

2014

Faculty of Education

TE WHĀNAU O AKO PAI



KNOW YOUR MIND





**KNOW WHAT
YOU STAND FOR.
KNOW WHERE
YOUR PASSIONS LIE.
KNOW YOUR
NEXT MOVE.**

KNOW YOUR MIND

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FACULTY OF EDUCATION

Donald Street, Karori, Wellington 6012

PO Box 17-310, Karori, Wellington 6147

Phone 04-463 9500

Fax 04-463 9649

Email education@vuw.ac.nz

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Welcome

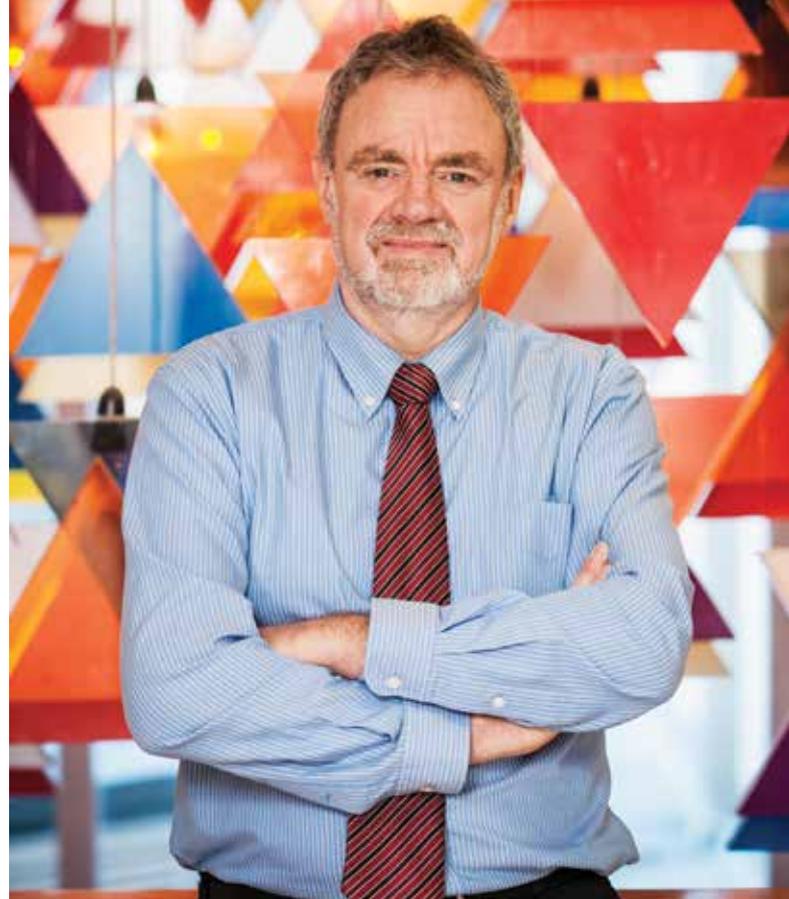
Welcome to Victoria University's Faculty of Education.

The aim of our faculty is to have a positive impact on education nationally and internationally. Education is a social good. It is a means by which society shapes itself—leading individuals to the knowledge, skill and values that enable them to lead a rich personal life and to contribute to society.

Many of our students are working towards qualifications so that they can become registered teachers. We offer one-year initial teacher education qualifications for those who have already graduated from their first or second degree. For undergraduates, the BEd(Teaching)EC provides a specialist early childhood teaching qualification. The BTeach is a degree that combines with other undergraduate degrees and enables students to focus on primary and secondary teaching from the beginning of their university study. We also have other professional programmes for experienced teachers and for those who wish to become educational psychologists.

For those who want to study education as an academic subject without necessarily becoming teachers, we offer education courses leading to a major in undergraduate degrees. This academic study of education addresses important issues of human and social development. How does learning occur? What are the personal and social variables that affect its success? What is teaching? How does it cater for minority groups?

Underpinning all our work is continued research into education in all its complexity: the nature of learning and of learners; the development of policy to govern education; the design and evaluation of teaching and learning practice; how individual learners of different cultural or linguistic background or of different abilities are, or can be, catered for; the way in which education honours the Treaty of Waitangi. This research is part of international scholarship that is contributed to by scholars in many countries. Our postgraduate Master's and doctoral students work with us to contribute to this research and we



encourage them to publish internationally to link with these global networks.

What our research and our teaching have in common is a fundamental process of objective enquiry. We strive to understand and to help our students to develop the tools to do the same. We shall help you to explore what we know and how we know it and then guide you in adding to your own understanding.

The details of all our qualifications are outlined in this handbook and our staff are always ready to answer any further queries you might have. We look forward to welcoming you into our community of good educational practice.

David Crabbe
Dean, Faculty of Education

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. It provides a seminar series for staff and postgraduate students to keep abreast of issues in educational research, showcase their research and share research expertise with colleagues. The Centre's research agenda has a strong focus on social justice, equity and diversity.

The research programme encompasses:

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

Another key research theme centres on people with lifelong disability (eg. intellectual disability, cerebral palsy, autism) and their families.

A major focus of JHC is to develop collaborative research links across the disciplines and professions to enable a positive impact on the education of children and adults whatever their ability. 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.

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 impact of mealtime management on the health and quality of life of older adults with intellectual disability
- ⊕ keeping people with communication disabilities safe in hospital
- ⊕ evaluation of Ministry of Education early childhood education professional development programmes
- ⊕ involving children and young people in research in educational settings.

The Centre is building a community of research students in the Faculty and is providing active support to students to scaffold their path through undergraduate study and on to postgraduate research.

The Faculty of Education prides itself in offering postgraduate students opportunities to participate in research and study with a diverse cohort and community, bringing perspectives from all across the world, particularly the Asia-Pacific region. We strive to support, challenge and engage students in achieving high standards and valuable 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/research



Professor Susan Balandin

Director

“Education in the widest sense is a key issue in ensuring that people with lifelong disability, including those with little or no functional speech, are included and participate in the communities of their choice. I am thrilled to be part of the dedicated research team in the Faculty of Education, and committed to building a collaborative and cohesive group of researchers and postgraduate students.”

Susan Balandin has been the Director of the Jessie Hetherington Centre for Educational Research since the end of 2012. Prior to this she worked in Norway and Australia.

A speech language therapist by background, her research and clinical practice have focused on people with a lifelong disability, in particular those with little or no functional speech.

She has a specific research focus on communication and people who are ageing with lifelong disability and their families. Susan supervises doctoral students with an interest in alternative and augmented communication for children and adults with lifelong disability.

A large, colorful ceramic mural depicting various marine life forms, including fish, shells, and coral, arranged in a grid pattern. The colors are vibrant, with blues, greens, yellows, and reds. The mural is the background for the top half of the page.

Faculty of Education Schools

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

FACULTY OF EDUCATION

Email education@vuw.ac.nz
Website www.victoria.ac.nz/education

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/schools/education-policy-and-implementation

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/schools/educational-psychology-and-pedagogy

TE KURA MĀORI (KURA)

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/schools/te-kura-Māori

UKU-PAKA. Ceramic mural created by Dr D. Blumhardt and the class of 1992
College of Education for the foyer of Karori Campus.

