of our students. I feel most passionate about the policy courses because it really taps into my own experiences and gives me an insight into how and why things are the way they are.

“Victoria gives students the chance to explore life and achievement beyond just their degree. The VicPlus and the International Leadership Awards were a drawcard. I have come to love the dynamic student culture here at Vic and have been very fortunate to have fantastic lecturers who know their stuff. They are engaging, enthusiastic and encouraging.”

Undergraduate qualifications

Qualification	Designed for	Entry and admission requirements
Bachelor of Education (Teaching) Early Childhood Upgrade BEd(Tchg)EC Upgrade	Holders of existing New Zealand Diploma of Teaching (ECE), a recognised NZQA equivalent or Kindergarten Diploma who wish to upgrade to a degree.	Students entering the BEd(Tchg)EC Upgrade must provide evidence of their teacher registration.
Bachelor of Arts/ Bachelor of Teaching (Early Childhood Education) BA/BTeach(ECE)	Applicants seeking a degree-level qualification and who are able to study full time. This allows students to pursue a BA in Early Childhood Studies at the same time as they gain a teaching qualification.	<ul style="list-style-type: none"> ▣ University Entrance ▣ achieve the Guaranteed Entry Score ▣ assessed and accepted by the Faculty of Education as suitable for the teaching profession. <p>For full details of admission and enrolment requirements, see www.victoria.ac.nz/admission</p>
BA/BTeach, BSc/BTeach	Applicants seeking a degree-level qualification and who are able to study full time. This allows students to pursue a BA or BSc at the same time as they gain a teaching qualification. People who wish to teach primary and secondary Years 1–13.	<ul style="list-style-type: none"> ▣ University Entrance ▣ achieve the Guaranteed Entry Score ▣ assessed and accepted by the Faculty of Education as suitable for the teaching profession. <p>For full details of admission and enrolment requirements, see www.victoria.ac.nz/admission</p>
Bachelor of Arts in Education and Psychology	Students who complete an interdisciplinary major in Education and Psychology may be able to continue to postgraduate study in education or educational psychology depending on the options chosen. People who wish to go on to do a Master's in Educational Psychology should complete this major.	<ul style="list-style-type: none"> ▣ University Entrance ▣ achieve the Guaranteed Entry Score. <p>For full details of admission and enrolment requirements, see www.victoria.ac.nz/admission</p>
Bachelor of Arts in Early Childhood Studies Note: Early Childhood Studies can either be taken as a sole major within the conjoint BA/BTeach(ECE) or as one of the subjects in a double major BA.	People who are interested in teaching, social policy and community services.	<ul style="list-style-type: none"> ▣ University Entrance ▣ achieve the Guaranteed Entry Score. <p>For full details of admission and enrolment requirements, see www.victoria.ac.nz/admission</p>
Bachelor of Arts in Education	Education is a major in the Bachelor of Arts (BA) and provides an excellent foundation for a career in many fields including teaching, social policy, youth work and community services. Education is multidisciplinary and draws on history, philosophy, politics, psychology and sociology. It appeals to students interested in issues such as social justice, challenges facing young people, and our changing world.	<ul style="list-style-type: none"> ▣ University Entrance ▣ achieve the Guaranteed Entry Score. <p>For full details of admission and enrolment requirements, see www.victoria.ac.nz/admission</p>

Qualification	Designed for	Entry and admission requirements
Bachelor of Education (Teaching) Early Childhood	Students who wish to gain a focused degree-level qualification in Early Childhood through campus-based classes and teaching experience placements in EC Centres.	<ul style="list-style-type: none"> ☒ University entrance ☒ Achieve the guaranteed entry score. <p>For full details of admission and enrolment requirements, see www.victoria.ac.nz/admission</p>

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

The BEd(Tchg)EC is for students who wish to gain a degree level qualification in early childhood teaching. The campus-based programme takes three full years to complete and is taught in lectures, tutorials and studio times. Successful completion enables graduates to be eligible for provisional teacher registration with the New Zealand Teachers Council.

As you are required to have a working knowledge of a range of early childhood education centres, students undertake twenty one weeks' teaching experience across the three years of the degree.

Programme structure

The Bachelor of Education (Teaching) Early Childhood programme comprises 360 credits and is divided into the following components:

- ☒ Curriculum Studies
- ☒ Cultural Studies
- ☒ Education Studies
- ☒ Professional Teaching Studies and Teaching Experience.

Programme goals

This degree aims to develop professional teachers who are sensitive to human needs, flexible, adaptable and resourceful people who can become leaders, able to work not only with young children but also with a wide variety of adults in the community.

Having successfully completed the BEd(Tchg)EC you will:

- ☒ be responsible for managing and monitoring children's learning and development
- ☒ know the curriculum you teach and how to develop skills and knowledge in this area
- ☒ think effectively about your practice and learn from experience
- ☒ have a knowledge of the context of early childhood education in Aotearoa/New Zealand
- ☒ have undergone preparation to work in the following early childhood education services: kindergarten; education and care; Pacific Island language nests; and home-based care.

Academic assessment

Assessment is ongoing throughout your study. Information on academic progress is available via Student Records on the myVictoria web portal, <http://my.victoria.ac.nz>

Qualification Structure

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

	Trimester One	Pts	Trimester Two	Pts
Year 1 2013	EPOL 111 Te Whāriki	15	EPOL 112 Notions of Well-being and Belonging	15
	EPSY 113 Understanding Young Children	15	EPOL 214 Developing Professional Practices in ECE	15
	EPOL 113 The Discovery of Early Childhood	15	<i>EPSY 114 Introduction to the Teaching Profession</i>	15
	Choice paper from the schedule to any first degree	15/20	KURA 111 Te Ao Māori I	15
Year 2 2014	EPOL 211 The Multi-literate Child	15	EPOL 213 Thinking Children	15
	EPOL 212 The Musical and Physical Child	15	<i>EPSY 211 Facilitating Curriculum to Support Children's Learning</i>	20
	EPSY 111 Working with Infants and Toddlers and their Families/Whānau	15	EPSY 212 Planning for Diversity	15
	<i>EPSY 115 Building Authentic Relationships with Children</i>	15	KURA 211 Te Ao Māori II	15
Year 3 2015	EPOL 215 The Early Years Debates	15	EPSY 315 Learning Together: Young Children and Adults in Early Years Settings	20
	EPOL 316 Professional Responsibilities in ECE	15	<i>EPSY 317 Professional ECE Pedagogy (goes until end Nov with final TE)</i>	20
	EPSY 313 The Artistry of Teaching	15		
	EPSY 314 Investigating Pedagogical Practices	15	KURA 311 Te Ao Māori	15

Italics courses contain TE component.

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

The BEd(Tchg)EC Upgrade is designed to offer practising early childhood teachers the opportunity to build on the knowledge and skills gained during their previous studies and teaching practice.

The qualification is intended for teachers who wish to upgrade from a New Zealand Diploma of Teaching (ECE), a recognised NZQA equivalent or Kindergarten Diploma to a degree qualification.

Programme structure

The BEd(Tchg) EC Upgrade qualification comprises 360 credits. Credit is awarded for your current qualifications.

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

- ☒ **Group A**
Current qualification: Two-year Kindergarten Diploma
160 points needed to upgrade
- ☒ **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
180 points needed to upgrade
- ☒ **Group B (2000+)**
Current qualification: DipTchg(ECE) from institutions other than previous colleges of education or universities gained from 2000 onwards
140 points needed to upgrade
- ☒ **Group C**
Current qualification: Three-year DipTchg(ECE) (including pathways) from previous colleges of education or universities.
115 points needed to upgrade

The programme is delivered using the online Blackboard platform. This enables teachers who cannot attend face-to-face courses at the University to undertake the programme. There is no time limit to complete the Upgrade and the expected workload is approximately 12–14 hours per week for a 15–20-point course.

Students are encouraged to plan their study and enrol for all 2013 courses by **10 January 2013**.

For more information about the Upgrade qualification, go to the website www.victoria.ac.nz/education or contact the Academic Group Director: EC Upgrade, Dr Mary Jane Shuker, phone **04-463 9659** or email mary-jane.shuker@vuw.ac.nz

Academic assessment

Assessment is ongoing throughout your study. Information on academic progress is available via Student Records on the myVictoria web portal, <http://my.victoria.ac.nz>

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

The BA/BTeach(ECE) is a conjoint degree that allows you to pursue a BA in Early Childhood Studies and, at the same time, gain a specialised early childhood teaching qualification, BTeach(ECE). This four-year full-time qualification is offered on campus at Victoria University with blocks of time at both the Kelburn and Karori Campuses.

The qualification is designed to prepare graduates to teach in a range of early childhood education settings, be eligible for provisional teacher registration and be able to continue with postgraduate study.

Programme goals for BA/BTeach(ECE)

Having successfully completed the BA/BTeach(ECE), graduates will have:

- ▣ a sound understanding of relevant theories and literature with the ability to use this knowledge to inform your pedagogical practices as an early childhood teacher
- ▣ the knowledge and capacity to critically engage with professional issues to fulfil your professional responsibilities as an early childhood teacher
- ▣ a multidisciplinary perspective that takes account of the complete nature of early childhood teaching
- ▣ met the requirements of the New Zealand Teachers Council's Graduating Teachers' Standards.

Programme structure

BA component

The subject requirements for a BA major in Early Childhood Studies are as follows:

- a. EPOL 113, 215, 317 and EPSY 113
- b. EPSY 315 or another approved course from EPOL, EPSY or KURA 300–399
- c. one further approved course from EPOL 200–399, EPSY 200–399 or KURA 200–399.

The six courses that make up the Early Childhood Studies major examine the wider education and societal contexts in which early childhood care and education exist. These courses orientate you towards understanding the different theories and philosophies that guide everyday teaching and interactions with children.

Other selected BA courses allow you to pursue study in one or more areas of interest to you, and support you in becoming a well-educated individual who is able to draw upon knowledge beyond the discipline of early childhood education.

BTeach(ECE) component

The courses in this component provide students with the pedagogical, curriculum and professional knowledge required for early childhood teaching.

As part of your programme you will gain practical teaching experience in a range of early childhood settings in order to develop your teaching skills. This gives you the opportunity to grow and develop as a teacher and put into practice what you have learnt in your courses. There are blocks of teaching experience within each year of the programme.

