

FACULTY OF EDUCATION
TE WHĀNAU O AKO PAI

2012



Get amongst
the best.



Contents

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

IMPORTANT NOTICE

Victoria University uses all reasonable skill and care to ensure the information contained in this document is accurate at the time of being made available. However, matters covered by this document are subject to change due to a continuous process of review, and to unanticipated circumstances. The University therefore reserves the right to make any changes without notice. So far as the law permits, the University accepts no responsibility for any loss suffered by any person due to reliance (either whole or in part) on the information contained in this document, whether direct or indirect, and whether foreseeable or not.

IMPORTANT DATES

To find lists of important dates, including enrolment deadlines, accommodation, scholarships and deadlines for international student dates, visit the following websites:

www.victoria.ac.nz/home/study/dates.aspx

www.victoria.ac.nz/accommodation

www.victoria.ac.nz/scholarships

www.victoria-international.ac.nz

Welcome.....	2
Admission.....	4
Schools and Institutes	6
Early Childhood Teacher Education	12
Bachelor of Arts/Bachelor of Teaching (Early Childhood Education)	16
Bachelor of Education (Teaching) Early Childhood Upgrade.....	19
Graduate Diploma of Teaching (Early Childhood Education)	20
Primary and Secondary Teacher Education	22
Bachelor of Arts/Bachelor of Teaching.....	26
Bachelor of Science/Bachelor of Teaching	26
Graduate Diploma of Teaching (Primary)	30
Graduate Diploma of Teaching (Secondary).....	32
Other qualifications.....	34
BA in Education.....	34
BA in Education and Psychology	34
Early Childhood Studies	35
Graduate Diploma of Teaching (Adult Literacy and Numeracy).....	37
Postgraduate programmes	37
Scholarships	38
Contacts	38
Key dates	Inside back cover



Welcome

Welcome to Victoria University's Faculty of Education.

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

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

We also provide qualifications that recognise education as a multidisciplinary field, enabling students to work effectively within the diversity of the education industry. Courses offered in the study of Education (which includes areas such as educational psychology, human development, education policy and counselling) and Early Childhood Studies contribute to a Bachelor of Arts (BA) degree. Study in these areas will give you transferable knowledge, skills and understanding to make judgements and analyse problems, preparing you for a rewarding future career. Education can also be combined with Psychology as part of a double major in a BA.

We are committed to providing flexible delivery options for our students. Many courses are offered online enabling study using a mix of online technologies and paper-based material. Students can take advantage of our e-learning courses from any New Zealand location with internet access. This means you can work towards a qualification at your own convenience and in your own home.

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

With a focus on leadership, communication, creativity and critical thinking, taught by world-class academic staff and surrounded by the advantages of being in the nation's capital, studying here prepares you for future success and helps develop skills that will make you more employable when you complete your qualification.

We look forward to welcoming you to our Faculty, working with you to achieve your full potential and setting you on the path to a successful and rewarding career.

Professor Dugald Scott
Dean, Faculty of Education



Admission

University and programme entry

Applicants to undergraduate programmes must satisfy the requirements for entry to Victoria in 2012. 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/home/admisenrol/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.

Places in graduate teacher education qualifications are limited, and applicants will be selected on the basis of academic merit. Preference in the secondary graduate diploma may be given to those who intend to teach subjects in high demand.

More information about entry requirements to Victoria is available on the Victoria website:

www.victoria.ac.nz/home/admisenrol

Enrolling online

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

Additional requirements for teacher education programmes

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 or health and disability issues and successfully taking part in an assessment exercise.

Referees

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

Personal declarations

- ☒ **Health and disability:** in order to identify anything that may place children in your care at risk or inhibit your performance as a student teacher, you need to declare any medical, psychological or learning difficulty, or disability that could limit your participation in a teacher education programme.
- ☒ **Criminal convictions:** if you have been convicted of any offence against the law you must give details of the offence at the time of your application.

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

Assessment exercise

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

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

If you are applying for the Graduate Diploma of Teaching (either ECE, Primary or Secondary) you must be able to attend an assessment exercise before **16 December 2011**. Most assessments will take place in Wellington, but there may be an opportunity to be assessed in Auckland, Hamilton or Christchurch.

English language competency

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

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

Qualification assessment

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

Need more information?