School of Education Policy and Implementation

Te Kura Mahere Whakatinana Mātauranga

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

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

The School contributes courses to the teacher education qualifications and the BA majors and postgraduate programmes offered by the Faculty. Staff also provide postgraduate supervision in a range of areas related to their research expertise.

The School undertakes teaching, research and postgraduate research supervision related to:

- ⊕ education policy and its effect on the education people engage in at all ages
- ⊕ the scholarly study of education policy, seeking to answer questions about the purpose of education, the purposes (societal and personal) that it is designed to attain, the methods for attaining them (eg. the official and implemented curriculum) and the tools for measuring their success or failure
- ⊕ education policy implementation, which deals with specific subjects and areas of the curriculum and their implementation, the development of resources and their effective use, the development and use of nationally mandated assessment tools and the use of educational technology.



Professor Rob Strathdee Head of School

“The focus of my research is to improve our understanding of how the competition for advancement through education is organised. This means I am interested in identifying which groups in society gain the most in education and understanding the reasons for this advantage.”

“This focus has led me to consider, for example, the impact of policy changes on progression and achievement in education, and to consider the financial returns for tertiary education. I am also interested in how young people make transitions to employment.

“As Head of School much of my time is spent supporting staff in my school to achieve their research and teaching objectives. I lead a great team—each member of the School is committed to delivering research-led teaching in ways that maximise student experience.”

Rob’s been Head of School since 2006 and joined Victoria after four years’ work at Murdoch University in Australia. He lectures at undergraduate and postgraduate levels and supervises Master’s and doctoral thesis students.

School of Educational Psychology and Pedagogy

Te Kura Mātai Hinengaro Tikanga Mātauranga

The School of Educational Psychology and Pedagogy (SEPP) is focused on transforming education into a more evidence-based profession. Staff are committed to creating new knowledge on teaching and learning processes and ensuring this new knowledge informs educational policy and practice across all sectors of education. Staff are focused on improving education through teaching at undergraduate and postgraduate level, by undertaking educational research and by providing service to the wider community.

Teaching and research emphases in the School include:

- ⊞ assessing learning outcomes for children and young people
- ⊞ enhancing pedagogy and classroom management
- ⊞ identifying individual differences in learning
- ⊞ improving education for gifted and talented people
- ⊞ improving educational opportunities and outcomes for students who are culturally and linguistically diverse
- ⊞ improving educational opportunities and outcomes for students with disabilities
- ⊞ enhancing the social and emotional development of children and young people.

The School is developing innovative solutions for enhancing the success of Māori and Pasifika students at all levels of education. The School offers courses that contribute to teacher education qualifications and courses for students undertaking the Education major as part of the Bachelor of Arts degree. The School also offers a Master of Educational Psychology qualification and provides advanced research training in Master's and PhD programmes.



Associate Professor Vanessa Green Head of School

“My main area of research is the social development of children and adolescents. Appropriate social skills are integral to all other aspects of development, as without these children are at high risk for peer rejection, bullying and academic failure.”

“My current research is focused in two areas: finding out the best ways to help young children develop social competence and in finding ways to address the issue of bullying and cyberbullying. Over the last few years I have worked with a number of highly motivated postgraduate students in these two areas and together we are developing better strategies to help children and young people navigate their social worlds.”

Vanessa joined the Faculty in 2008. Since then she has taught undergraduate and postgraduate courses, including courses in human development and social and emotional development. She has supervised doctoral and Master's thesis students as well as Master of Educational Psychology students in their applied research projects.

“I am thrilled to be leading the School as we have a wonderfully talented and dedicated team of academic and administrative staff.”

Te Kura Māori

Ko Whārangi te maunga

Ko Waipāhīhī te awa

Ko Kārōrori te marae

Ko Tane-nui-a-rangi te tīpuna

Ko Ako Pai te whare

Ko Ngai Tauira ngā kaitiaki

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

Te Kura Māori (TKM) provides teaching and research related to Māori education, policy and practice, Pasifika education and the education of indigenous peoples. Te Kura Māori contributes to teacher education, education, postgraduate qualifications and support programmes for students and PhD candidates through teaching, advising and research.

Research work being carried out in Te Kura Māori is developing leading digital technology to aid learning for Māori-medium teaching and learning, Māori science curriculum and promotion of Pasifika leadership and learning based upon an evidence-based approach.

Te Kura Māori and the staff and students of the Faculty are also the guardians of Ako Pai marae (the House of Good Learning). Students are able to use the marae as a place to study, relax and 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.



Professor Cindy Kiro Head of School

Cindy believes that education makes a major difference to the lives of children and creates lifelong opportunities for them and their families. This is why she has chosen to come to Te Kura Māori.

Cindy Kiro is Professor and Head of School of Te Kura Māori, having joined Victoria University in 2013 following many years working in higher education at other universities. This included being inaugural Head of School for a School of Public Health.

Cindy was the Children's Commissioner between 2003 and 2009 and was the first woman and first Māori to hold this role. She established a reputation as a strong advocate for children and young people and an international network of those working for the rights of children and young people. She was awarded New Zealand Public Health Champion by the Public Health Association in 2012 and the Māori of the Year for Community Service award by Marae (TVNZ) in 2013. She was also a Fullbright visiting scholar in 2012 where she spoke at Harvard University and the University of Hawai'i.

Cindy is of Ngāpuhi, Ngāti Hine and Ngāti Kahu descent and is a mother and grandmother.

Admission and enrolment

Undergraduate university entry

Applicants to undergraduate qualifications must satisfy the requirements for entry to Victoria in 2014. 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 at www.victoria.ac.nz/home/admisenrol

Teacher Education qualification admission

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.

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, who will be contacted by 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, teacher or lecturer.

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 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 take part successfully in an assessment exercise. The 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. 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 obtain a police check. This is required for all students who will spend time in schools or early childhood centres as part of their study.

You must be able to attend an assessment exercise. Most assessments will take place before Christmas and be 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. Assessment normally requires written work in the form of reports, essays and may include examinations.

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**

www.victoria.ac.nz/eli

International 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 32 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 enrolment form and any additional 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:

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

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

The Faculty of Education offers a range of qualifications for undergraduate students, including the Education or Education and Psychology major in the BA, 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.

Teaching qualifications

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

Key dates

BA/BTeach, BSc/BTeach

Applications open	1 October 2013
Applications due by	10 January 2014
Ngā Mihi	17 January 2014
Programme begins	Week of 21 January 2014

BA, BEd(Tchg)EC

Applications open	1 October 2013
Applications due by	10 January 2014
Programme begins	3 March 2014

Undergraduate qualifications

Qualification	Designed for	Entry and admission requirements
BA/BTeach, BSc/BTeach	<ul style="list-style-type: none"> ⊕ students 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 ⊕ students 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 Education (Teaching) Early Childhood BEd(Tchg)EC	<ul style="list-style-type: none"> ⊕ students who wish to gain a focused degree-level qualification in Early Childhood through campus-based classes and teaching experience placements in early childhood(EC) centres. 	<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>
Upgrade	<ul style="list-style-type: none"> ⊕ holders of existing New Zealand Diploma of Teaching (ECE), a recognised NZQA equivalent or Kindergarten Diploma who wish to upgrade to a degree. 	<p>Students entering the BEd(Tchg)EC Upgrade must provide evidence of their teacher registration.</p>
Bachelor of Arts in Education	<ul style="list-style-type: none"> ⊕ students interested in issues such as social justice, challenges facing young people, and our changing world. Education is a major in the 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. 	<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 and Psychology	<ul style="list-style-type: none"> ⊕ 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 ⊕ students wanting a pathway to go on to do a Master's in Educational Psychology. <p>Note: From 2014 students will not be able to do a double major in Education and Psychology (EDPS) and Psychology (PSYC) or Education and Psychology (EDPS) and Education (EDUC).*</p>	<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	<ul style="list-style-type: none"> ⊕ students who are interested in teaching, social policy and community services within the EC sector. <p>Note: Early Childhood Studies can currently be taken only as a double major within the BA.</p>	<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>

*Subject to approval

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. The Bachelor of Teaching degree combines theoretical study and classroom experience and focuses on the pedagogical knowledge, content knowledge, skills and attributes required to be a successful teacher in New Zealand schools. Graduates are qualified to teach both primary and secondary level.