Other courses focus on curriculum studies which provide you with an understanding of children's development and the knowledge to implement the principles, strands and goals of the early childhood curriculum document, *Te Whāriki*. Cultural studies courses assist your understanding of different cultural, language and family needs. You also learn about ways to support diverse learners in early childhood programmes.

Academic assessment

Assessment policy, the grading system and criteria to pass will be identified at the beginning of every course. All courses have assessments comprising assignments, tests and may have examinations. Information on academic progress is available via Student Records on the myVictoria web portal,

<http://my.victoria.ac.nz>

Qualification structure

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

	Trimester One		Pts	Trimester Two		Pts	Trimester Three		Pts
Year 1	EPSY 113	Understanding Young Children	15	EPOL 111	Te Whāriki	15			
		1 x 100-level BA course	20	EPOL 112	Notions of Well-being and Belonging	15			
		1 x 100-level BA course	20	EPSY 114	Introduction to the EC Teaching Profession (four weeks TE)	15			
				KURA 111	Te Ao Māori I	15			
Year 2	EPOL 211	The Multi-literate Child	15	1 x 100-level BA course		20	EPOL 113	Discovery of Early Childhood (taught over four–five weeks in Nov/Dec)	15
	EPOL 212	The Musical and Physical Child	15	1 x 200-level BA course		20	EPOL 214	Developing Professional Practices in ECE (taught over four weeks in Jan/Feb)	15
	EPSY 111	Working with Infants and Toddlers and their Families/ Whānau	15	1 x 200-level BA course		20			
	EPSY 115	Building Authentic Relationships with Children (five weeks TE)	15						
Year 3	EPOL 213	Thinking Children	15	EPOL 215	The Early Years Debates	15	EPOL 316	Professional Responsibilities in ECE (taught over four weeks in Nov/Dec)	15
	EPSY 211	Facilitating Curriculum to Support Children's Learning (six weeks TE)	20	EPOL, EPSY or KURA 200–399 course		20	EPSY 313	The Artistry of Teaching (taught over four weeks in Jan/Feb)	15
	EPSY 212	Planning for Diversity	15	1 x 300-level BA course		20			
	KURA 211	Te Ao Māori II	15						
Year 4	EPOL 317	Advocacy and Young Children	20	EPSY 314	Investigating Pedagogical Practices	15			
		1 x 300-level BA course	20	EPSY 315	Learning Together: Young Children and Adults in Early Years Settings	20			
		1 x 300-level BA course	20	EPSY 317	Professional ECE Pedagogy (six weeks TE)		EPSY 317	Professional ECE Pedagogy	20
				KURA 311	Te Ao Māori III	15			

The bold courses are the compulsory requirements for the Early Childhood Studies major in the BA—see page 21 for the full requirements for the major.

Other noted courses are BTeach requirements. Courses appearing as 100-, 200- or 300-level BA courses are elective courses within the BA. Refer to the Online Course Catalogue at www.victoria.ac.nz/coursecatalogue for further information about the above courses.

Bachelor of Arts/Bachelor of Teaching (BA/BTeach)

Bachelor of Science/Bachelor of Teaching (BSc/BTeach)

These conjoint degrees combine study in two teaching subjects with teacher training. They are designed to produce well-educated teachers, qualified to teach at both primary and secondary level, who can teach to the objectives described by *The New Zealand Curriculum*. They feature a combination of lectures, workshops, tutorials and teaching experience in schools.

Programme goals

The overall goal of these qualifications is to prepare confident, competent and capable beginning teachers with a commitment to lifelong learning. Graduates will be ready to meet the diverse needs of learners in New Zealand primary and secondary schools and be well able to 'make a difference' to those they teach.

The Bachelor of Teaching degree combines theoretical study and classroom experience and focuses on the pedagogical knowledge, pedagogical content knowledge, skills and attributes required to be a successful teacher in New Zealand schools.

Programme structure

The conjoint programme of study is structured so that:

- ▣ years one and two are devoted mainly to teaching subject disciplines in a BA or BSc
- ▣ you undertake your first teacher education course (EPSY 131 Teaching—What's It All About?) in the third trimester of your first year of study
- ▣ you spend one trimester of your third and fourth years in full-time BTeach study.

The BA or BSc component

You must undertake study in a minimum of two teaching subjects from different curriculum areas:

- ▣ Subject choices must be relevant to those taught in primary and secondary schools.

- ▣ Study in one subject must be the degree major taken to 300 level for a BA and BSc and the other subject must be taken to 200 level.
- ▣ Approved teaching subjects for a BA and BSc are listed on page 20. In special circumstances, selected courses from subjects outside this list may be approved for the 200-level subject. The individual programmes of all students will be the subject of advice and approval during enrolment.

BTeach component

The BTeach component is made up of EPOL, EPSY and KURA courses (see qualification structure on the page opposite). These courses provide students with the pedagogical, curriculum and professional knowledge required for primary and secondary teaching.

The BTeach focuses on:

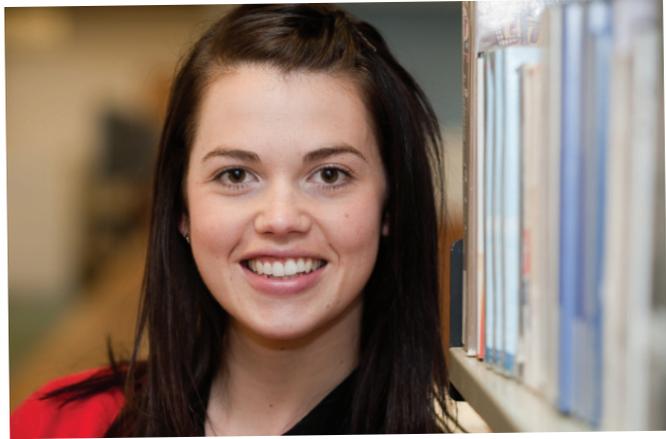
- ▣ assisting you to develop your understanding of educational contexts
- ▣ general pedagogical knowledge
- ▣ curriculum courses which lead to the acquisition of knowledge and skills needed to implement *The New Zealand Curriculum*
- ▣ development of specific skills which will enable you to teach confidently and competently.

Teaching Experience (TE)

Teaching experiences are spaced throughout the qualification in such a way that you are able to see how theory and practice interlink in the development of quality teachers.

Academic assessment

Assessment policy, the grading system and criteria to pass will be identified at the beginning of every course. All courses have assessments comprising assignments, tests and may have examinations.



Huanoa Potiki

Current BA/BTeach student

Huanoa is in the third year of her BA/BTeach qualification, majoring in English Studies.

“I am lucky enough to have been born into a family that values education. With an extended family of teachers, my parents instilled in me the desire to learn new things. I always knew that I would be a teacher.

“After completing school I worked in Australia and then New Zealand for five years. During those years I contemplated studying to be a teacher but was too scared to make the change. In 2010 I knew that if I didn’t do it then, it might not happen at all.

“I was unsure whether I wanted to teach at primary or secondary level so the BA/BTeach qualification at Victoria was the perfect option.

“The BA/BTeach has been amazing. Completing BTeach courses and teaching placements each year has given me a solid understanding of teaching. Electing to major in English Studies for my BA has allowed me to expand my teaching options significantly and become skilled in a wider range of subjects.”

BA/BTeach, BSc/BTeach approved teaching subjects

Curriculum area	Degree subject
Arts	Theatre
English	English Literature, English Studies
Learning Languages	Chinese, French, German, Japanese, Māori Studies*, Samoan Studies, Spanish, Te Reo Māori
Mathematics	Econometrics**, Mathematics, Statistics
Science	Applied Physics, Biology, Biotechnology, Cell and Molecular Biosciences, Chemistry, Ecology and Biodiversity, Environmental Science, Environmental Studies, Marine Biology, Physics
Social Sciences (specifically Economics, Geography, History, Social Studies)	Economics, Geography, History
Technology	Computer Science, Electronic and Computer Systems

*Must include te reo Māori language courses to at least 200 level

**Courses only, not a major

The approved teaching subjects for the BA/BTeach and BSc/BTeach are listed in the table above. When choosing to do a BA or BSc, you should focus the degree in your key curriculum area of interest. Choose a BA/BTeach if your main interests lie in humanities and social sciences and a BSc/BTeach if you are focused on science.

Bachelor of Arts in Education and Psychology (BA(EDPS))

This interdisciplinary BA major provides a comprehensive programme in these two disciplines and includes study of a core set of Psychology (PSYC) and Educational Psychology and Pedagogy (EPSY) courses. To complete balance of the major requirements, students choose a combination of other PSYC and/or other Education courses (EPOL, EPSY and KURA).

This qualification is suitable for students considering postgraduate study in Education, particularly the Master of Educational Psychology.

This interdisciplinary major is offered in conjunction with the School of Psychology in the Faculty of Science, and is administered by the Faculty of Humanities and Social Sciences.

The subject requirements for a BA major in Education and Psychology are as follows:

- a. EPSY 141 or 142; PSYC 121 or 122; STAT 193
- b. EPSY 243 or 244; PSYC 232
- c. EPSY 342 or 343; PSYC 325
- d. 30 further points from EPOL, EPSY, KURA or PSYC 200–399
- e. 30 further points from EPOL, EPSY, KURA or PSYC 300–399.

Note: Students who are considering postgraduate study in Psychology should complete a Psychology major. There are specific requirements for the interdisciplinary major in Education and Psychology, and for entry into MEdPsych.

Bachelor of Arts in Early Childhood Studies (BA(ECED))

Early Childhood Studies is a multidisciplinary field that explores the theory and practice of early childhood education, including child development theory and the history of educational practices.

Students take two compulsory 100-level courses. EPOL 113 The Discovery of Early Childhood, provides an introduction to the history and philosophies underpinning early childhood care and education in Europe, the United States and New Zealand from the 18th century to the present day. EPSY 113 Understanding Young Children, is 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.

The subject requirements for a BA major in Early Childhood Studies are as follows:

- a. EPOL 113, 215, 317 and EPSY 113
- b. EPSY 315 or another approved course from EPOL, EPSY or KURA 300–399
- c. one further approved course from EPOL 200–399, EPSY 200–399 or KURA 200–399.

Note: Early Childhood Studies can either be taken as a sole major within the conjoint BA/BTeach(ECE) or as one of the subjects in a double major BA.