If you need information about:

- ▣ Programmes and entrance criteria:

STUDENT RECRUITMENT, ADMISSION AND ORIENTATION

Phone 04-463 5374 or 0800 VICTORIA (0800 842 867) and select option 2

Email course-advice@vuw.ac.nz

- ▣ Enrolment or how your application is progressing:

ENROLMENT OFFICE, CENTRAL STUDENT ADMINISTRATION

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 9648 or 04-463 9570

Email education@vuw.ac.nz

- ▣ Detailed information about Faculty of Education qualifications:

FACULTY STUDENT ADMINISTRATION OFFICE

Phone 04-463 9660

Email education@vuw.ac.nz

Schools and Institutes

There are three Schools in the Faculty of Education:

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

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

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

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

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



School of Educational Psychology and Pedagogy (SEPP)

Te Kura Mātai Hinengaro Tikanga Mātauranga

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

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

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

SCHOOL OF EDUCATIONAL PSYCHOLOGY AND PEDAGOGY (SEPP)

Level 3, Malcolm Block, Karori Campus

Phone 04-463 9502

Fax 04-463 9521

Email sepp@vuw.ac.nz

Website www.victoria.ac.nz/education

Roseanna Bourke

Lecturer

“Building expertise in applied educational psychology enables tertiary students to contribute to cutting-edge research and evidence-based practice within an international context.”

Roseanna joined the Faculty of Education in 2009. She teaches in the areas of learning and assessment at both undergraduate and postgraduate level, including supervision of doctoral candidates. She is involved in the Educational Psychology programme, and the development of a professional pathway for students interested in gaining a professional qualification through a Master of Educational Psychology and Postgraduate Diploma in Educational Psychology Practice.

As an educational psychologist, Roseanna is interested in student self-assessment, self-regulation, self-determination and motivation. Throughout her teaching and research career, inclusive education has been prominent.

“The whole point of teaching and research in education is so that others can learn. If we give up on those who find learning difficult simply because they challenge our understanding of what it means to learn, then we haven’t done our job. We must imagine everyone can learn, and they do.”

School of Education Policy and Implementation (SEPI)

Te Kura Mahere Whakatinana Mātauranga

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

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

SCHOOL OF EDUCATION POLICY AND IMPLEMENTATION (SEPI)

Level 2, Panckhurst Block, Karori Campus

Phone 04-463 9682

Fax 04-463 5349

Email sepi@vuw.ac.nz

Website www.victoria.ac.nz/education



Vicki Thorpe

Lecturer

“I feel very fortunate to be teaching in the Arts curriculum, which I believe is all about unique ways of knowing and being.”

Vicki is a lecturer in the Graduate Diploma and Bachelor of Teaching programmes, with a specialisation in music education.

“I taught music in schools for many years before lecturing at Victoria University and work both from my past experiences as a secondary teacher and my ongoing learning as a teacher and researcher in music education.

“My approach to teaching is a mixture of practical experiences, academic and theoretical learning and my own research. I am passionate about ensuring that quality music education is available to all young people, with particular emphasis on culturally-relevant teaching that acknowledges and celebrates student diversity. The richness of New Zealand’s diverse musical cultures is a great source of inspiration.

“My research looks at group learning in musical ensembles, and young people’s peer-mediated, informal learning in rock and pop bands. I am currently interested in how teachers might go about assessing group composing at NCEA level, as well as the impact a teacher’s ongoing professional learning has upon student achievement.”

Te Kura Māori (TKM)

Ko Whārangi te maunga

Ko Waipāhihi te awa

Ko Kārorori te marae

Ko Tane-nui-a-rangi te tīpuna

Ko Ako Pai te whare

Ko Ngai Taura ngā kaitiaki

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

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

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

TE KURA MĀORI (TKM)

Level 2, Malcolm Block, Karori Campus

Phone 04-463 5633

Fax 04-463 9548

Email tkm@vuw.ac.nz

Website www.victoria.ac.nz/education



Rawiri Hindle

Lecturer

“Ruia, ruia, tahia, tahia.”

“I have been lecturer in Te Kura Māori for over 10 years. In that time I have seen a lot of changes in the School and the Faculty of Education.

“Greater emphasis on research in our School has enabled me to deepen my knowledge and further explore my passion of the Māori arts in education. I have recently completed a Master’s thesis that examined the importance of ‘being’ in arts education. Doing this research has enhanced my delivery in terms of lecturing, presenting at conferences and writing articles and papers for publication.

“I love working in Te Kura Māori; my colleagues are amazing people. We work in a collaborative manner and share many common values, as well as debate perspectives in regards to issues within Māori education.

“Knowing that the work I do with students here at the Faculty of Education has an impact on the shape of present and future classrooms in New Zealand is immensely satisfying.”

Jessie Hetherington Centre for Educational Research (JHC)

The Faculty of Education is proud to be the home of the Jessie Hetherington Centre for Educational Research. The Centre focuses on research and development to enhance theoretical and evidence-based educational policy and practice; from early childhood to higher education, nationally and internationally guided by input from our Faculty, students, the professors and the educational community.