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.

Overview

The conjoint programme of study is structured so that:

- ⊕ years 1 and 2 are focused mainly on teaching subject disciplines in a BA or BSc
- ⊕ you spend one trimester each year in BTeach study.

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. Choose a BSc/BTeach if you are focused on science.

Students are required to achieve a B- average over the courses completed in a year to re-enrol in the BA/BTeach and BSc/BTeach in each of the following years. If you need advice about teaching subjects you can contact the Student Administration Office at the Faculty of Education. Help is available to plan your conjoint degree from the BA/BTeach Student Adviser in the Faculty of Humanities and Social Sciences.

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 below. 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.

Curriculum area	Degree subject
Arts	Theatre
English	English Literature
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.

BTeach component

The BTeach component is made up of EPOL, EPSY and KURA courses. These courses focus on:

- ⊕ assisting you to develop your understanding of educational contexts
- ⊕ general pedagogical knowledge
- ⊕ 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 some courses may have examinations.

Structure

	Trimester One		Pts	Trimester Two		Pts	Trimester Three		Pts
Year 1	BA courses or BSc courses		60	BA courses or BSc courses		60	EPSY 131	Teaching—What's It All About? (one week teaching experience)	15
Year 2	EPSY 132	Building New Learning Communities in New Zealand	15	KURA 135	Learning Languages	15	EPOL 132	Teaching the Arts	15
	BA courses or BSc courses		40*	BA courses or BSc courses		40	EPOL 133	Teaching Technology	15
Year 3	BA courses or BSc courses		40*	EPOL 134	Teaching Health and Physical Education	15	EPSY 233	Motivating Students to Learn and Achieve	15
	EPOL 234	Engaging Learners in Society	15	EPOL 231	Literacy	15	EPOL 233	Teaching Science	15
				EPOL 232	Numeracy	15			
				EPSY 232	The Learner at the Centre of Teaching (six weeks teaching experience)	20			
				**see below					
Year 4	EPOL 324	Teaching English	15	BA courses or BSc courses		40*			
	EPOL 325	Teaching Maths	15						
	EPSY 331	Becoming a Skilled Professional (across two trimesters) (nine weeks teaching experience)				20			
	Two courses from EPOL 361–369		30						

Scheduling of BA and BSc courses in trimester and year, and points per trimester, are indicative only. Contact the relevant faculty for advice and information.

*Minimum points.

**Plus EPOL 251 Music Curriculum Study 1, EPOL 252 Performing Arts Curriculum Study 1, EPOL 253 Visual Arts Curriculum Study 1 if appropriate to your teaching subjects.

KURA 371 Marautanga Māori o Aotearoa is an optional course for those wishing to teach in bilingual kura and wharekura.

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



Amanda Hammond BSc/BTeach student

Combining her passion for maths with a pathway into her chosen career of teaching made the BSc/BTeach degree the perfect option.

Coming to Victoria was an easy decision for Amanda to make—once she found out about the BSc/BTeach qualification. She loves the challenge of maths at university level and she appreciates the opportunity to study her discipline subject and develop her teaching knowledge and skills. It's been particularly rewarding being part of a close cohort of student teachers who are all working through the BTeach programme together.

For Amanda, the best part of the programme has been the teaching experience placements throughout the programme. "Getting the chance to teach lots of different kids from different backgrounds and getting to see the differences between schools and teaching styles is great." She has appreciated the range of courses and inspiration from "lecturers who are researching things that we are learning about at the same time. It's great to see their passion which definitely makes the subject so much more fun."

Jack Coles BSc/BTeach student

"The teaching experience was awesome and gave me a good taster for what's to come."

A keen rugby player and scuba-diver, Jack also teaches swimming lessons and found he enjoyed working with children—this is what drew him to teaching as a career.

Since studying biology at school and hearing about the BTeach from one of his teachers, Jack decided that the combination of a subject he loved and a pathway into teaching was a good option for university study. He's found the biology study really inspiring. "It is very hands-on and provides me with insights many people never know or experience."

Jack chose geography as his minor and second teaching subject, which gives him the opportunity to find out how cities around the world were built and how economies are all linked and ever changing, as well as how people move and live.

A Wellington local, Jack loves the city and the opportunities for work, social life and entertainment that it offers.

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

The BEd(Tchg)EC is for students who wish to gain a degree-level qualification in early childhood teaching. The programme takes three full years to complete and is taught through a combination of blended delivery, including online activities, lectures, tutorials and studio times. The BEd(Tchg)EC timetable allows students some flexibility for part-time work in early childhood centres. 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 21 weeks of teaching experience during the three years of the Degree.

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.

Overview

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

- ⊕ curriculum studies
- ⊕ cultural studies
- ⊕ education studies
- ⊕ professional teaching studies and teaching experience.

Teaching Experience (TE)

There are teaching experience placements in each year of the programme. For students employed in early childhood centres there is an opportunity to complete one practicum in year 2, in your own centre. This enables you to see how theory and practice interlink in the development of quality teachers.

BEd(Tchg)EC Upgrade programme

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.

Overview

The BEd(Tchg)EC Upgrade qualification comprises 360 points. Credit is awarded based on the level of your current teaching qualifications: usually from 200 to 245 points can be credited.

The programme is delivered online. 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 2014 courses by **10 January 2014**.

For more information about the Upgrade qualification, go to www.victoria.ac.nz/education



Emma Wickens Ngāti Raukawa BA student

“My knowledge of educational systems and theories has been vastly expanded. What I have enjoyed most is the flexibility of choosing my own classes, the one-on-one time with lecturers and tutors in tutorial times.”

Emma knew that she wanted to work with children and looked for a programme that would provide a good pathway into primary teaching. Emma chose to do a BA in Education and Te Reo Māori because the subjects appealed to her and she felt they would be a good basis for her career. The programme has lived up to her expectations.

Emma was awarded the Habens Prize in 2012 and also received the Fletcher Building Scholarship, which contributed to her fees for 2013. University has given her the opportunity to grow both personally and academically. “Victoria has challenged me to think critically about things I read, instead of just believing everything. Victoria has also given me the opportunity to succeed in higher education, increasing my self-esteem and motivation.” Emma looks forward to completing her BA and following that with a qualification in Primary Teaching, becoming a teacher and using her Māori language skills.

Bachelor of Arts in Education (BA)

Education is an academic and professional study that focuses on contemporary issues of direct concern to those working in a wide range of education services, including teachers. Education courses 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 such as:

- ⊞ youth work, professional training and community education
- ⊞ 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
- ⊞ global and environmental perspectives in education.