Bachelor of Arts in Education (BA(EDUC))

Education is an academic and professional study which focuses on contemporary issues of direct concern to those working in a wide range of education services, including teachers. Education courses give you the knowledge and skills to understand and assess education theory, practice and policy issues. Staff teach courses linked to their own areas of research expertise including schooling and youth issues, educational psychology and counselling, education policy and theory, media and technology issues and young people, human development and behaviour, early childhood, Māori and Pacific education and global and environmental perspectives in education.

Graduates with an Education major will have knowledge and a critical understanding of the factors and contexts (local, national and international) that influence education, together with knowledge and critical understanding of relevant theories and perspectives on education.

The study of Education will give you transferable knowledge, skills and understanding to make judgements about education and to analyse educational problems. The discipline provides a solid grounding for those interested in working in a wide range of people-related areas like youth work, professional training and community education.

This major requires 150 points of study in Education, and includes two compulsory courses:

- ▣ FEDU 101 Foundations for Educational Studies
- ▣ FEDU 301 Understanding Research in Education.

The subject requirements for a BA major in Education are as follows:

- ▣ FEDU 101 and at least 15 further points from EPOL 113, 180–189, EPSY 113, 140–149, KURA 101
- ▣ At least 55 points from EPOL 215, 280–289, EPSY 240–249, KURA 241–249
- ▣ FEDU 301 and 40 further points from EPOL 317, 385–389, EPSY 315, 340–349, 389 and KURA 341–349, 389.

Rhys Katon

Current BA student

Rhys is in the final year of his BA, majoring in Education and Criminology.

“I initially started my studies at Victoria studying law, and picked up a couple of Education courses out of curiosity. It wasn’t until second year when subjects got more in-depth and specific that education became a bigger part of my studies. I always knew I wanted to work in the area of preventing crime, and with my interest in working with young people, it made sense to study education. I’ve learnt a lot about myself, the people around me and the world I live in from studying education.

“When I graduate, I intend to apply for the police force, where I want to use my knowledge about education and criminology to become a detective. I believe that the skills I have learnt in my degree will be applicable to the two years compulsory work on the front line, and then as I progress up the ranks. After I have established my career in the police, I may decide to do postgraduate study in Education, potentially in the area of young people, alcohol and the pressure to succeed.

“My lecturers’ passion and success in their fields of research drives me to push myself and make a difference.”

Education in the BA: requirements and pathways

This major requires 150 points of study in Education. You will study two compulsory courses (FEDU 101 and FEDU 301) and have the opportunity to choose from a range of EPSY, EPOL and KURA courses to meet the points requirements of the major. The courses available cover a number of areas of interest; the table below gives examples of topic areas. Courses are 20 points except where noted below.

Focus areas	Course options	
Culture, Identities and Society	KURA 101 KURA 242 KURA 241 KURA 341 KURA 342	Cultural Politics of Education in New Zealand and Pan Pacific Pacific Nations Education Aims and Ideals of Māori Education Multi-ethnic Education Contemporary Issues in Indigenous Education in Aotearoa
Early Childhood	EPOL 113 EPOL 215 EPOL 317 EPSY 113	Discovery of Early Childhood (15 points) The Early Years Debate Advocacy and Young Children Understanding Young Children (15 points)
Educational History, Policy and Society	EPOL 181 EPOL 286 EPOL 386 EPOL 387 EPOL 388 EPOL 389 KURA 101	Schooling Under Scrutiny: Educational Policy and Practice Education for Diversity, Social & Environmental Justice Growing up in a Digital World The Politics of Schooling Global and Environmental Perspectives in Education Special Topic: Historical Studies in Education Cultural Politics of Education in New Zealand and Pan Pacific
Educational Psychology	EPSY 141 EPSY 243 EPSY 244 EPSY 341 EPSY 342 EPSY 389	Human Development and Learning Educational Psychology Issues in Human Development Classroom Studies Educational Psychology: Diverse Learners Special Topic: Text Comprehension and Construction of Meaning From Text
Education and the Environment	EPOL 286 EPOL 388	Education for Diversity, Social & Environmental Justice Global and Environmental Perspectives in Education
Human Development	EPSY 113 EPSY 141 EPSY 142 EPSY 244 EPSY 342	Understanding Young Children Human Development and Learning Understanding Behaviour: Working with People Issues in Human Development Educational Psychology: Diverse Learners
Youth Studies	EPOL 281 EPSY 241 EPSY 343	Making Meaning: Young People, Society & School Young People, Education, and Media Youth and Life Challenges

Graduate qualifications

The graduate qualifications offered by the Faculty include three initial teacher education diplomas:

- ▣ Graduate Diploma of Teaching (Early Childhood Education)
- ▣ Graduate Diploma of Teaching (Primary)
- ▣ Graduate Diploma of Teaching (Secondary).

The Faculty also offers a qualification for teachers working in tertiary settings:

- ▣ Graduate Diploma of Teaching (Adult Literacy and Numeracy).

Teacher education qualifications

The Graduate Diplomas provide students with a one-year programme of study which qualifies graduates to teach in New Zealand ECE centres, primary or secondary schools (depending on their programme of study) and be eligible for registration with the New Zealand Teachers Council.

Teaching at early childhood, primary or secondary level is a rewarding career for a range of graduates. We offer teacher training that gives you the skills needed to excel in the ECE centre or classroom and to pass your specialised knowledge on to future generations. These qualifications can be studied on campus or online.

The campus option includes:

- ▣ timetabled lectures, tutorials, studio time and examinations on campus at Karori.

The online option includes:

- ▣ opportunity to study using a mix of online technologies and paper-based material at your own convenience and in your own home
- ▣ a compulsory residency in February at Victoria's Karori Campus. Students are responsible for the costs of travel and accommodation for the residency
- ▣ examinations which will take place in main centres around New Zealand. Students are responsible for all the costs of attending exams.

The Faculty of Education provides the opportunity for students to take a nationally recognised course in Catechetical Studies, which is offered by the Catholic Institute of Aotearoa New Zealand. Although this study sits outside the teacher education programme of study, a teaching experience in a Catholic school is included. Further enquiries can be made by emailing office@catholicinstitute.ac.nz

There are a limited number of places in the Graduate Diploma of Teaching qualifications. It is important that applicants meet entry and admission requirements and complete the application process as early as possible.



Expressions of Interest for the Graduate Diploma of Teaching (Early Childhood), (Primary) and (Secondary) are now open.

If you are interested in undertaking the Graduate Diploma in Early Childhood, Primary or Secondary Teaching in 2013, you can begin the process now. Go to our website www.victoria.ac.nz/education/study/graduate-programmes to print the Expression of Interest form. Complete the form and return it with all your supporting documentation. You must supply your degree transcript and certificate. To complete the enrolment process, you will have to make an application through Victoria's online enrolment system which is open from 1 October.

Your application and the supporting documentation must be received by **10 December 2012**.

Key dates

On campus	
Applications completed by	10 December 2012
Programme Induction Day	18 January 2013
Start date	Week of 21 January 2013
Teaching finishes	Week of 9 December 2013
Programme end date	23 December 2013
Online	
Applications completed by	10 December 2012
Start date	Week of 21 January 2013
Residency	Week of 25 February 2013
Teaching finishes	Week of 9 December 2013
Programme end date	23 December 2013

Paula Turner

Current Secondary teacher

Paula completed a double degree in French and English at Victoria University before enrolling for the Graduate Diploma in Teaching (Secondary) in 2011. She was awarded a Teacher Excellence Award at the completion of her study and now teaches French at a Wellington secondary school.

"I have always felt passionately about French. I love the language and the culture. I completed French and English to 300 level so I could teach both subjects at senior school level.

"I've wanted to be a teacher since I was at school. I am very passionate about creating strong relationships between myself and the students. I want students to use their prior knowledge and learning strategies to figure things out, rather than just instruct them. This encourages them to create a positive relationship with lifelong learning.

"I intend to teach in Wellington while I work towards my full registration, and then I want to travel around the world. Ultimately, my heart is in teaching in New Zealand, so I will return to doing what I love."

Graduate qualifications

Qualification	Designed for	Entry and admission requirements
Graduate Diploma of Teaching (Early Childhood Education) GDipTchg(ECE)	<p>Applicants with an undergraduate degree or New Zealand primary teaching qualification who wish to teach in early childhood education.</p> <p>Degrees from overseas universities may need to be assessed by NZQA.</p>	Undergraduate degree or New Zealand primary teaching qualification and acceptance to teacher education qualifications (see pages 10–11). There is limited enrolment for this qualification.
Graduate Diploma of Teaching (Primary) GDipTchg(Primary)	<p>People who already hold an undergraduate degree and who wish to teach at primary level. Degrees from overseas universities may need to be assessed by NZQA.</p>	Undergraduate degree and acceptance to teacher education qualifications (see pages 10–11). There is limited enrolment for this qualification.
Graduate Diploma of Teaching (Secondary) GDipTchg(Secondary)	<p>People who want to be secondary teachers and already hold an undergraduate degree or equivalent which includes two teaching subjects, one to 200 level and one to 300 level. Degrees from overseas universities may need to be assessed by NZQA. One subject in high demand may be sufficient for entry to this programme.</p>	Undergraduate degree and acceptance to teacher education qualifications (see pages 10–11). There is limited enrolment for this qualification.
Graduate Diploma of Teaching (Adult Literacy and Numeracy) GDipTchg(AdultLit&Num)	<p>This Graduate Diploma is designed for educators and trainers working, or planning to work, in adult education. It aims to develop graduates who are well prepared for teaching in diverse adult education contexts and who have the knowledge, skills and dispositions to effectively teach adults whose participation in a skilled workforce would be enhanced by the embedded study of literacy and numeracy. Classes are offered on campus with one-day blocks throughout the course.</p> <p>Note: This qualification does not lead to registration with the New Zealand Teachers Council.</p>	Undergraduate degree or equivalent; or extensive practical, professional or scholarly experience of an appropriate kind.



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

The one-year GDipTchg(ECE) is appropriate for applicants with an undergraduate degree or New Zealand primary teaching qualification. Degrees from overseas universities may need to be assessed by NZQA.

The aim of the Graduate Diploma is to equip beginning teachers to work effectively within the diversity of early childhood education services that involve young children and their families and whānau.

The GDipTchg(ECE) prepares you to deliver curriculum within the framework of *Te Whāriki*. You can study full time on campus or online. The requirements and content are the same for both modes of delivery.

Entry to this qualification is limited so you need to apply as early as possible. See pages 10–11 for further information about admission to teacher education qualifications.