The Centre has a particular focus on promoting and supporting educational and interdisciplinary research addressing two over-arching themes: Learning and Learner Outcomes; and Teaching, Teacher Education and Professionalism. All Faculty of Education externally-funded research contracts are managed by the JHC, and the Centre actively pursues opportunities to further develop the Faculty's research profile and capacity through collaborative activities within education and across the disciplines.

The JHC incorporates the Institute for Early Childhood Studies (which brings together early childhood teachers, researchers and other professionals to work collaboratively on a range of projects to contribute to the knowledge base for early childhood education) and He Pārekereke (which provides a base for research in Māori and Pacific Nations education development).

JESSIE HETHERINGTON CENTRE FOR EDUCATIONAL RESEARCH (JHC)

Level 3, Grey Block, Karori Campus

Phone 04-463 9588

Fax 04-463 9561

Email jessie.hetherington_centre@vuw.ac.nz

Website www.victoria.ac.nz/education



Carmen Dalli

Professor

Carmen joined Victoria University in 1986. In the mid-1990s she was involved in establishing the Institute for Early Childhood Studies and was appointed its Director in 2005. She became Associate Director of the Jessie Hetherington Centre in 2006.

Carmen's research interests include issues of development in the early years, particularly the experience of group-based early childhood services for infants and toddlers, early childhood professionalism and ethical practice, and early childhood policy.

Carmen's passion for early childhood education stems from her belief in children's rights to happiness and respect.

"The provision of early childhood services remains fraught with ideological debates about who should care for our youngest citizens.

"Adults and society at large have an obligation to do the best they can to ensure children's rights are provided for and this means our early childhood services must be of the highest quality. I am committed to that."

ment & Higher Education Student Outcomes: Policy, Practice & Research

AKO
Aotearoa
Kaitiaki
Matarauka

ment & Higher Education Student Outcomes: Policy, Practice & Research

AKO
Aotearoa
Kaitiaki
Matarauka

TEACHING IN PRACTICE

A guide for counsellors

EDITED BY Kathie Crockett,
Margaret Agee and Sue Cornforth

PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION AND CARE
Edited by Carmen Dall and Mathias Urban

Routledge

Volume 1

Teaching Secondary School Mathematics and Statistics: Evidence-based practice
Edited by Robin Averill and Roger Harvey

 NZCER PRESS

Volume 2

Teaching Secondary School Mathematics and Statistics: Evidence-based practice
Edited by Robin Averill and Roger Harvey

 NZCER PRESS

Teaching Primary School Mathematics and Statistics: Evidence-based practice
Editors: Robin Averill and Roger Harvey

 NZCER PRESS

Looking Back from the Centre

Edited by Joanna Kidman & Ken Stevens

VUP

Re-thinking Education Curricula in the Pacific: Challenges and Prospects

Living and Leaving a Legacy of Hope: Stories by New Generation Pacific Leaders

palgrave
macmillan

TERTIARY EDUCATION IN THE 21ST CENTURY
ECONOMIC CHANGE AND SOCIAL NETWORKS

ROBERT CRAIG
STRATHDEE

New Zealand Annual Review of Education Te Arotake a Tau o Te Ao o te Mātauranga i Aotearoa

19:2009

What's Māori About Māori Education? Wally Penetito VUP

The Charismatic Learner: Knowledge and self-awareness in context

Resaanaa Houphie

 MAZZER PRESS

MWANZIA
AND STRATHDEE



Participatory Development in Kenya

 MAZZER PRESS

RESPECT

A practitioner's guide to caring & nurturing infant care & education

Long Green

The Routledge International Companion to Multicultural Education
Examples

 ROUTLEDGE

Delving into Diversity

Green

Cherrington

NOVA

Early Childhood Teacher Education



Early childhood is a distinct and critical time in the lives of children where education and care are inseparably linked. Children and families benefit from access to quality early childhood education. The whole community benefits from having well-educated and qualified teachers who reflect the diverse backgrounds of children.

We offer the following early childhood teacher education qualifications:

- ▣ a four-year conjoint Bachelor of Arts/Bachelor of Teaching (Early Childhood Education)
- ▣ a one-year Graduate Diploma of Teaching (Early Childhood Education)
- ▣ Bachelor of Education (Teaching) Early Childhood Upgrade.

Online study is offered for the Graduate Diploma of Teaching (ECE) and the BEd(Tchg)EC Upgrade, allowing you to study using a mix of online technologies and paper-based material at your own convenience and in your own home. You can take advantage of e-learning opportunities from any New Zealand location as long as you have access to the internet via broadband.