Graduates will have 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.

Major requirements

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

- ⊞ 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.

Bachelor of Arts in Education and Psychology (BA)

This interdisciplinary BA major provides a comprehensive programme of study comprising a core set of Psychology (PSYC) and Educational Psychology and Pedagogy (EPSY) courses. To complete the balance of the major requirements, students choose a combination of other Psychology courses (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 degree 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.

Major requirements

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

- ⊕ EPSY 141 or 142; PSYC 121 or 122; STAT 193
- ⊕ EPSY 243 or 244; PSYC 232
- ⊕ EPSY 342 or 343; PSYC 325
- ⊕ 30 further points from EPOL, EPSY, FEDU, KURA or PSYC 200–399
- ⊕ 30 further points from EPOL, EPSY, FEDU, 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.

From 2014 students will not be able to do a double major in Education and Psychology (EDPS) and Psychology (PSYC) or Education and Psychology (EDPS) and Education (EDUC).*

*Subject to approval.

Bachelor of Arts in Early Childhood Studies (BA)

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.

Major requirements

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

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

Note: Early Childhood Studies can currently only be taken as a double major within the BA.



Graduate qualifications

The Faculty offers three graduate-level 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 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 examinations.

There is 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 (see page 10).

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

The Faculty of Education is in the process of developing postgraduate, Master's level, teacher education programmes. These programmes may be available in 2014 to those applicants who have maintained a B- or better average in

their undergraduate degree. Further information about the programmes will be published on the Faculty's website as soon as it is available.

www.victoria.ac.nz/education

Graduate qualifications

Qualification	Designed for	Entry and admission requirements
Graduate Diploma of Teaching (Early Childhood Education) GDipTchg(ECE)	applicants with an undergraduate degree or New Zealand primary teaching qualification who wish to teach in early childhood education.	<ul style="list-style-type: none"> ▣ 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. ▣ Degrees from overseas universities may need to be assessed by NZQA.
Graduate Diploma of Teaching (Primary) GDipTchg(Primary)	applicants who already hold an undergraduate degree and who wish to teach at primary level.	<ul style="list-style-type: none"> ▣ Undergraduate degree and acceptance to teacher education qualifications (see pages 10–11). There is limited enrolment for this qualification. ▣ Degrees from overseas universities may need to be assessed by NZQA.
Graduate Diploma of Teaching (Secondary) GDipTchg(Secondary)	applicants 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.	<ul style="list-style-type: none"> ▣ Undergraduate degree and acceptance to teacher education qualifications (see pages 10–11). There is limited enrolment for this qualification. ▣ Degrees from overseas universities may need to be assessed by NZQA. ▣ One subject in high demand may be sufficient for entry to this programme.
Graduate Diploma of Teaching (Adult Literacy and Numeracy) GDipTchg(AdultLit&Num)	<p>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>	<ul style="list-style-type: none"> ▣ Undergraduate degree or equivalent; or extensive practical, professional or scholarly experience of an appropriate kind.

Key dates

On campus	
Applications open	1 October 2013
Applications due by	10 January 2014
Ngā Mihi	17 January 2014
Start date	Week of 21 January 2014
Teaching finishes	Week of 8 December 2014
Programme end date	19 December 2014

Online	
Online applications open	1 October 2013
Applications due by	10 January 2014
Start date	Week of 21 January 2014
Residency	Week of 24 February 2014
Teaching finishes	Week of 8 December 2014
Programme end date	19 December 2014

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 based on an assessment process. See pages 10–11 for further information about admission to teacher education qualifications.

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 early childhood education 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 sociocultural context
- ☒ have an understanding of the 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.

Overview

The programme includes courses that cover the following:

- ☒ principles of teaching and learning
- ☒ general pedagogical knowledge
- ☒ curriculum studies
- ☒ teaching experience.

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.

The qualification is offered as campus and online options. The campus option involves attending lectures, tutorials, studio time and self-directed study. Online study allows flexibility through a mix of online resources and technologies. Participants should expect to spend 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)

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.

Academic assessment

Academic assessment includes:

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

Structure

Trimester One		
EPSY 301	The Learner in Context (taught Jan–Feb)	20 pts
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
Seven weeks teaching experience		
Trimester Two		
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
Seven weeks teaching experience		
Trimester Three		
EPOL 301	The Teacher in Context	15 pts

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



Bevan Connell Te Atiawa GDipTchg(ECE) student

In his study Bevan wants to look at how families can be included in what is being taught and how they can contribute to information sharing and the development of the curriculum.

Bevan has two BA degrees: one in Film and Theatre from Canterbury University and the other in Acting from the Royal Scottish Academy of Music and Drama. He also holds a secondary teaching qualification and it was while working as a secondary teacher, when he was designing cross-curricula for Years 9–11 through the integration of subjects, that he was drawn to further study at Master's level.

Bevan's MEd research led him to move into the early childhood sector to allow him to investigate questions about the future of education in New Zealand and if the early childhood education curriculum *Te Whāriki* provides broad opportunities to explore an integrated curriculum.

Open debates and willingness by lecturers to help focus questions and suggest possible research topics to explore are aspects of the student's life at the Faculty which Bevan has most appreciated.

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. It 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 to this qualification is based on an assessment process. See pages 10–11 for further information about admission and enrolment. Some scholarships may be available. For further information, see page 52.

Goals

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.

Overview

The qualification includes courses that cover the following:

- ⊕ principles of teaching and learning
- ⊕ general pedagogical knowledge
- ⊕ curriculum studies.

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.

The qualification is offered as campus and online options. The campus option involves attending lectures, tutorials, studio time and self-directed study. Online study allows flexibility through a mix of online resources and technologies. Participants should expect to spend 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)

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.

Academic assessment

Academic assessment includes:

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

Structure

Trimester One		
EPSY 301	The Learner in Context (taught Jan–Feb)	20 pts
EPOL 320	English Literacy and EAL	20 pts
EPOL 321	Mathematics and Statistics Education	20 pts
EPSY 302	Teaching Models and Strategies	20 pts
Seven weeks teaching experience		
Trimester Two		
KURA 301	Mātauranga Māori in Education	20 pts
EPOL 322	Science, Social Science and Technology	20 pts
EPOL 323	The Arts, Health and PE and Learning Languages	20 pts
Seven weeks teaching experience		
Trimester Three		
EPOL 301	The Teacher in Context	15 pts

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

Pathway planning

If you are planning your study pathway through to teaching, check that your undergraduate degree choices are aligned with *The New Zealand Curriculum* school subjects.

For more information, refer to the Ministry of Education website: www.nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas



Chelsea Kirby GDipTchg(Primary) student

Chelsea has a real passion for challenging children of all abilities and supporting them to grow by working out of their comfort zone.

Chelsea loves Wellington and completed a Bachelor of Arts in Film and Sociology in 2011 at Victoria. She spent some time working in a special needs unit as preparation towards a career in teaching before coming to the Faculty of Education to study for her Graduate Diploma of Teaching (Primary).

She is focused on building tikanga and te reo Māori into a classroom culture, and has appreciated how her lecturers “keep the challenges fresh and real”. She has found the intensive one-year programme “full on” but has enjoyed the support of other students and the staff at the Faculty.