Teaching Experience (TE)

There are two blocks of teaching experience, each lasting seven weeks. These enable you to see how theory and practice interlink in the development of quality teachers.

Programme structure

The programme includes courses that cover the following:

- ▣ Principles of Teaching and Learning
- ▣ General Pedagogical Knowledge
- ▣ Curriculum Studies
- ▣ Teaching Experience.

Programme goals

The GDipTchg(ECE) qualification values the unique nature of society in Aotearoa/New Zealand. Successful completion of this qualification enables you, as an early childhood teacher, to teach in a wide range of ECE services in Aotearoa/New Zealand and to be eligible for provisional teacher registration with the New Zealand Teachers Council. Teachers graduating with

the Graduate Diploma will be able to work with considerable autonomy and accountability as effective teaching professionals.

Having successfully completed the programme, you will:

- ▣ have a broad knowledge of the learning and development of young children, with an emphasis on the child in a socio-cultural context
- ▣ have an understanding of curriculum in the early childhood context, with an emphasis on *Te Whāriki: Early Childhood Curriculum*
- ▣ be able to plan for, support and monitor children's learning and development
- ▣ value and develop partnerships with parents, whānau and the wider community
- ▣ reflect critically on your practice and be committed to ongoing learning
- ▣ have the skills to work effectively as a team member and be committed to the profession of teaching.

Academic assessment

Academic assessment includes:

- ▣ internal assessment of assignments and portfolio
- ▣ teaching experience assessment
- ▣ examinations.

Qualification structure

Tri 1	EPSY 301	The Learner in Context	20 pts
Exams: 18–23 February 2013			
	EPOL 311	Early Childhood Teaching and Pedagogy	20 pts
	EPOL 312	The Multi-literate Child	20 pts
	EPSY 312	Early Development and Relationships	20 pts
TE: 25 March–24 May 2013			
Exams: 14 June–3 July 2013*			
Tri 2	KURA 301	Mātauranga Māori in Education	20 pts
	EPOL 313	Assessment for Learning in the ECE Context	20 pts
	EPOL 314	Science, Maths and Technology	20 pts
TE: 5 August–20 September 2013			
Exams: 25 October–16 November 2013*			
Tri 3	EPOL 301	The Teacher in Context	15 pts

*Students must be available to attend exams during this period.

Refer to the Online Course Catalogue at www.victoria.ac.nz/coursecatalogue for further information about the above courses.



Claire Paterson

Current GDipTchg(ECE) online student

I completed a Bachelor of Commerce at the University of Otago, but after a few years of working I decided that my chosen career path was not for me and that I'd much rather work with children.

I heard about the Graduate Diploma qualification through a friend and thought it would be a good opportunity to change my career. I live in Wellington, but I elected to study online as this gives me the flexibility to study in my own way. I have a hearing disability, so studying online enables me to communicate with lecturers and other students in a forum that works for me. Blackboard is a good platform for collaborative learning.

Although I study at home, I am able to go to any Victoria campus when necessary to use the many resources they have available to students.

The teaching experiences in early childhood centres have been excellent. I get to put into practice what I have been learning and am looking forward to graduating and working in the sector.

Graduate Diploma of Teaching (Primary) (GDipTchg(Primary))

This full-time one-year qualification is open to applicants who have an undergraduate degree and who wish to teach at primary level. It is designed to prepare confident and competent beginning teachers who are well able to make a positive difference to those they teach and covers the full range of curricula offered in primary schools. The programme is offered on campus and online. The requirements and content are the same for both modes of delivery.

Entry is limited so you need to complete the application process as early as possible. See pages 10–11 for further information about admission and enrolment. Some scholarships may be available. For further information, see page 52.

Graduates of this qualification can:

- ▣ apply for a teaching position in primary and intermediate schools throughout New Zealand
- ▣ apply for provisional teacher registration from the New Zealand Teachers Council
- ▣ be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.

Programme of study

Eight courses make up the qualification. EPSY 301 is studied as a block course in January/February and provides an introduction to human development, theories of learning and principles of educational assessment as these relate to teaching and learning. Trimester One study builds on this learning and includes curriculum study and teaching experience.

This qualification involves attending lectures, tutorials, studio time and self-directed study. Participants should expect to be spending 40–50 hours on coursework and study each week. Online students must attend the Residency in February on campus at Karori.

Students must successfully complete all courses in the programme. Progression each trimester requires that you have successfully completed the previous trimester's courses and teaching experience.

Teaching Experience (TE)

Two seven-week teaching experiences are spaced throughout the year in such a way that you are able to see how theory and practice interlink in the development of quality teachers.

Qualification overview

The qualification includes courses that cover the following:

- ▣ Principles of Teaching and Learning
- ▣ General Pedagogical Knowledge
- ▣ Curriculum Studies
- ▣ Teaching Experience.

Academic assessment

Academic assessment includes:

- ▣ internal assessment of assignments and portfolio
- ▣ teaching experience assessment
- ▣ examinations.

Qualification structure

Tri 1	EPSY 301	The Learner in Context	20 pts
	Exams: 18–23 February 2013		
	EPOL 320	English Literacy and EAL	20 pts
	EPOL 321	Mathematics and Statistics Education	20 pts
	EPSY 302	Teaching Models and Strategies	20 pts
	TE: 25 March–24 May 2013		
	Exams: 14 June–3 July 2013*		
Tri 2	EPOL 322	Science, Social Science and Technology	20 pts
	EPOL 323	The Arts, Health and PE and Learning Languages	20 pts
	KURA 301	Mātauranga Māori in Education	20 pts
	TE: 5 August–20 September 2013		
	Exams: 25 October–16 November 2013*		
Tri 3	EPOL 301	The Teacher in Context	15 pts

*Students must be available to attend exams during this period.

Refer to the Online Course Catalogue at www.victoria.ac.nz/course/catalogue for further information about the above courses.



Scott Miller

Current GDipTchg(Primary) student

Scott completed a Bachelor of Speech-Language Therapy at the University of Canterbury in 2007.

“After completing my degree, I worked in the fields of second language teaching and social work with people with intellectual disabilities. I feel very strongly about helping people with disabilities lead ‘a normal life’ and have set up several charities to support this goal.

“Education is my other passion. Developing and fostering children’s potential in the classroom and through relationships with whānau and community provides me with a wonderful sense of purpose that no other job has ever done.

“The Graduate Diploma of Teaching is a perfect complement to my previous academic training and professional experience. The programme allows me to take only one year out of my career to gain the qualification and knowledge I need to become the teacher that I want to be.

“After graduating I want to teach, with the goal of beginning a Master’s degree at Victoria once I’ve established my teaching career. There are so many fascinating areas of educational research to discover and delve into.”

Graduate Diploma of Teaching (Secondary)

(GDipTchg(Secondary))

This full-time one-year qualification is open to applicants who have an undergraduate degree which includes two appropriate teaching subjects and who wish to become secondary school teachers. It covers the full range of curricula offered in secondary schools. The programme is offered on campus and online. The requirements and content are the same for both modes of delivery.

Entry is limited so you need to complete the application process as early as possible. See pages 10–11 for further information about admission and enrolment.

Some scholarships may be available for those entering teaching in high-demand subjects or in subjects where teachers are in short supply. For further information, see page 52 and visit the [teachnz website at www.teachnz.govt.nz](http://www.teachnz.govt.nz)

Graduates of this programme can:

- ▣ apply for a teaching position in secondary schools throughout New Zealand
- ▣ apply for provisional teacher registration from the New Zealand teachers council
- ▣ be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.

Programme of study

Eight courses make up the qualification. EPSY 301 is studied as a block course in January/February and provides an introduction to human development, theories of learning and principles of educational assessment as these relate to teaching and learning. Trimester One study builds on this learning and includes study in both secondary curriculum areas and teaching experience.

This qualification involves attending lectures, tutorials, studio time and self-directed study. Participants should expect to be spending 40–50 hours on course work and study each week. Online students must attend the Residency in February on campus at Karori.

Students must successfully complete all courses in the programme. Progression each trimester requires that you have successfully completed the previous trimester's courses and teaching experience.

Teaching Experience (TE)

There are two blocks of teaching experience, each lasting seven weeks. These give you the opportunity to grow and develop as a teacher and put into practice what you have learnt in your courses.

Qualification overview

The programme includes courses that cover the following:

- ▣ Principles of Teaching and Learning
- ▣ General Pedagogical Knowledge
- ▣ Curriculum Studies (secondary subjects)
- ▣ Teaching Experience.

Curriculum Studies (secondary subjects)

Your two curriculum studies subjects must be chosen from the list of New Zealand school subject areas and must have been studied in your undergraduate qualification. To see the list, go to www.victoria.ac.nz/education/study/graduate-programmes/grad-dip-sec

One subject will be your undergraduate major subject, studied to 300 level. The other subject may be a minor in your degree and must have been studied to at least 200 level. One curriculum study subject in high demand may be sufficient for entry to this programme.

Academic assessment

Academic assessment includes:

- ▣ internal assessment of assignments and portfolio
- ▣ teaching experience assessment
- ▣ examinations.

Qualification structure

Tri 1	EPSY 301	The Learner in Context	20 pts
	Exams: 18–23 February 2013		
	EPSY 302	Teaching Models and Strategies	20 pts
	Plus two curriculum courses from the even-numbered courses EPOL 330–358		40 pts
	TE: 25 March–24 May 2013		
	Exams: 14 June–3 July 2013*		
Tri 2	KURA 301	Mātauranga Māori in Education	20 pts
	Plus two curriculum courses from the odd-numbered courses EPOL 331–357 or EPSY 330		40 pts
	TE: 5 August–20 September 2013		
	Exams: 25 October–16 November 2013*		
Tri 3	EPOL 301	The Teacher in Context	15 pts

*Students must be available to attend exams during this period.

Refer to the Online Course Catalogue at www.victoria.ac.nz/coursecatalogue for further information about the above courses.



Ben Matthews

Current GDipTchg(Secondary) student

Ben completed a Bachelor of Science at Victoria University before enrolling in the GDipTchg(Secondary).

“I’ve always been interested in sciences and problem-solving. I studied computer science and electronics at university but by the time I graduated I’d grown more interested in working with and understanding people. This led me to return to university to study psychology and eventually to enrol in the GDipTchg.