Students undertaking the online Graduate Diploma of Teaching (ECE) must attend a compulsory residency in Wellington as part of their programme. Students must also attend examinations at the end of each trimester, which are held in main centres throughout New Zealand. Students are responsible for the costs of travel and accommodation for the residency and exams.

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

There are a limited number of places in the Graduate Diploma of Teaching (ECE). As demand exceeds the number of places available, it is important that applicants meet entry and admission requirements and complete the application process as early as possible.



Expressions of Interest for the Graduate Diploma of Teaching (ECE) are now open

If you are interested in undertaking the Graduate Diploma of Teaching (ECE) in 2012, you can begin the process now. Go to our website www.victoria.ac.nz/education/student-support to print and complete the Expression of Interest form, and mail it back to us with all your supporting documentation. You must supply your degree transcript and certificate.

Once we have all the information we will contact you and invite you to an assessment exercise. This will involve meeting Faculty staff, taking part in a group discussion and completing a short literacy and numeracy exercise.

To complete the enrolment process, you will have to make an application through Victoria's online enrolment system which is open from **1 October**.

Places in this programme are limited and offers will be made on the basis of academic merit, performance at assessment exercise, satisfactory referee checks and police clearance.

Your application and the supporting documentation must be received by **10 December 2011**.

FACULTY OF EDUCATION

Donald Street, Karori Campus

Phone 04-463 9500

Fax 04-463 9649

Email education@vuw.ac.nz

Website www.victoria.ac.nz/education



Emma Forsyth

ECE teacher

Emma comes from a family of teachers: her mother, grandmother, aunts and uncles have been her role models. She decided to complete a conjoint degree at Victoria to pursue her passion for children and young people and enjoyed learning about a wide range of topics, from teenage addictions to early childhood pedagogy.

"I was drawn to the conjoint programme at Victoria because it allowed me to train to be an early childhood teacher as well as gain a BA in Education. I developed a deeper understanding about education as a whole, from birth to adulthood.

"The programme has allowed me to become a provisionally-registered teacher and gain my first teaching position. I know I would not have had the skill or knowledge to attain this without gaining my degree. I loved studying and I hold my memories on teaching placement as the best part of the degree."

Emma received assistance from Victoria through grants and scholarships, and this enabled her to complete her degree to a very high standard.

She plans to become a fully-registered teacher and in the long term will return to Victoria to complete postgraduate study in education.

Early Childhood Teacher Education qualifications

Qualification	Bachelor of Arts/Bachelor of Teaching (Early Childhood Education) BA/BTeach(ECE)
Duration and study options	Campus-based Full-time: four years Includes summer trimester study in years two, three and four
Designed for	Applicants seeking a degree-level qualification and who are able to study full-time. This allows students to pursue a BA in Early Childhood Studies at the same time as they gain a teaching qualification
Expected workload	Three to four hours of independent study for every scheduled hour of class time
Employment prospects	<p>Graduates may apply for early childhood education teacher positions in centres and kindergartens throughout New Zealand. After two years of satisfactory teaching, graduates may be recommended by their registration supervisor for full registration by the New Zealand Teachers Council (NZTC)</p> <p>Employment prospects in early childhood teaching are extremely good at present, as the sector now requires 80% of ECE teachers to be qualified and registered by 2012</p>
Applications completed by	10 January 2012
Start date¹	Programme induction: week of 27 February 2012 Programme begins: week of 5 March 2012
Graduation and registration	<p>Students who complete their studies in December will graduate the following May</p> <p>All Faculty of Education qualifications meet the requirements for provisional teacher registration in New Zealand early childhood education centres and kindergartens</p>
Entry and admission requirements	<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/home/admisenrol/admission/</p>

¹Teacher education programmes may have different start dates from other courses offered at Victoria University

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

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

Online

This qualification can be completed part-time

Campus-based or online

Full-time for one year

Holders of existing New Zealand Diploma of Teaching (ECE), a recognised NZQA equivalent or Kindergarten Diploma who wish to upgrade to a degree

Applicants with an undergraduate degree or primary teaching qualification
Degrees from overseas universities may need to be assessed by NZQA

12–14 hours per week for a 15–20-point course

Three to four hours of independent study for every scheduled hour of class time
There is a compulsory residency in February at Victoria's Karori Campus for online students only

The introduction of pay parity for early childhood teachers in kindergarten and childcare services includes salary bands linked to qualifications. The Faculty of Education offers practising early childhood teachers the opportunity to build on the knowledge and skills gained during previous studies and teaching practice