Chelsea plans to work as a primary school teacher and gain full registration before returning to study to achieve her ultimate goal of becoming a special needs teacher.

Graduate Diploma of Teaching (Secondary) (GDipTchg(Secondary))

This full-time one-year qualification is open to applicants who have an undergraduate degree that 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 to this qualification is based on an assessment process. 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

Goals

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.

Overview

The programme includes courses that cover the following:

- ⊕ principles of teaching and learning
- ⊕ general pedagogical knowledge
- ⊕ curriculum studies (secondary subjects)
- ⊕ teaching experience.

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.

The qualification is offered as campus and online options. The campus option involves attending lectures, tutorials, studio time and self-directed study. Online study allows flexibility through a mix of online resources and technologies. Participants should expect to spend 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)

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.

Academic assessment

Academic assessment includes:

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

Structure

Trimester One

EPSY 301	The Learner in Context (taught Jan–Feb)	20 pts
EPSY 302	Teaching Models and Strategies	20 pts
	Plus two curriculum courses from the even-numbered courses EPOL 330–358	40 pts
	Seven weeks teaching experience	

Trimester Two

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
	Seven weeks teaching experience	

Trimester Three

EPOL 301	The Teacher in Context	15 pts
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Refer to the Online Course Catalogue at www.victoria.ac.nz/coursecatalogue for further information about the above courses.

Curriculum Studies (secondary subjects)

Your two curriculum studies subjects must be chosen from the list of New Zealand school subject areas in *The New Zealand Curriculum* and must have been studied in your undergraduate qualification.

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

If you are planning your study pathway through to teaching, check that your undergraduate degree choices are aligned with *The New Zealand Curriculum* school subject areas.

For more information, refer to the Ministry of Education website: www.nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas



Johnson Taeao GDipTchg(Secondary) student

Johnson wanted to share his love and knowledge of music with others. So after completing his Music degree, and inspired by family members who teach, he chose the Graduate Diploma of Teaching (Secondary) as a pathway to a career in teaching.

Johnson, a New Zealand-born Samoan, chose Victoria because of the great curriculum for studying music in all fields, whether in composition, performance or music studies. He loves the culture of Wellington, and especially appreciates the café culture and music gigs, which fit perfectly with his passion for music.

Johnson has enjoyed the challenge of the Graduate Diploma of Teaching with its demanding workload. “I have most enjoyed my time on placement, interacting with the students. I have also met some really awesome people to study and socialise with at the Faculty of Education.”

Travel and working as a teacher overseas are part of Johnson's future plans, but he also wants to further his studies in music and to research the relationships between music and culture in the Pacific Islands.



Nadia Abu-Shanab GDipTchg(ECE) student

Education and teaching were a natural progression for Nadia after completing her degree, because they encouraged her to think about the practical ways we can facilitate things such as equality and biculturalism in our learning environments.

Nadia's main interests in her Victoria BA (majoring in Politics and International Relations) were race, biculturalism, social inequality and social change. Working at an early childhood centre as she studied, her main passions were creativity, learning about the world and thinking about what we can do to make it a better place for future tamariki.

Nadia had heard about the reputation of the Graduate Diploma of Teaching (ECE) and is really enjoying the programme, particularly the multidisciplinary approach—learning about tikanga Māori. She says, “The Faculty staff are really committed to supporting us to become quality educators. They're also passionate about really different areas of research and interest so it allows for a lot of scope for critical discussion.”

Nadia plans to teach and see the world with her internationally recognised qualification. She's also interested in Master's study at Victoria in the future.



Jaime Lee GDipTchg(Primary) student

Jaime loves the sense of community that being part of the Graduate Diploma of Teaching cohort brings, and the sense of camaraderie among the students, who work together in small groups.

Victoria's Faculty of Education was first choice for Jaime, who was drawn by the good reputation and the convenience of the one-year Graduate Diploma. Wellington as a location was also a big attraction. “Wellington itself is a wonderful student city. The art-friendly vibe around the city is fantastic and there is always an art exhibition, music or a play being performed somewhere.”

Jaime began to think about teaching as a career while studying Ethnomusicology for a BA in Music Studies at Victoria. A stint as a teacher aide convinced him that he loved teaching and had the right mix of skills to make a good teacher. He has found the teaching experience placements exciting and can't wait to get back again into the classroom in a teaching capacity.

Academic staff have also been inspiring. Jaime appreciates “studying under the tuition of lecturers who are incredibly knowledgeable in their content areas and who are able to ‘spark the flame’, get students interested and involved and push them to greater heights”.

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.

Overview

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. Classes are offered on campus with one-day blocks throughout the course. This qualification is a one-year full-time programme, but can be done part time in two years (must be completed within three years).

Structure

Trimester One

FEDU 280*	Adult Literacy and Numeracy: Policy, Theory and Practice	20 pts
EPSY 383*	Assessment of Literacy and Numeracy in Adult Contexts	20 pts
EPOL 383*	Teaching and Learning Literacy in Adult Contexts	20 pts

Trimester Two

EPOL 384*	Teaching and Learning Numeracy in Adult Contexts	20 pts
EPSY 382*	Challenges for Learning and Teaching Literacy and Numeracy in Adult Contexts	20 pts
EPSY 384*	Design and Evaluation of Literacy and Numeracy Interventions in Adult Learning contexts	20 pts

*Subject to approval.

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



Postgraduate qualifications

POSTGRADUATE ADMINISTRATION OFFICE

Faculty of Education Level 3, Gray Block, Karori Campus

Phone 04-463 9728

Email pgeducation@vuw.ac.nz

Website www.victoria.ac.nz/education

Victoria University's Faculty of Education offers postgraduate qualifications for teachers, educational administrators, public servants, researchers and industry educators and trainers.

The following qualifications are offered:

- ☒ Bachelor of Arts (Honours) in Education*
- ☒ Bachelor of Education (Honours)
- ☒ Postgraduate Certificate and Diploma in Education and Professional Development
- ☒ Master of Education
- ☒ Master of Arts in Education*
- ☒ Master of Educational Psychology
- ☒ Postgraduate Diploma in Educational Psychology Practice
- ☒ Master of Secondary School Leadership
- ☒ 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 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.

Those interested in beginning their postgraduate study can embark on a postgraduate certificate or diploma or an Honours degree.

Credit transfer may be available to students who have completed postgraduate study with another institution.

The Faculty of Education supports the Centre for Academic Development in offering the following qualifications:

- ☒ Postgraduate Certificate and Diploma in Higher Education Learning and Teaching.*

For more information, see www.cad.vuw.ac.nz

*These qualifications are administered by the Faculty of Humanities and Social Sciences.