“Teaching provides the opportunity to engage and create positive outcomes for my students and to guide them in their study. Secondary school teaching seemed like the best place to do this because that is the time where making good study choices is vital.

“TE placements at schools have been a great experience. The classroom is where you find out what teaching is really like.

“I plan to work in secondary schools once I have graduated and will use my computer science knowledge to enhance how I teach. In the future, I would like to do postgraduate study in educational psychology.”

Graduate Diploma of Teaching (Adult Literacy and Numeracy) (GDipTchg(AdultLit&Num))

This Graduate Diploma is designed for educators and trainers working, or planning to work, in adult education. It aims to develop graduates who are well prepared for teaching in diverse adult education contexts and who have the knowledge, skills and dispositions to effectively teach adults whose participation in a skilled workforce would be enhanced by the embedded study of literacy and numeracy. Classes are offered on campus with one-day blocks throughout the course.

Programme requirements

You must successfully complete six courses. Two of the six courses require three weeks of practicum to be carried out either within a student's own organisation or in an arranged placement.

Entry requirements

Undergraduate degree or equivalent; or extensive practical, professional or scholarly experience of an appropriate kind.

Duration

Full time: one year.

Part time: two years with maximum of three years to complete.

More information

Consult the Faculty of Education website

www.victoria.ac.nz/education/study or check the Online Course Catalogue www.victoria.ac.nz/coursecatalogue for more information. If you have further questions, contact the Student Administration Office by email education@vuw.ac.nz

Qualification structure

Tri 1	EPOL 280	Adult Literacy and Numeracy: Policy, Theory and Practice	20 pts
	EPOL 380	Assessment of Literacy and Numeracy in Adult Contexts	20 pts
	EPSY 380	Teaching and Learning Literacy in Adult Contexts	20 pts
Tri 2	EPSY 381	Teaching and Learning Numeracy in Adult Contexts	20 pts
	EPSY 382	Challenges for Learning and Teaching Literacy and Numeracy in Adult Contexts	20 pts
	EPOL 381	Design and Evaluation of Literacy and Numeracy Interventions in Adult Learning contexts	20 pts

Exams: 21 October–11 November 2013*

*Students must be available to attend exams during this period.



Postgraduate qualifications

Victoria University's Faculty of Education offers postgraduate programmes that are tailored specifically for teachers, educational administrators, public servants, researchers and industry educators and trainers.

The following qualifications are offered:

- ▣ Bachelor of Arts (Honours) in Education
- ▣ Postgraduate Certificate and Diploma in Education and Professional Development
- ▣ Master of Education
- ▣ Master of Arts
- ▣ Master of Educational Psychology
- ▣ Postgraduate Diploma in Educational Psychology Practice
- ▣ PhD in Education.

The postgraduate qualifications are designed to enable teachers and other education professionals to engage in further study relevant to their work and to undertake thesis research in an area of interest.

Our taught postgraduate qualifications allow students to tailor their study to suit their personal, professional and academic needs with a range of course choices and delivery options.

Depending on your area of interest, it may be possible to complete a postgraduate qualification as an online student through Victoria's Blackboard platform. This uses a mix of technologies to accommodate individual needs and approaches to learning. You can study online or combine online and campus-based courses to suit your own interests and needs.

Campus-based classes are held late in the afternoon or as block courses over several days or weekends, allowing you to continue with other commitments. Credit transfer may be available to students who have completed postgraduate study with another institution.

Those interested in beginning their postgraduate study can embark on a postgraduate certificate or diploma or a BA Honours degree. The BA(Hons) and Master of Arts (MA) are designed for those who have completed an undergraduate degree majoring in Education.

The Master of Education (MEd) and the MA are advanced postgraduate qualifications comprising a thesis—a substantial piece of research supervised by a member of staff with expertise in a relevant area who will support your progress academically within the topic area of your study.

The Master of Educational Psychology (MEdPsych) programme prepares students to become skilled in educational psychology practices that can be used in education and workplace settings and is a prerequisite to gaining entry into the Postgraduate Diploma in Educational Psychology Practice (PGDipEdPP).

A PhD involves three to four years of independent and original research under the guidance of a supervisor. Your final thesis will be a work which aims to advance existing knowledge.

The Faculty holds a range of workshops to support research students in obtaining the specific skills needed to complete a thesis.



Key dates

Qualification	Closing date for applications
Bachelor of Arts (Honours) in Education (BA(Hons))	10 January 2013
Master of Arts in Education (MA)	Anytime
Postgraduate Certificate in Education and Professional Development (PGCEPD)	10 January 2013
Postgraduate Diploma in Education and Professional Development (PGDEPD)	
Master of Education (MEd)	1 March, 1 July or 1 November 2013
Master of Educational Psychology (MEdPsych)	10 January 2013
Postgraduate Diploma in Educational Psychology Practice (PGDipEdPP)	10 January 2013
Doctor of Philosophy in Education (PhD)	1 March, 1 July or 1 November 2013

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Level 4, Murphy Building, Kelburn Parade, Kelburn Campus

Phone 04-463 5745

Email fhss-enquiries@vuw.ac.nz

Website www.victoria.ac.nz/fhss

Emily Smart

Current MEdPsych student

Emily completed a BA (majoring in Psychology and Education), at Victoria in 2010, then completed the PGDEPD in 2011 before enrolling in the Master of Educational Psychology programme.

“Studying Education and Psychology was challenging and fulfilling, and after talking to staff in the School of Educational Psychology and Pedagogy I knew that my goal for postgraduate study would be to become an educational psychologist.

“I am passionate about the social and emotional wellbeing of children growing up in New Zealand. I love learning about, and implementing, strategies that support both learning and behaviour for students of all ages and competencies. I believe good-quality education should be inclusive, with all children given the tools to succeed, especially those who find learning a challenge.

“I chose to stay with Victoria for my postgraduate study because I knew I would get great support along with valuable opportunities to practise the skills that I have learnt. I am excited about becoming an educational psychologist in New Zealand. I want to continue to work with young people and support their emotional, social and educational development.”

Postgraduate qualifications

Qualification	Suitable for	Entry requirements
Bachelor of Arts (Honours) in Education (BA(Hons))	Academically able students who have completed a BA and wish to extend their studies in Education.	<ul style="list-style-type: none"> ▣ BA degree with a major in Education.
Master of Arts in Education (MA)	Those who have completed a BA(Hons) in Education with First or Second Class Honours.	<ul style="list-style-type: none"> ▣ BA(Hons) degree in Education (or a closely related subject) with First or Second Class Honours.
Postgraduate Certificate in Education and Professional Development (PGCEPD) Postgraduate Diploma in Education and Professional Development (PGDEPD)	Teachers, educational administrators, school leaders, policy analysts, researchers, industry educators and trainers who have completed a BA in Education or have an advanced teaching qualification.	<ul style="list-style-type: none"> ▣ BA in Education, or ▣ BEd or similar teaching degree, or ▣ an undergraduate degree and either a Diploma of Teaching or appropriate educational experience, or ▣ Advanced Diploma of Teaching, or ▣ evidence of extensive practical, professional or scholarly experience of an appropriate kind.
Master of Education (MEd)	Teachers, educational administrators, school leaders, policy analysts, researchers, industry educators and trainers who have completed a PGDEPD or similar, who are seeking an advanced qualification.	<ul style="list-style-type: none"> ▣ a PGDEPD with an average grade of B or above for all coursework and B+ minimum for EPSY 501, or ▣ a BA(Hons) degree in Education with First or Second Class Honours.
Master of Educational Psychology (MEdPsych)	Students who have completed a PGDEPD (including EPSY 501, 512 and 513) or similar, who are seeking an advanced qualification to become an educational psychologist.	<ul style="list-style-type: none"> ▣ PGDEPD from Victoria University of Wellington with an average grade of B+ or above in EPSY 501 and an average grade of B in EPSY 512, EPSY 513 and one course from EPSY 505, 506, 507, 508, or approved courses, or ▣ an equivalent qualification from another university, with an average grade of B or above for all coursework (at the discretion of the Associate Dean), and ▣ acceptance from the Associate Dean to proceed with the proposed course of study.
Postgraduate Diploma in Educational Psychology Practice (PGDipEPP)	Those who have completed an MEdPsych and want to gain registration as a psychologist.	<ul style="list-style-type: none"> ▣ MEdPsych ▣ interview process in the year prior to study involving academic staff and external stakeholders ▣ two character references and a student statement of aspirations.
Doctor of Philosophy in Education (PhD)	Those who are very well prepared academically and who have the ability to complete a piece of independent research that makes a significant, original contribution to a chosen field of study.	Candidates must already have shown good research and writing skills in their previous postgraduate studies. These will usually consist of an Honours or Master's degree achieved at a high level of academic performance or equivalent previous postgraduate work, including training in research methods and experience in writing. Candidates may also be expected to show evidence of relevant professional experience.

Bachelor of Arts (Honours) in Education (BA(Hons))

Following on from a BA in Education, studying at Honours level encourages you to engage in critical and reflective analysis of many of the central issues facing education. Courses on offer cover areas such as education policy, Māori and indigenous education, pedagogy, educational psychology and curriculum and assessment topics.

This qualification is awarded with First Class Honours, Second Class Honours (first or second division) and Third Class Honours.

Programme requirements

- ▣ Three 30-point 400-level courses (EPOL, EPSY, KURA 401–488) or equivalent, and
- ▣ Compulsory research essay (EPOL, EPSY or KURA 489).

Entry requirements

A BA degree with a major in Education.

Duration

Part time: up to four years

Full time: one year.

Enrolment

For the latest information prior to enrolment, check the Online Course Catalogue www.victoria.ac.nz/coursecatalogue or email pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrol online at www.victoria.ac.nz/enrol

More information

The BA(Hons) in Education is administered by the Faculty of Humanities and Social Sciences.

Master of Arts in Education (MA)

The Master of Arts is an advanced postgraduate qualification comprising a thesis—a substantial piece of research supervised by a member of staff with expertise in a relevant area. If you are undertaking a thesis in Education, you are advised to complete EPSY 501 Research Methods in Education prior to beginning your thesis to gain a firm grounding in educational research methods. The MA may be awarded with Merit or Distinction.

Programme requirements

- ▣ A 120-point thesis: EPOL/EPSY/KURA 591.

Entry requirements

A BA(Hons) degree in Education (or a closely related subject) with First or Second Class Honours.

Duration

Part time: two to four years

Full time: one year.