Graduates may apply for early childhood education teacher positions in centres and kindergartens throughout New Zealand. After two years of satisfactory teaching, graduates may be recommended by their registration supervisor for full registration by the New Zealand Teachers Council (NZTC)

Employment prospects in early childhood teaching are extremely good at present, as the sector now requires 80% of ECE teachers to be qualified and registered by 2012

10 January 2012

10 December 2011

University trimester start dates apply for upgrade courses. To confirm start dates with the Student Administration Office, phone 04-463 9660

Programme Induction Day: 20 January 2012²
Programme begins: week of 23 January 2012

Students who complete their studies in December will graduate the following May

Students who complete their studies in December will graduate the following May

Students entering the BEd(Tchg)EC Upgrade programme must provide evidence of their teacher registration

All Faculty of Education qualifications meet the requirements for provisional teacher registration in New Zealand early childhood education centres and kindergartens

Students entering the BEd(Tchg)EC Upgrade must provide evidence of their teacher registration

Undergraduate degree or New Zealand primary teaching qualification and acceptance to teacher education programmes (see pages 4–5). There is limited enrolment for this qualification

² Induction is only for campus-based students

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

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

The qualification is designed to prepare graduates to teach in a range of early childhood education settings, be eligible for provisional teacher registration and be able to continue with postgraduate study. As salaries for early childhood educators move to parallel those of primary teachers, graduates may access higher salaries in some early childhood education centres.

Beyond the compulsory courses of the BTeach(ECE) and the Early Childhood Studies major of the BA, you have a range of other subject choices within the BA component.

Programme structure

BA component

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

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

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

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

BTeach(ECE) component

The early childhood teaching qualification, BTeach(ECE), is made up of EPOL, EPSY and KURA courses (see the qualification structure on page 18). These courses provide students with the pedagogical, curriculum and professional knowledge required for early childhood teaching.

As part of your programme you will gain practical teaching experience in a range of early childhood settings in order to develop your teaching skills. These courses also enable you to develop an appreciation of belonging to the early childhood teaching profession and to develop strengths in professional skills such as communication, human relations, ethical issues and working with parents and colleagues. You also learn how to plan and manage a whole programme.

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

Teaching Experience (TE)

There are blocks of teaching experience within each year of the programme. These give you the opportunity to grow and develop as a teacher and put into practice what you have learnt in your courses.

Programme goals

The overall goal of this conjoint degree is to develop beginning early childhood teachers who are well educated and capable of engaging in continuing self-development as multidisciplinary professionals working in a diverse society.

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

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

Academic assessment

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

Academic assessment for the BA component of your conjoint degree will be determined by the Faculty of Humanities and Social Sciences.



Qualification structure

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

	Trimester One	Pts	Trimester Two	Pts	Trimester Three	Pts
Year 1	EPSY 113 Understanding Young Children	15	EPOL 111 Te Whāriki	15		
	1 x 100 BA course	20	EPOL 112 Notions of Well-being and Belonging	15		
	1 x 100 BA course	20	EPSY 114 Introduction to the EC Teaching Profession (4 weeks TE)	15		
			KURA 111 Te Ao Māori I	15		
Year 2	EPOL 211 The Multi-literate Child	15	1 x 100 BA course	20	EPOL 113 Discovery of Early Childhood (taught over 4–5 weeks in Nov/Dec)	15
	EPOL 212 The Musical and Physical Child	15	1 x 200 BA course	20	EPOL 214 Developing Professional Practices in ECE (taught over 4 weeks in Jan/Feb)	15
	EPSY 111 Working with Infants and Toddlers and their Families/Whānau	15	1 x 200 BA course	20		
	EPSY 115 Building Authentic Relationships with Children (5 weeks TE)	15				
Year 3	EPOL 213 Thinking Children	15	EPOL 215 The Early Years Debates	15	EPOL 316 Professional Responsibilities in ECE (taught over 4 weeks in Nov/Dec)	15
	EPSY 211 Facilitating Curriculum to Support Children's Learning (6 weeks TE)	15	EPOL, EPSY or KURA 200–399 course	20	EPSY 313 The Artistry of Teaching (taught over 4 weeks in Jan/Feb)	15
	EPSY 212 Planning for Diversity	15	1 x 300 BA course	20		
	KURA 211 Te Ao Māori II	15				
Year 4	EPOL 317 Advocacy and Young Children	20	EPSY 314 Investigating Pedagogical Practices	20		
	1 x 300 BA course	20	EPSY 315 Learning Together: Young Children and Adults in Early Years Settings	20		
	1 x 300 BA course	20	EPSY 317 Professional ECE Pedagogy (6 weeks TE)	→	EPSY 317 Professional ECE Pedagogy	15
			KURA 311 Te Ao Māori III	20		

The highlighted courses are the compulsory requirements for the Early Childhood Studies major in the BA—see page 35 for the full requirements for the major.