Postgraduate qualifications

Qualification	Suitable for	Entry requirements
Bachelor of Education (Honours) (BEd(Hons))	applicants wanting to build on undergraduate study of Early Childhood and progress on a pathway to postgraduate study and research.	<ul style="list-style-type: none"> ⊕ BEd(Tchg)EC degree, or ⊕ BA (major in Early Childhood Studies), or ⊕ an equivalent or similar qualification at the discretion of the Associate Dean ⊕ accepted by the Associate Dean as capable of completion.
Bachelor of Arts (Honours) in Education (BA(Hons))	academically able applicants 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)	applicants 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 (PGCertEdPD)	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.
Postgraduate Diploma in Education and Professional Development (PGDipEdPD)		
Postgraduate Certificate in Higher Education Learning and Teaching (PGCertHELT)	teachers and teaching-related staff in higher education who wish to become more reflective and successful in practising or supporting learning and teaching within a research-based programme.	<ul style="list-style-type: none"> ⊕ Bachelor's degree ⊕ accepted by Director as capable of completion.
Postgraduate Diploma in Higher Education Learning and Teaching (PGDipHELT)		
Master of Secondary School Leadership (MSSL)	Teachers or middle/senior managers in secondary schools who aspire to be secondary school principals. Those wanting to gain a Master's-level qualification through mentoring guidance, placement observation and investigations and project work.	<ul style="list-style-type: none"> ⊕ Bachelor's degree with a B average or postgraduate qualification ⊕ hold a middle or senior management position in a secondary school ⊕ be nominated by and have support of current principal ⊕ be accepted by the Associate Dean.
Master of Education (MED)	Teachers, educational administrators, school leaders, policy analysts, researchers, industry educators and trainers who have completed a PGDipEdPD or similar and are seeking an advanced qualification.	<ul style="list-style-type: none"> ⊕ a PGDipEdPD 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.

Qualification	Suitable for	Entry requirements
Master of Educational Psychology (MEdPsych)	students who have completed a PGDipEdPD (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"> ⊕ PGDipEdPD 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, 508, 521 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 ⊕ Police check.
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.	<ul style="list-style-type: none"> ⊕ 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.

Key dates

On campus	
BEd(Hons), BA(Hons), PGCertEdPD, PGDipEdPD MEdPsych, PGDipEPP, MSSL	applications due by 10 January 2014
MEd, PhD	(3 rounds) deadlines 1 March, 1 July, 1 November
MA	Anytime

Bachelor of Education (Honours) (BEd(Hons))

This qualification builds on undergraduate study from a BEd(Tchg)EC or BA major in Early Childhood Studies, to enable students to engage in advanced, specialised study in early childhood education, as well as providing a pathway into postgraduate study and research.

Overview

The programme comprises 120 points from courses including a 30-point research paper.

- ⊕ Three 30-point 400-level courses from the schedule of the BEd(Hons) or equivalent, and
- ⊕ compulsory research project (EPOL, EPSY or KURA 489).

Duration

Part time: up to two years

Full time: two trimesters.

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

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.

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

www.victoria.ac.nz/fhss

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

Overview

- ⊕ 90 points from EPOL, EPSY, KURA 401–488, and
- ⊕ compulsory research project (EPOL, EPSY or KURA 489).

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

Master of Arts in Education (MA)

The MA 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. As you will be 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 in Education is administered by the Faculty of Humanities and Social Sciences.

www.victoria.ac.nz/fhss

The MA may be awarded with Merit or Distinction.

Overview

☒ A 120-point thesis (EPOL/EPSY or KURA 591).

Duration

Part time: two 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**.



Arden Perrot BA(Hons) First Class

Arden had struggled at school, and left before completing Year 13. He started at Victoria by taking Samoan and Pacific studies, but was drawn to Education by a friend and soon realised that it wasn't just about teaching, but about “understanding why young boys like me fail”.

He came to understand that “education, like rugby, is a skill and that you could train to be better if you work hard enough”. Arden worked hard at study and full-time rugby and found success in both areas.

A New Zealand-born Samoan, and the first in his family to attend university, Arden won a Victoria Rugby Scholarship and joined the Wellington Rugby Academy in 2005. He started his study in the same year.

Arden completed his BA in Education and Pacific Studies in 2009 and went on to be awarded First Class Honours in Education in 2012. In 2013 he received a Victoria Medal for Academic Excellence. Arden got involved in Pacific leadership cluster, Te Pūtahi Atawhai mentoring, Ave Mamao, and became a tutor for Te Kura Māori, and felt he was “starting to give back to others who share my story”. He's now working at Weltec lecturing in their Bachelor of Youth Development programme but is thinking about more study in the future.

Postgraduate Certificate in Education and Professional Development (PGCertEdPD)

Postgraduate Diploma in Education and Professional Development (PGDipEdPD)

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 40) or the MEdPsych (see page 42).

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.

Overview

Certificate: two courses

Diploma: four courses.

Students can select courses from the PGDipEdPD schedule to suit particular pathways or specialisms of choice including:

- ⊕ child development and behaviour
- ⊕ curriculum
- ⊕ diversity
- ⊕ educational policy
- ⊕ educational practitioner
- ⊕ educational psychology
- ⊕ English language learners
- ⊕ leadership
- ⊕ Māori and Pacific nations
- ⊕ professional development.

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**.

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.



Lukmanul Hakim PGDipEdPD student

“I enjoy the freedom to discuss and make my own arguments in the classroom. I also enjoy the independence of study, with all the support from lecturers and excellent data, articles and books from the library.”

Lukmanul works for the Ministry of Education in Indonesia where his main responsibility is to look for ways to improve the quality of early childhood teacher competencies. He loves his job as it gives him the opportunity to work with children and teachers all over Indonesia. Lukmanul has a Master’s degree in English Literature and, coming to Victoria to study for a Postgraduate Diploma in Education and Professional Development, he aims to gain more knowledge on professional development and the pedagogy of early childhood. This will help him when he returns to his Ministry role in Indonesia.

Lukmanul is inspired by *Te Whāriki*, New Zealand’s early childhood curriculum that incorporates culture into the teaching. He plans to complete his Master’s degree and then progress to a PhD, focusing on the quality of early childhood education in Indonesia. For now, Lukmanul has found Wellington to be a great place to live and study, but he needs more time to adapt to the windy and cold weather!



Katie MacFarlane PGDipEdPD with Distinction

Head of Music at Wellington College, Katie’s vision is to “strive to ensure that the high standard of all aspects of school music is maintained and encourage all students to achieve musical success at their personal highest level”.

Katie gained a BMus(Hons) and Graduate Diploma of Teaching at Victoria before beginning postgraduate study. She has found that teaching has been a great way to combine her passion for all her musical pursuits with her genuine desire to help people pursue their creative dreams and fulfil their musical potential.

The reputation of Victoria’s postgraduate education programme drew Katie to further study and she was inspired by academic staff who were researching in areas that were directly applicable to her teaching role. “Victoria University’s postgraduate programmes offered the opportunity to tailor research projects and assignments into investigating real pedagogical issues and apply learning directly back to the classroom. This is what makes these avenues of study so powerful—they have a direct impact on the work you are doing every day.” In the future, Katie hopes to complete her MEd, with a focus on the place of musical literacy in the New Zealand curriculum.



Master of Secondary School Leadership (MSSL)

This qualification, for aspiring secondary school principals, aims to build specific skills in leadership, school management, curriculum analysis and research-based decision making.

The programme will emphasise the effective use of sophisticated data-analysis techniques that allow principals to make evidence-based decisions about effective and ineffective practices, school organisation and management systems.

Students will be mentored and tutored by experienced and successful principals and will undertake placements in secondary schools to observe and carry out investigations and projects as part of the programme.

Overview

This 180-point Master's qualification would normally be taken part time and completed within two years. The PGDipSSL is a 120-point diploma that is nested within the MSSL; the PGCertSSL is a 60-point certificate that is nested within the PGDipSSL.