Enrolment

Contact the Faculty of Humanities and Social Sciences by email fhss-enquiries@vuw.ac.nz or phone **04-463 5745**.

More information

The MA in Education qualification is administered by the Faculty of Humanities and Social Sciences.

Postgraduate Certificate in Education and Professional Development (PGCEPD)

Postgraduate Diploma in Education and Professional Development (PGDEPD)

These two qualifications are an excellent way to get started on postgraduate study, allowing you to focus on your area of interest in education and gain a postgraduate qualification.

These programmes offer:

- ▣ a recognised postgraduate qualification
- ▣ an opportunity to upskill at your own pace
- ▣ flexible course delivery options
- ▣ a pathway to the MEd and the MEdPsych. If you achieve a B average in your coursework and gain a minimum B+ for EPSY 501 Research Methods in Education and want to continue your studies, you can apply for admission to the MEd (see page 42) or the MEdPsych (see page 44).

Classes are held in the late afternoon, as block courses over several days or weekends, and are offered online or using a combination of delivery modes.

Programme requirements

Certificate: two courses

Diploma: four courses.

Students are encouraged to include EPSY 501 Research Methods in Education as part of their programme, particularly if they intend to enrol in the MEd or the MEdPsych.

Entry requirements

- ▣ BA in Education, or
- ▣ BEd or similar teaching degree, or
- ▣ An undergraduate degree and either a Diploma of Teaching or appropriate educational experience, or
- ▣ Advanced Diploma of Teaching, or
- ▣ Evidence of extensive practical, professional or scholarly experience of an appropriate kind.

Duration

Certificate:

Part time: one to two years

Full time: half a year.

Diploma:

Part time: one and a half to two years

Full time: one year.

More information

Consult the Faculty of Education website

www.victoria.ac.nz/education/study/postgraduate

or check the Online Course Catalogue

www.victoria.ac.nz/coursecatalogue

If you have further questions, contact the Postgraduate Office by email pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrolment

For the latest information prior to enrolment, check the Online Course Catalogue www.victoria.ac.nz/coursecatalogue, email pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrol online at www.victoria.ac.nz/enrol

To discuss the programme requirements, email pgeducation@vuw.ac.nz to make an appointment.

Postgraduate pathways to Master's study

Focus areas	Course options	
Child development and behaviour	EPSY 505/405 EPSY 515 EPSY 521*	Social and Emotional Development from Infancy to Adolescence: Issues for Educators Applied Behaviour Analysis for Educators Promotive Positive Behaviours for Learning and Wellbeing
Curriculum	EPOL 505/405 EPOL 507 EPOL 508 EPOL 510 EPSY 506/406	Curriculum: Theory, Research and Practice Literacy and Literacy Acquisition Addressing Difficulties in Literacy Acquisition Advancing Mathematics Teaching and Learning Learning and Motivation
Diversity	EPOL 504/404 EPSY 505/405 EPSY 512 KURA 503/403	The Critically Reflexive Practitioner Social and Emotional Development from Infancy to Adolescence: Issues for Educators Culturally-centred Educational Psychology Practice in Aotearoa/New Zealand Critical Pedagogies of Place
Educational policy	EPOL 503 EPOL 506 KURA 505/405	Educational Leadership Contemporary Educational Policy in New Zealand Education, Development and Change in Aotearoa
Educational practitioner	EPOL 503 EPOL 504/404 EPOL 505/405 EPSY 506/406 EPSY 507 EPSY 512 EPSY 513	Educational Leadership The Critically Reflexive Practitioner Curriculum: Theory, Research and Practice Learning and Motivation Assessment and Evaluation in Action Culturally-centred Educational Psychology Practice in Aotearoa/New Zealand Evidence-based Practice in Education
Educational psychology	EPSY 505/405 EPSY 506/406 EPSY 507 EPSY 508 EPSY 521*	Social and Emotional Development from Infancy to Adolescence: Issues for Educators Learning and Motivation Assessment and Evaluation in Action The Design of Professional Development and Learning Promotive Positive Behaviours for Learning and Wellbeing
English language learners	EPSY 502 EPSY 503	Teaching Linguistically Diverse Learners The Language of the Classroom
Leadership	EPOL 503 EPOL 585 KURA 504/404	Educational Leadership Effective Mentoring and Coaching for Educational Leadership Education for the Indigenous Peoples of the Pacific
Māori and Pacific nations	KURA 503/403 KURA 504/404 KURA 505/405	Critical Pedagogies of Place Education for the Indigenous Peoples of the Pacific Education, Development and Change in Aotearoa
Professional development	EPOL 509 EPSY 506/406 EPSY 507 EPSY 508	Professional Pedagogical Inquiry Learning and Motivation Assessment and Evaluation in Action The Design of Professional Development and Learning

* To be approved

Master of Education (MEd)

The MEd is an advanced postgraduate qualification comprising a thesis—a substantial piece of research supervised by a member of staff with expertise in a relevant area. We offer supervision in a wide range of education research areas, with expertise from the School of Educational Policy and Implementation, the School of Educational Psychology and Pedagogy and Te Kura Māori.

There are three different thesis options:

- ▣ EPOL/EPSY/KURA 590: Education thesis (90 points)
- ▣ EPOL/EPSY/KURA 594: Education thesis (120 points)
- ▣ EPOL/EPSY/KURA 593: Professional Practice thesis (120 points).

The Faculty holds a range of workshops to support research students in obtaining the specific skills needed to complete a thesis.

The MEd can be awarded with Merit or Distinction.

Programme requirements

- ▣ 120-point thesis, or
- ▣ 30 points of coursework and a 90-point thesis.

Transitional arrangements

Students new to the MEd (or those previously enrolled but who did not study in 2010 or 2011) must follow the 2011 statute. Students who enrolled in 2010 or before should complete under the statute provision that applied at the time of enrolment.

Entry requirements

- ▣ A Postgraduate Diploma in Education and Professional Development with an average grade of B or above for all coursework and B+ minimum for EPSY 501, or
- ▣ A BA(Hons) degree in Education with First or Second Class Honours.

If your previous study did not include a research methods paper you may be required to complete this before proceeding to undertake a thesis.

Duration

Part time: up to two years

Full time: one year.

Graduates of the MEd will be able to:

- ▣ show evidence of advanced knowledge about a specialist field of inquiry or professional practice
- ▣ demonstrate mastery of sophisticated theoretical subject matter
- ▣ evaluate critically the findings and discussions in the literature
- ▣ research, analyse and argue from evidence
- ▣ work independently and apply knowledge to new situations
- ▣ engage in rigorous intellectual analysis, criticism and problem-solving.

More information

Consult the Faculty of Education website www.victoria.ac.nz/education/study/postgraduate or check the Online Course Catalogue

www.victoria.ac.nz/coursecatalogue for more information about postgraduate courses. If you have further questions, contact the Postgraduate Office by email pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrolment

For an Expression of Interest form, email pgeducation@vuw.ac.nz or phone **04-463 9728**. The Academic Group Director will advise you on which is the most suitable thesis option.

Enrol online at www.victoria.ac.nz/enrol



Alana Moriarity

Current MEd student

Alana completed a Diploma in Psychology, a BA in Social Policy and the Graduate Diploma of Teaching (Adult Literacy and Numeracy) before beginning her Master of Education.

“I have a strong interest in human wellbeing and social justice. The topic I feel most passionate about is literacy in prison. My experiences as a volunteer literacy tutor in Wellington Regional Prisons taught me that most prisoners enjoy learning and developing their literacy skills given the right circumstances. I was drawn to the MEd programme because it offered me an opportunity to explore my interest in literacy in prison in greater depth.

“I wanted to do the MEd through Victoria because I knew that I would receive high-quality academic and pastoral support. I have developed valuable job-related skills such as critical thinking, time management and problem-solving. I have also gained research skills through the Victoria Summer Scholar Scheme.

“My aim after graduating is to work in the Department of Corrections as an educator and programme facilitator. I believe that lifelong learning benefits individuals, their whānau and the community. I plan to undertake further study in the future.”



Master of Educational Psychology (MEdPsych)

*Iti te matakahi, paoa atu anō, nā, potapota noa.
While a wedge is small, when struck repeatedly a clean
break results.*

This whakataukī is important to the MEdPsych because it promotes the idea of success following repeated application of a small effort. Like everything that is worthwhile, sustained effort requires dedication, perseverance and your own vision and culture to get you where you want to be.

Educational psychology is a varied and multidimensional discipline that reflects an interest in supporting others to learn and live. This qualification has been specifically tailored to meet the local needs of New Zealand communities in a bicultural context, while also ensuring graduates are well qualified to work with multicultural populations in a global context.

The courses will challenge and extend participants by providing ample opportunities to practise and develop skills in the field, under expert guidance. Using an inter-professional framework, students will also be well equipped to work as change agents within a range of community contexts and systems.

The MEdPsych programme prepares students to become skilled in educational psychology practices that can be used in education and workplace settings. The programme is designed to enable graduates to gain the knowledge, skills and dispositions to work alongside others in educational or workplace settings. The MEdPsych is a prerequisite to gaining entry into the Postgraduate Diploma in Educational Psychology Practice (PGDipEdPP).

The programme prepares students to:

- ▣ critically analyse, apply and engage evidence-based practices in educational contexts
- ▣ participate as an active and effective member of learning and professional communities that are committed to making a difference to educational and workplace contexts
- ▣ demonstrate skills in the planning, execution and completion of original applied research
- ▣ analyse and develop the skills to use applied behaviour analysis as a pedagogical, assessment and intervention tool for working in educational settings.

Programme structure

- ▣ EPSY 514 Educational Psychology Assessment
- ▣ EPSY 515 Applied Behaviour Analysis for Educators
- ▣ EPSY 516 Applied Research Project.

The courses are delivered either by weekly or block workshops/lectures. The applied research project is supervised by an academic staff member.

Students who plan to continue study for the PGDipEdPP must achieve a B+ average in the MEdPsych.

Entry requirements

Prior to enrolling in the MEdPsych programme, students should complete a Postgraduate Diploma in Education and Professional Development (see page 40) or, at the discretion of the Associate Dean (Academic), an equivalent qualification from another university, with an average grade of B or above for all coursework.