Other noted courses are BTeach requirements. Courses appearing as 100, 200 or 300 BA courses are elective papers within the BA.

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

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

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

Programme structure

The Bachelor of Education (Teaching) EC programme comprises 360 credits. Credit is awarded for your current qualifications.

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

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

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

Students are encouraged to plan their study and must enrol for all 2012 courses by **10 January 2012**.

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

Academic assessment

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

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

The one-year Graduate Diploma of Teaching (ECE) is appropriate for applicants with an undergraduate degree or 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 Graduate Diploma of Teaching (ECE) prepares you to deliver curriculum within the framework of *Te Whāriki*. You can study full-time on campus or online. The requirements and content are the same for both modes of delivery.

Entry to this qualification is limited so you need to apply as early as possible. See pages 4–5 for further information about admission to teacher education qualifications.

The campus option:

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

The online option:

- ▣ is a flexible and convenient alternative for those with very good self-management skills
- ▣ includes a compulsory residency in February at Victoria's Karori Campus. Students are responsible for the costs of travel and accommodation for the residency
- ▣ has examinations that will take place in main centres around New Zealand. Students are responsible for all the costs of attending exams.

Teaching Experience (TE)

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

Programme structure

The programme includes courses that cover the following:

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

Programme goals

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

Academic assessment

Academic assessment includes:

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

Key dates

On campus

Applications completed by	10 December 2011
Programme Induction Day	20 January 2012
Start date	Week of 23 January 2012
Teaching finishes	Week of 10 December 2012
Programme end date	21 December 2012

Online

Applications completed by	10 December 2011
Start date	Week of 23 January 2012
Residency	Week of 27 February 2012
Teaching finishes	Week of 10 December 2012
Programme end date	21 December 2012

Qualification structure

Tri 1	EPSY 301	The Learner in Context	20 pts
	Exams: 20–24 February 2012		
	EPOL 311	Early Childhood Teaching and Pedagogy	20 pts
	EPOL 312	The Multi-literate Child	20 pts
	EPSY 312	Early Development and Relationships	20 pts
	TE: 26 March–25 May 2012		
	Exams: 11 June–4 July 2012		
Tri 2	KURA 301	Mātauranga Māori in Education	20 pts
	EPOL 313	Assessment for Learning in the ECE Context	20 pts
	EPOL 314	Science, Maths and Technology	20 pts
	TE: 6 August–21 September 2012		
	Exams: 22 October–17 November 2012		
Tri 3	EPOL 301	The Teacher in Context	15 pts

Students must be available to attend exams during this period.

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

Primary and Secondary Teacher Education



Teaching at primary and secondary level is a rewarding career for a range of graduates. We offer teacher training that gives you the skills needed to excel in the classroom and to pass your specialised knowledge on to future generations.

Graduates of our qualifications are able to teach in New Zealand primary and/or secondary schools (depending on their programme of study) and are eligible for registration with the New Zealand Teachers Council. The combination of specialist subject knowledge and teaching skills is particularly attractive to employers, not only in schools but also in a wide range of other careers.

Online study is offered for the Graduate Diploma of Teaching (Primary) and (Secondary) qualifications, allowing you to study using a mix of online technologies and paper-based material at your own convenience and in your own home. You can take advantage of our e-learning programmes from any New Zealand location as long as you have access to the internet, preferably broadband.

Students undertaking the online graduate diplomas must attend a compulsory residency in Wellington as part of their programme. Students must also attend examinations at the end of each trimester, which are held in main centres throughout New Zealand. Students are responsible for the costs of travel and accommodation for the residency and examinations.

The Faculty of Education provides the opportunity for students to take a nationally recognised course in Catechetical Studies, which is offered by the Wellington Catholic Education Centre. Although this study sits outside the teacher education programme, a teaching experience in a Catholic school is included. Further enquiries can be made by emailing wcec@wn.catholic.org.nz

TeachNZ scholarships may be available for those studying to become secondary teachers in particular subjects. For up-to-date information, go to www.teachnz.govt.nz or phone **0800 832 246**. Information about scholarships offered by Victoria is available at www.victoria.ac.nz/scholarships

There are a limited number of places in the Graduate Diploma of Teaching (Primary) and (Secondary) qualifications. As demand exceeds the number of places available, it is important that applicants meet entry and admission requirements and complete the application process as early as possible.