The PGDipSSL would be abandoned on attainment of the MSSL:

- ⊕ Seven 15-point courses from the schedule of MSSL plus one elective 15-point course from MBA or PGDipEdPD schedules.
- ⊕ 60-point research or implementation project.

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

Postgraduate Certificate in Higher Education Learning and Teaching (PGCertHELT)

Postgraduate Diploma in Higher Education Learning and Teaching (PGDipHELT)

The HELT qualifications are Master's-level postgraduate programmes designed to help new and experienced tertiary-level teaching staff and other teaching-related staff (such as librarians, lab demonstrators and student learning support professionals) to become more reflective and successful in practising and/or supporting learning and teaching, within a research-based programme.

The PGCertHELT is designed to help you:

- ⊕ reflect on your teaching beliefs and practice in relation to key higher education theories
- ⊕ use reflective practice to improve learning, teaching and curriculum in your context
- ⊕ enhance your professional development, and may lead to greater employability in the higher education sector in countries where professional teaching qualifications are required.

The focus of the PGCertHELT is professionalism of teaching and supporting learning in higher education.

The PGDipHELT is designed to help you:

- ⊕ critically examine a variety of educational research methodologies and practices
- ⊕ have the opportunity to undertake an independent research investigation of a learning or teaching question that concerns you, and will result in a publishable research output in the higher education field
- ⊕ prepare for stronger academic leadership roles in teaching development within the institution, by building your understanding of the principles that underpin effective learning and teaching.

This programme will also prepare you for future study of higher education at Master's or doctoral level.

Building on the PGCertHELT, the PGDipHELT focuses on the scholarship of learning and teaching.

Overview

The 60-point Certificate is made up of two 30-point subjects, HELT 501 Foundations in Higher Education Learning and Teaching and one other HELT course. Graduates may progress to research-focused study by continuing to the PGDipHELT.

The 120-point Diploma is made up of four 30-point courses, HELT 501 Foundations in Higher Education Learning and Teaching and three other 30-point HELT courses (with an opportunity to substitute 30 points from a Director-approved Education or Humanities and Social Sciences postgraduate-level course). Courses completed as a PGCertHELT can be credited to the PGDipHELT.

More information

If you have further questions, contact the Centre for Academic Development phone **04-463 6416**
www.cad.vuw.ac.nz/wiki/index.php/PHELT

Enrolment

For the latest information prior to enrolment, check the Online Course Catalogue **www.victoria.ac.nz/coursecatalogue**
Enrol online at **www.victoria.ac.nz/enrol**

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, across the School of Educational Policy and Implementation, the School of Educational Psychology and Pedagogy and Te Kura Māori.

Overview

There are three different thesis options:

- ⊞ EPOL/EPsy/KURA 590: Education thesis (90 points) and 30 points of course work
- ⊞ 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.

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.

Qualification goals

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 relevant research material
- ⊞ 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**.



Ben Laksana MEd student

“Wellington provides the perfect environment for students to engage in their studies and various extra-curricular activities.”

Ben completed a BA in International Relations in Indonesia in 2010 and worked as a teacher and photographer before successfully applying for the NZAid-ASEAN scholarship in 2011. Inspired by interests that grew while studying for his BA, Ben decided to base his Master of Education study on the links between identity and education and how an individual's identity is affected by education and a range of other factors, including his specific focus, religion.

Ben has been impressed by the facilities at Victoria and the support offered by the University, ranging from library facilities, academic support, research grants and especially the lecturers and academic staff he has met. He has greatly enjoyed living and studying here.

Ben wants to return to Indonesia once his studies are complete, but he hopes to do further research on his focus topics and includes PhD studies in his future plans.



Vai Alailefaleula MEd student

“I just want to say to anyone in the older age group, who might be considering study, that it is never too late to learn.”

Vai is a New Zealand Aotearoa-born Samoan with a passionate interest in the area of Pasifika education research. She's a teacher by profession, having trained at Wellington Teacher's College under a scheme where teacher trainees were paid weekly. Vai is now Associate Principal at Wainuiomata Intermediate School. She has been able to take a year's sabbatical from her school role, with the help of a Ministry of Education Study Award Scholarship, to undertake her Master of Education.

Victoria was Vai's first choice because of the programme and courses on offer and because of the support that's available for students. She has enjoyed the challenge of the MEd so far, although the programme is intense. “I enjoy researching and I want to complete research that will bring benefits to teaching and learning for Pasifika learners.”

As well as being a full-time student, Vai is still busy with school, community and family commitments. Vai is aiming for a PhD in Pasifika research in the future.

Master of Educational Psychology (MEdPsych)

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 is a prerequisite to gaining entry into the Postgraduate Diploma in Educational Psychology Practice (PGDipEPP).

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.

Overview

- ⊕ 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 PGDipEPP must achieve a B+ average in the MEdPsych and should review all other requirements to ensure eligibility for the PGDipEPP. Seek advice from the Postgraduate Office.

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).

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 the work of educational psychologists in New Zealand, visit the Ministry of Education website www.minedu.govt.nz for their brochures on this area.