Entry to the MEdPsych requires completion of the following courses and grades:

- ▣ completed PGDEPD from this University or approved equivalent with an average grade of B or above for all coursework

- ▣ a B+ or above in EPSY 501 Research Methods in Education
- ▣ pass in EPSY 512 Culturally-centred Educational Psychology Practice and EPSY 513 Evidence-based Practice
- ▣ pass in one course from EPSY 505, 506, 507, 508, 509 (see PGDEPD course information), or approved courses.

Students will need to be accepted by the Associate Dean as being capable of proceeding with the proposed course of study.

Duration

Part time: two years

Full time: one year.

Students must complete the MEdPsych within two years and six months of first enrolling in it (five years for students studying part time). The Associate Dean may give permission to extend the study period or take a leave of absence from the programme.

More information

Consult the Faculty of Education website

www.victoria.ac.nz/education/study/postgraduate

or check the Online Course Catalogue

www.victoria.ac.nz/coursecatalogue for more information

about postgraduate courses. If you have further questions, contact the Postgraduate Office by email

pgeducation@vuw.ac.nz or phone **04-463 9728**.

For additional information about some of the work of educational psychologists in New Zealand, visit the Ministry of Education website www.minedu.govt.nz for their brochures on the work of educational psychologists.

Enrolment

For an Expression of Interest form, email

pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrol online at www.victoria.ac.nz/enrol



Heather Smyth

Current MEdPsych student

Heather completed a Bachelor of Business Studies in Enterprise Development in Palmerston North before travelling and working around the world. She then studied for the University of Cambridge Certificate of Language Teaching for Adults and spent a year teaching English to international high school students before deciding to become an educational psychologist.

“I have always been passionate about learning, the psychology of learning and helping others, so becoming an educational psychologist seemed like a good career path. Before beginning the MEdPsych I completed a Graduate Diploma in Arts (Psychology), then a Postgraduate Diploma in Education (Educational Psychology).”

“This year I am among the first cohort of students to do the MEdPsych at Victoria. Next year I intend to do the Postgraduate Diploma in Educational Psychology Practice, which is an internship year. Once I have completed the internship I will register as a psychologist.”

“My supervisor and lecturers are inspirational and supportive. It is great to have an office at a local campus and be able to talk to academics from the field on a regular basis, face to face.”

Postgraduate Diploma in Educational Psychology Practice (PGDipEPP)

This qualification is an internship programme for graduates with an MEdPsych that will enable them to register as a psychologist with the New Zealand Psychologists Board, within the Education Scope of Practice.

This programme commences in 2013 and will offer:

- ⊞ a recognised postgraduate qualification in educational psychology practice
- ⊞ an opportunity to spend four days a week as an intern in a community-based setting and an educational setting
- ⊞ time to meet with the student cohort and academic staff each week, with targeted workshops to meet practice needs
- ⊞ the experience and qualifications to become a registered psychologist with the New Zealand Psychologists Board
- ⊞ registration as an intern psychologist with the New Zealand Psychologists Board while studying.

Programme requirements

- ⊞ Four courses (two of which are practical components)
- ⊞ Practicum of 1,500 hours (required for registered psychologists).

Students will gain entry into the PGDipEPP through an interview process in the previous year. Students will require a B+ average grade across all MEdPsych courses, with at least a B+ pass in EPSY 501 Research Methods in Education.

Entry requirements

- ⊞ MEdPsych
- ⊞ Attendance at interview involving the academic staff and external stakeholders
- ⊞ Two character references and a student statement of aspirations.

Duration

Full time: one year.

Students will commence their practicum placements mid-January, and complete in mid-December. The academic courses associated with this course will take place within the regular trimester dates.

More information

Consult the Faculty of Education website www.victoria.ac.nz/education/study/postgraduate or check the Online Course Catalogue www.victoria.ac.nz/coursecatalogue for more information about postgraduate courses. If you have further questions, contact the Postgraduate Office by email pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrolment

For more information about enrolling in the 2013 programme, go to www.victoria.ac.nz/education



Doctor of Philosophy in Education (PhD)

PhD study offers opportunities to work with acknowledged experts in your field on a substantial and original research project in an area of Education. A PhD is the highest degree awarded by the University.

During your first year you will spend the first six to 12 months writing a full research proposal and will be 'provisionally registered' for the degree. Once your proposal is approved, you will be fully registered and may proceed with your research and the writing of your thesis. Your final thesis will be a work of up to 100,000 words in length which aims to advance existing knowledge.

Research fields

Subject to the availability of staff, the Faculty of Education offers PhD supervision in areas such as:

- ▣ classroom studies
- ▣ comparative education
- ▣ curriculum and assessment
- ▣ diversity issues in education
- ▣ early childhood education
- ▣ education policy and theory
- ▣ educational psychology and pedagogy
- ▣ Māori and Pasifika education
- ▣ professional development and learning.

Other areas may also be considered and enquiries are welcome.

Programme requirements

This qualification comprises a thesis that demonstrates a capacity for independent research and the ability to make a substantial and original contribution to knowledge and understanding in your field of study.

All PhD candidates are required to give an oral presentation of their proposal. There will also be an oral examination of the thesis.

Entry requirements

Candidates must already have shown good research and writing skills in their previous postgraduate studies. These will usually consist of an Honours or Master's degree achieved at a high level of academic performance or equivalent previous postgraduate work, including training in research methods and experience in writing. Most students enrolling in the PhD have completed a research-based Master's degree, and candidates may also be expected to show evidence of relevant professional experience.

Duration

Full time: two to four years

Part time: three to six years.

More information

Contact the Faculty of Education Postgraduate Office for an Expression of Interest form by email pgeducation@vuw.ac.nz or phone **04-463 9728**.

Enrolment

For more information on PhD study and to enrol, see the Faculty of Graduate Research website www.victoria.ac.nz/fgr

PhD supplementary courses

The following courses are available to provisionally-registered students on the recommendation of the supervisor, and approval by the Associate Dean (PGR):

FEDU 511*	Advanced Quantitative Research and Analysis in Education and Psychology	30pts
FEDU 512*	Advanced Qualitative Research and Analysis in Education	30pts

*Subject to approval



Jo-Lynne Jack

Current PhD student

Jo-Lynne began her Bachelor of Arts studying Environmental Studies and then moved on to Political Science before finishing her degree in English and Reading Diagnostics with secondary teaching credentials.

“After 10 years of teaching, I returned to university to complete a Master’s in Special Education with an emphasis on early intervention.

“I usually choose subjects that I find intriguing and challenging, especially if I can work in those areas to make a difference in the community.

“In my teaching career, I have been grateful for the contributions research has made to my profession—knowledge about student learning styles, remedial reading interventions and the use of reflective practice. Now I am keen to contribute to that collective knowledge through my own research. I have chosen to research how families adjust to their child’s diagnosis of Asperger Syndrome.

“I regard the opportunities to meet with my supervisory professors invaluable. Their expertise and willingness to mentor are inspiring.”



Niusila Kueni Faamanatu-Eteuati

Current PhD student

Niusila comes from a family of teachers: both of her parents are educators and she has sisters, aunts and cousins who are also part of the teaching profession.

She completed a Bachelor of Social Science and Diploma of Teaching at Waikato University before teaching Geography and Biology in Samoa. After four years she began lecturing in social science education at the Faculty of Education, National University of Samoa (NUS).

In 2005 Niusila won an award to study a Master of Special Needs Education at Roehampton University in London and Charles University in Prague. On her return to Samoa, she worked as a lecturer in inclusive education at NUS for 10 years before coming back to New Zealand to study.

Niusila is passionate about teaching: she sees teaching as a talent and a calling.

“I am determined to continue appraising my understanding of teacher education in order to promote quality in teaching and to successfully educate our younger generation.”

General information

Career Development and Employment

The Vic Careers team is available to help you explore work, study and lifestyle options. The service includes a comprehensive Careers Resource Library, graduate destination information, internet access to research career opportunities, excellent reference books, free handouts, information on internships, scholarships and summer work, Victoria CareerHub—our 24/7 web-based job vacancy service—and graduate recruitment programmes including employer seminars. Workshops are held throughout the year on job-searching strategies and making career decisions. On CareerHub, you can also register for the Victoria Plus Award, Victoria's service and leadership award. There is also a Resume Builder to help you get your CV started and an ePortfolio for you to record your skills and experiences.

Useful resources

- ▣ Career View series www.victoria.ac.nz/careers/resources/career_publications/career_view including recent issues for Film, Theatre, Linguistics and Applied Language Studies.
- ▣ What can I do with my degree/subject?
www.victoria.ac.nz/careers/resources/degree_options
- ▣ Enrolled students and Victoria graduates can access up-to-date careers information and job vacancies 24/7 by registering on Victoria CareerHub
<http://careerhub.victoria.ac.nz>

CAREER DEVELOPMENT AND EMPLOYMENT

14 Kelburn Parade, Kelburn Campus

Phone 04-463 5393

Fax 04-463 5252

Email careers-service@vuw.ac.nz

Website www.victoria.ac.nz/careers

Publications

The Online Course Catalogue will have the most up-to-date course information: www.victoria.ac.nz/coursecatalogue

All of our publications can be downloaded from www.victoria.ac.nz/publications or requested in hardcopy by contacting Student Recruitment, Admission and Orientation (see back cover for details).

- ▣ *Introduction to Victoria* (February) gives a brief overview to Victoria's degrees and student life.
- ▣ *Guide to Undergraduate Study* (July) includes all information students need about first-year courses, degrees, student life and how to apply.
- ▣ *Guide for Parents* (May) answers questions parents have about sending their children to university.
- ▣ *Accommodation Guide* (June) gives information about each Hall of Residence and how to apply.

Student services and facilities

There is a wide range of facilities, resources and student services available to enhance the university experience. Victoria has a highly active student services network, which includes access to academic, health and learning support as well as wellbeing and financial advice for all students. Details can be found at www.victoria.ac.nz/student-services

At Karori Campus, the following facilities are available:

- ▣ café
- ▣ computer suites
- ▣ gymnasium and sporting facilities
- ▣ library
- ▣ marae
- ▣ print centre
- ▣ student common room
- ▣ student services including counselling and Student Learning Support.

Faculty Student Administration Offices

The Student Administration Offices administer qualifications offered by the Faculty. The Student Administrators look after students from enrolment through to graduation. The team can help with a variety of services, including qualification enquiries, enrolment advice and examinations. See page 54 for contact details.

Fees

Tuition fees at Victoria are charged on a per-point basis and are different for each faculty or subject and dependent on level of study. For all information regarding fees, including the fees calculator, go to www.victoria.ac.nz/fees

For international fees, go to www.victoria-international.ac.nz

Fees for 2013 will be set in October 2012.