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

If you are interested in undertaking the Graduate Diploma of Teaching (Primary) and (Secondary) in 2012, you can begin the process now. Go to our website www.victoria.ac.nz/education/student-support to print and complete the Expression of Interest form, and mail it back to us with all your supporting documentation. You must supply your degree transcript and certificate.

Once we have all the information we will contact you and invite you to an assessment exercise. This will involve meeting Faculty staff, taking part in a group discussion and completing a short literacy and numeracy exercise.

To complete the enrolment process, you will have to make an application through Victoria's online enrolment system which is open from **1 October**.

Places in these programmes are limited and offers will be made on the basis of academic merit, performance at assessment exercise, satisfactory referee checks and police clearance.

Your application and the supporting documentation must be received by **10 December 2011**.

FACULTY OF EDUCATION

Donald Street, Karori Campus

Phone 04-463 9500

Fax 04-463 9649

Email education@vuw.ac.nz

Website www.victoria.ac.nz/education



Lui Lafou

Secondary teacher

“Victoria offered me the opportunity to understand my own limitations and abilities. The subjects challenged me to strive for academic excellence.”

Lui completed a BA in Political Science and History (2001), BA (Honours) in International Relations (2002) and Graduate Diploma in Teaching (Secondary) (2010).

“I studied Political Science first because I wanted to work in diplomacy for New Zealand and Samoa. However, things changed when I went to Samoa and became a reliever for Senior English at my old college. It was here that my passion for teaching came about, but I knew something was missing and that was the pedagogy of teaching.

“I chose Victoria to complete my undergraduate studies because of its tradition as a successful university. I was fortunate to receive assistance from the Tumu Awards and PIPEF Hardship Awards, which enabled me to concentrate on my studies.

“What I found useful was the supportive environment at Karori Campus and I made some very close friends as a result of the course. The lecturers and tutors were great because I knew they wanted us to succeed.”

Primary and Secondary Teacher Education qualifications

Qualification	BA/BTeach, BSc/BTeach
Duration and study options	Campus-based Full-time for four years Includes summer trimester study in years one, two and three
Designed for	People who wish to teach primary and secondary years 1–13
Scholarships	TeachNZ scholarships may be available. For up-to-date information, go to www.teachnz.govt.nz or phone 0800 832 246 Scholarships may be available through Victoria. For more information, contact the Scholarships Office, phone 04-463 5113 or 04-463 5557 or go to www.victoria.ac.nz/scholarships
Expected workload	The workload reflects a double degree compressed into four calendar years where a B- average is to be maintained annually. Many BTeach courses are taught in blocks around teaching experiences
Registration and employment prospects	Graduates can: <ul style="list-style-type: none">▣ apply for a teaching position in primary and secondary schools throughout New Zealand▣ apply for provisional teacher registration from the New Zealand Teachers Council (NZTC)▣ be recommended by your employing school for full registration after two years (and up to five years) of satisfactory teaching As a teacher who is able to move between primary and secondary schools, you may have good employment prospects
Applications completed by	10 January 2012
Start date¹	Programme induction: week of 27 February 2012 Programme begins: week of 5 March 2012 The first BTeach paper for students starting study in 2012, EPSY 131, runs in the summer trimester in January 2013
Graduation	Following satisfactory completion, students will graduate in May the following year
Entry and admission requirements	<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 For full details of admission and enrolment requirements, see www.victoria.ac.nz/home/admisenrol/admission/

¹Teacher education programmes may have different start dates from other courses offered at Victoria University

Graduate Diploma of Teaching (Primary)

Campus-based or online
Full-time for one year

People who already hold an undergraduate degree and who wish to teach at primary level. Degrees from overseas universities may need to be assessed by NZQA

For information about TeachNZ scholarships, go to www.teachnz.govt.nz or phone **0800 832 246**. Scholarships may be available through Victoria. For more information, contact the Scholarships Office, phone **04-463 5113** or **04-463 5557** or go to www.victoria.ac.nz/scholarships

Full-time: 40–50 hours of course work and study per week
Online students: There is a compulsory residency in February at Victoria's Karori Campus

Graduates 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 (NZTC)
- ☒ be recommended by your employing school for full registration after two years (and up to five years) of satisfactory teaching

10 December 2011

Programme Induction Day: 20 January 2012²
Programme begins: week of 23 January 2012

Following satisfactory completion of the programme, students graduate in May the following year

University undergraduate degree and acceptance to teacher education programmes (see pages 4–5). There is limited enrolment for this programme

Graduate Diploma of Teaching (Secondary)