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



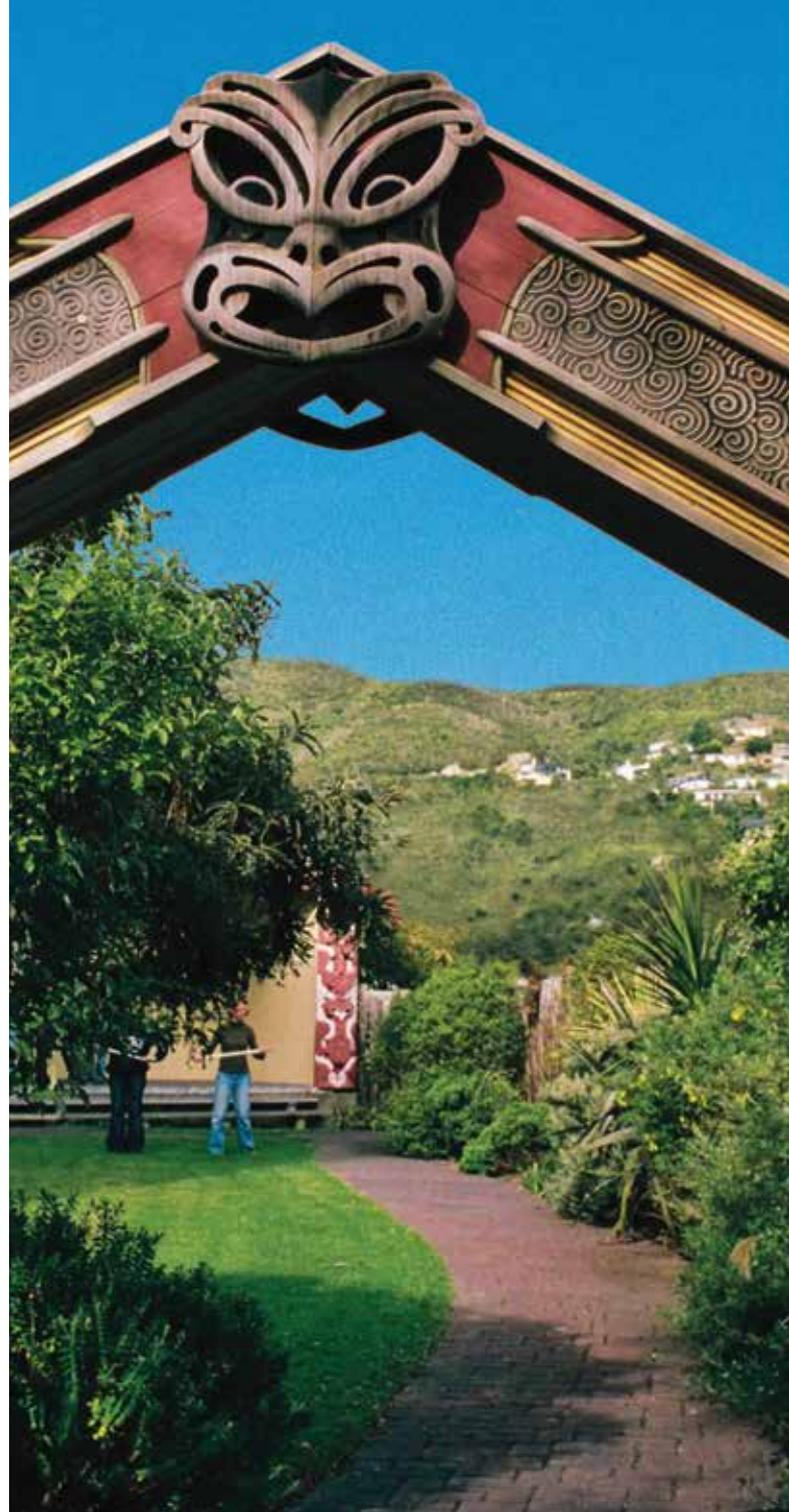
Hannah Waddington MEdPsych student

Hannah's undergraduate degree in Psychology and French enabled her to combine her love of science with her passion for working with people.

She's building on that now with a Master of Educational Psychology, with the ultimate aim of becoming an educational psychologist working in New Zealand schools, helping children to benefit as much as possible from their education.

Having worked with children with special needs for some time, and after reading about the Faculty of Education's Educational Psychology Clinic, she wanted to get involved with the exciting work taking place there. She is now working at the Clinic on her applied research project: researching iPads as communication devices for children with autism. The flexibility of the programme, which encourages self-directed learning, allows Hannah to study and work part time with individuals with special needs.

A recipient of a Ministry of Education Scholarship, Hannah has been fortunate to work in the Education Psychology Clinic. "It has given me hands-on practical experience, which will be very useful in my career as an educational psychologist." Once her MEdPsych is complete, Hannah plans to do the Postgraduate Diploma in Educational Psychology Practice internship in order to become a registered educational psychologist.





Kristy Lemmon

PGDipEPP student

“I chose Educational Psychology because I am passionate about supporting children and adolescents to be successful in school and in their lives.”

A BSc Psychology graduate, Kristy was drawn to study Educational Psychology when she was working as a teacher aide in a primary school. She realised that she could make a career from working and supporting children in schools.

Kristy completed the Master of Educational Psychology programme at Victoria in 2012, with Distinction. A recipient of a Ministry of Education Scholarship, she is now completing the Postgraduate Diploma in Educational Psychology Practice internship to become a fully registered educational psychologist.

The programme has lived up to Kristy’s expectations—she has appreciated the support and the chance to collaborate with her supervisor and fellow interns. She has also enjoyed putting her theoretical knowledge of educational psychology into practice through her internship placement. Victoria has also offered her the opportunity to connect with professionals working in the educational psychology field and to present her thesis at international conferences.

Light Installation, Circa 1974, Gordon Crook (1921—2011).
Victoria University of Wellington Art Collection, formerly
Wellington College of Education Art Collection, accessioned 2009.

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 qualification offers:

- ⊕ 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 regularly, 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.

Overview

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

Duration

Full time: one year.

Students will commence their practicum placements in mid-January, and complete in mid-December. The four academic courses associated with this programme will also take place within the January–December period.

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 2014 programme, go to **www.victoria.ac.nz/education**

Enrolment in this qualification is contested and limited.

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.

Scholarship

Students on this programme have the opportunity to work under a Ministry of Education Scholarship. This provides a work placement for your internship.

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 6–12 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 and 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.

Overview

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.

Duration

Full time: two to four years

Part time: three to six years.

More information

The Faculty of Graduate Research is the first contact point for all students interested in enrolling in a PhD at Victoria.

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

Enrolment

There are three enrolment deadlines each year: 1 March, 1 July and 1 November.

Applications are reviewed against requirements of:

- ⊕ written proposal and completion of application requirements
- ⊕ valid experience and qualifications
- ⊕ availability of suitable supervision within staff of the Faculty of Education or within the wider University.

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	30 pts
FEDU 512	Advanced Qualitative Research and Analysis in Education	30 pts



Michelle Tewkesbury PhD student

Michelle's pathway to her PhD study came from the introduction of the International Baccalaureate Diploma. "I was faced with a natural comparison with the NCEA. Out of this, came a research question and subsequent enrolment in a PhD."

As full-time Head of Science at Queen Margaret College, "I get the chance to share my love of science with the students I teach and to lead some developments to the curriculum offered at our college."

Michelle has met the admitted challenge of PhD study and completed her research proposal. Now fully registered, she is looking forward to getting on with the data collection. Being a student again has brought unexpected benefits: "I have got a lot out of being a student. It has taught me empathy for the students I teach. I am perhaps more tolerant of slow progress and missed deadlines because of my own experiences."

Michelle has also appreciated amazing support from her supervisors, who have provided inspiration as well as mentorship. A mum of two young future scientists, with a demanding full-time job and being a part-time PhD student, Michelle is a busy person. By undertaking her own research at this level, she has learned an enormous amount and has a great opportunity for professional growth.



General information

Careers

Employers look for enthusiasm and passion as well as good grades. They hire graduates who are able to explain why they chose their particular course of study and why they enjoyed it. The right attitude to life, study and work is what gives graduates the competitive edge when applying for jobs.

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 Résumé 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
- ☒ 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 Administration at the Faculty of Education

The 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.

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 50 for contact details.

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.

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 2014 will be set in October 2013.

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 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 at pgeducation@vuw.ac.nz for further information.

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

Dates

All trimester and key enrolment dates can be found at www.victoria.ac.nz/home/study/dates

Who to contact

Faculty Undergraduate and Graduate Student Administration Office

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

Faculty 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.

Online enrolment opens 1 October 2013.

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

Vic Books 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

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**.

Victoria University scholarships

Victoria has a range of scholarships and awards for students, including hundreds of scholarships awarded each year for school leavers.

The two main school leaver scholarships are the **Victoria Excellence Scholarship** (with 400 to be awarded for 2014) and the **Victoria Achiever Scholarship** (with 75 to be awarded for 2014). Both scholarships are valued at \$5,000 for the first year of study. The top 20 Excellence applicants and the top five Achiever applicants will be awarded a \$20,000 scholarship, over three years of study, provided a certain grade point average is maintained.

Applying for scholarships

To see if you are eligible to apply, and for up-to-date information and application forms, see the Scholarships webpage www.victoria.ac.nz/scholarships

Up-to-date information and application forms are available from the Scholarships Database, accessed from the Scholarships webpage.

Applications due 15 September 2013.

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.

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

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
PO Box 600
Wellington 6140
New Zealand