Fees subsidies for Associate Teachers

A 50 percent subsidy is offered for 10 Associate Teachers who wish to undertake postgraduate study in the Faculty of Education. Applications are called from all Associate Teachers as places become available.

Credit transfer for postgraduate students

Credit transfer may be available to students who have completed a postgraduate course from another institution. With approval, the credits may be transferred to a Victoria postgraduate qualification. Contact the Postgraduate Office Manager at pgeducation@vuw.ac.nz or phone **04-463 9728** for more information.

Postgraduate resources

Funding

Contestable Faculty Research Grants are available to postgraduate students undertaking a research degree. Contact the Postgraduate Office for further information at pgeducation@vuw.ac.nz

Postgrad Life

The Postgrad Life website helps you make the most of your postgraduate experience by providing access to resources, links and information and advice from fellow students. Visit the website at www.victoria.ac.nz/postgradlife

Postgraduate Students' Association (PGSA)

PGSA is an independent group that provides representation and services for all postgraduate students at Victoria University. Visit their website at www.victoria.ac.nz/pgsa

Scholarships and prizes

The following scholarships and prizes are examples of awards given to Faculty of Education students:

- ▣ Teacher Education Excellence Award
- ▣ Habens Award
- ▣ Swafford Family Prize
- ▣ The Ilse B Steinberger Prize in Primary Teaching
- ▣ NZFGW (Wellington Branch) Graduate Secondary Teaching Award
- ▣ New Horizons Research Award.

For more information on Faculty of Education scholarships and prizes, go to www.victoria.ac.nz/education/study/scholarships

TeachNZ scholarships may be available for students undertaking early childhood programmes. For more information, go to www.teachnz.govt.nz or phone **0800 832 246**. Scholarships may also be available through the University. Information about scholarships offered by Victoria is available at www.victoria.ac.nz/scholarships, or contact the Scholarships Office, phone **04-463 5113** or **04-463 5557**, or email scholarships-office@vuw.ac.nz

Victoria University scholarships

Victoria has a range of scholarships and awards available to students including hundreds of scholarships for first-year undergraduate students.

Victoria Excellence Scholarships are awarded on academic merit. Students who have their NCEA Level 2 Certificate endorsed with Excellence are encouraged to apply. Applicants with alternative qualifications (eg. CIE or IB) will be assessed on a case-by-case basis. In 2013 the majority of these scholarships will be awarded at \$5,000 with a small number being awarded at \$10,000, which will be competitively awarded. Applications close on **1 October**.

Victoria Achiever Scholarships are offered to academically-able students who are of Māori or Pacific descent, have a disability, can demonstrate financial hardship or were educated at a decile 1–3 school. These scholarships aim to encourage students who may otherwise be unable to attend Victoria University. In 2013 the majority of these scholarships will be awarded at \$5,000 with a small number being awarded at \$10,000, which will be competitively awarded. Applications close on **1 October**.

Applying for scholarships

Eligibility criteria for all scholarships may change, so it is essential that scholarship details are checked on the website www.victoria.ac.nz/scholarships prior to application. Up-to-date information and application forms are available from the Scholarships Database accessed from the Scholarships webpage.

Postgraduate scholarships and prizes

The Ministry of Education offers a range of study awards and grants for teachers and educational psychologists. More information about these study awards can be found at www.minedu.govt.nz. For information on Ministry of Education scholarships for educational psychologists, email special.EdWorkforce@minedu.govt.nz

Scholarships for postgraduate study may be available through Victoria. For more information, contact the Scholarships Office, phone **04-463 5113** or **04-463 5557**, or go to www.victoria.ac.nz/scholarships

SCHOLARSHIPS OFFICE

10 Kelburn Parade, Kelburn Campus

Phone 04-463 5113 or 04-463 5557

Email scholarships-office@vuw.ac.nz

Website www.victoria.ac.nz/scholarships



Who to contact

Undergraduate and Graduate Student Administration Office

Phone 04-463 9500
Fax 04-463 9649
Email education@vuw.ac.nz

Postgraduate Student Administration Office

Phone 04-463 9728
Fax 04-463 9649
Email pgeducation@vuw.ac.nz

Accommodation Service

Advice on our Halls of Residence, renting and other accommodation options.

www.victoria.ac.nz/accommodation

Campus Care

24/7 campus security.

Phone 04-463 9999 (if calling from outside University)

Phone 8888 (if calling from within University)

Career Development and Employment

Also known as Vic Careers—find out what you need to know to get a job, what career options are open to you and what your ideal future might look like.

www.victoria.ac.nz/careers

Career Hub

24/7 access to part-time jobs, graduate jobs, contract work, tutoring positions, internships, work experience opportunities and a CV building tool. Use your student computing account to log in.

www.careerhub.victoria.ac.nz

Counselling Service

Professional, confidential counselling available at all campuses for any issue that is impacting on your personal or academic success.

www.victoria.ac.nz/counselling

Crèche

The University crèches can provide your children with the best possible education and care while you study.

www.victoria.ac.nz/creche

Disability Services

If you have a temporary or ongoing impairment you can get planning help, liaison with academic staff, adaptive equipment, technology and training, sign language interpreting, note-taking assistance, mobility parking, ergonomic furniture and access to rest and study rooms.

www.victoria.ac.nz/disability

Enrolment Office

If you are a prospective or a current student, you can get information, advice and support with enrolment.

www.victoria.ac.nz/enrol

Fees and payments

Get information and advice related to fees, payments, student levies, scholarships and liaising with StudyLink.

www.victoria.ac.nz/fees

Financial Support and Advice

Get information on money matters. Financial Support and Advice also manages the Hardship Fund.

www.victoria.ac.nz/finadvice

Health Services

Get access to a full range of general practice medical services.

www.victoria.ac.nz/studenthealth

Information Technology Services

Support relating to ITS computers on all campuses, access to myVictoria (the student portal), standard software such as Microsoft Office and other specialised software like SPSS and Endnote.

www.victoria.ac.nz/its

Language Learning Centre

Self-study and classroom facilities, resources and people to help you with language learning.

www.victoria.ac.nz/llc

Libraries

Information resources and people to support you in your research and learning; space to think and work.

www.victoria.ac.nz/library

Marae

The marae provides a tūrangawaewae—a standing place where Māori custom prevails—for students and staff.

▣ Te Herenga Waka—Kelburn

▣ Ako Pai Marae—Karori

www.victoria.ac.nz/marae

Physiotherapy Clinic

No referral necessary, you can come straight to the Clinic.

www.victoria.ac.nz/physio

Recreation Services

Get access to recreation, fitness and sports, to stay healthy and happy during your studies.

www.victoria.ac.nz/reccentre

Student Interest and Dispute Advisor

If you need support or guidance on any matter involving safety, conflict or misconduct, make contact to discuss what assistance is available to deal with the problem.

www.victoria.ac.nz/disputes-advice

Student Learning Support Service

Group and one-to-one academic support—useful at any stage of your study.

www.victoria.ac.nz/slss

Student Recruitment, Admission and Orientation

If you are a prospective or new student, get course advice and your admission questions answered.

www.victoria.ac.nz/futurestudents

vicbooks and Student Notes

Buy your textbooks (new or second hand) and your student notes.

www.vicbooks.co.nz

Victoria International

If you are an international student you can get access to support services, including insurance and student visa renewal, as well as admission, enrolment and orientation (for new students).

www.victoria.ac.nz/international

Victoria University of Wellington Students' Association (VUWSA)

VUWSA is a Victoria student association that provides advocacy, support and advice for all students.

www.vuwsa.org.nz



RECEPTION

GYMNASIUM

LIBRARY

DANCE STUDIO

LECTURE THEATRES

MARAЕ

Key dates

2012

1 JULY

Expression of Interest in Graduate Diploma of Teaching programmes open

AUGUST–OCTOBER

Liaison Officers visit schools for course planning

26 AUGUST

Study at Vic Day

OCTOBER

Guide to Enrolment available

1 OCTOBER

Online enrolment opens

Halls of Residence applications due

Victoria Excellence and Achiever

Scholarship applications due

4 OCTOBER

Application deadline for courses in 2011/12 summer trimester

14 NOVEMBER

Summer trimester begins

21 NOVEMBER–9 DECEMBER

Course Planning Weeks for first-year students, Kelburn Campus and Auckland

1 DECEMBER

International students' first-year applications due for February 2013 intake

10 DECEMBER

Application due date for all limited-entry degrees and courses for 2013

Applications due for Graduate Diploma of Teaching programmes

2013

10 JANUARY

Application due date for all other degrees and courses for 2013

Discretionary Entrance applications deadline for first trimester 2013

Applications due for BA/BTeach, BSc/BTeach, BA/BTeach(ECE) and BEd(Tchg)EC Upgrade programmes

18 JANUARY

Programme Induction Day for campus-based Graduate Diploma of Teaching (ECE, Primary and Secondary)

22 JANUARY

Graduate Diploma of Teaching programmes begin

25 FEBRUARY

Residency for Graduate Diploma of Teaching online students

25 FEBRUARY–1 MARCH

New Students' Orientation Week

4 MARCH

First trimester begins

BA/BTeach, BSc/BTeach, BA/BTeach(ECE) and BEd(Tchg)EC Upgrade programmes begin

15 JULY

Second trimester begins

18 NOVEMBER

Summer trimester begins



FACULTY OF EDUCATION

Phone 04-463 9500
Fax 04-463 9649
Email education@vuw.ac.nz
Website www.victoria.ac.nz/education

Donald Street, Karori
Wellington 6012

PO Box 17-310, Karori
Wellington 6147
New Zealand

STUDENT RECRUITMENT, ADMISSION AND ORIENTATION

Phone 0800 VICTORIA (842 867)
04-463 5374
Fax 04-463 5193
Email course-advice@vuw.ac.nz
Website www.victoria.ac.nz/futurestudents

Level 1, Hunter Building
Gate 2, Kelburn Parade
PO Box 600
Wellington 6140
New Zealand

VICTORIA INTERNATIONAL

Phone +64-4-463 5350
Fax +64-4-463 5056
Email victoria-international@vuw.ac.nz
Website www.victoria-international.ac.nz

Level 2, Easterfield Building
Kelburn Parade
Kelburn Campus
Wellington 6140
New Zealand