Campus-based or online
Full-time for one year

People who want to be secondary teachers and already hold an undergraduate degree or equivalent which includes two teaching subjects, one to 200 level and one to 300 level. Degrees from overseas universities may need to be assessed by NZQA. One subject in high demand may be sufficient for entry to this programme

TeachNZ scholarships may be available. For up-to-date information, go to www.teachnz.govt.nz or phone **0800 832 246**. Scholarships may be available through Victoria. For more information, contact the Scholarships Office, phone **04-463 5113** or **04-463 5557** or go to www.victoria.ac.nz/scholarships

Full-time: 40–50 hours of course work and study per week
Online students: There is a compulsory residency in February at Victoria's Karori Campus

Graduates can:

- ☒ apply for a teaching position in secondary schools throughout New Zealand
- ☒ apply for provisional teacher registration from the New Zealand Teachers Council (NZTC)
- ☒ be recommended by your employing school for full registration after two years (and up to five years) of satisfactory teaching

10 December 2011

Programme Induction Day: 20 January 2012²
Programme begins: week of 23 January 2012

Following satisfactory completion of the programme, students graduate in May the following year

University undergraduate degree (or equivalent) and acceptance to teacher education programmes (see pages 4–5). There is limited enrolment for this programme

² Induction is only for campus-based students

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

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

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

The BTeach component

The BTeach component is made up of EPOL, EPSY and KURA courses (see qualification structure on page 28). These courses provide students with the pedagogical, curriculum and professional knowledge required for primary and secondary teaching.

The qualification includes a blend of theoretical study and classroom experience. It is designed so that you can qualify to teach at both primary and secondary level.

The BTeach focuses on:

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

The BA or BSc component

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

- ▣ Subject choices must be relevant to those taught in primary and secondary schools.
- ▣ Study in one subject must be the degree major taken to 300 level for a BA and BSc and the other subject must be taken to 200 level.
- ▣ Approved teaching subjects for a BA and BSc are listed on page 27.

Programme structure

The conjoint programme of study is structured so that:

- ▣ years one and two are devoted mainly to teaching subject disciplines in a BA or BSc
- ▣ in the third trimester of your first year of study you undertake your first teacher education course EPSY 131 Teaching—What's It All About?
- ▣ BTeach components are introduced in subsequent years in combination with further subject courses
- ▣ you spend one trimester of years three and four in full-time BTeach study.

Teaching Experience (TE)

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

Academic assessment

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

Conjoint BA/BSc/BTeach	BA/BTeach curriculum area	Degree subject	Faculty information
<p>The approved teaching subjects for the BA/BTeach and BSc/BTeach are listed in this table. When choosing to do a BA or BSc, you should focus the degree in your key area of interest. Choose a BA/BTeach if your main interests lie in humanities and social sciences and a BSc/BTeach if you are focused on science.</p>	Arts	Theatre	<p>BA/BTeach enquiries Faculty of Humanities and Social Sciences Phone 04-463 5745 Email fhss-enquiries@vuw.ac.nz</p>
<p>Once you have decided on your main teaching subject (which you will study to 300 level for a BA and BSc) you must choose a second teaching subject from another degree area.</p>	English	English Literature, English Studies	<p>BSc/BTeach enquiries Faculty of Science Shona de Sain, Associate Dean (Students) Phone 04-463 5092 Email shona.desain@vuw.ac.nz</p>
<p>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.</p>	Learning Languages	Chinese, French, German, Japanese, Māori Studies*, Samoan Studies, Spanish, Te Reo Māori	
Examples	Mathematics	Econometrics**, Mathematics, Statistics	
You can take a:	Science	Applied Physics, Biology, Biotechnology, Cell and Molecular Biosciences, Chemistry, Ecology and Biodiversity, Environmental Science, Environmental Studies, Marine Biology, Physics	
<ul style="list-style-type: none"> ▣ BSc/BTeach with a major in Chemistry and a second teaching subject in Mathematics ▣ BA/BTeach with a major in Te Reo Māori and a second teaching subject in Mathematics. 	Social Sciences (specifically Economics, Geography, History, Social Studies)	Economics, Geography, History	
	Technology	Computer Science, Electronic and Computer Systems	
		<p>*Must include te reo Māori language courses to at least 200 level **Courses only, not a major</p>	

Qualification Structure

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

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

	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? (1 week TE)	15
Year 2	EPSY 132 Building New Learning Communities in New Zealand	15	EPOL 135 Learning Languages	15	EPOL 132 Teaching the Arts	15
	BA courses or BSc courses	40*	BA courses or BSc courses	40	EPOL 134 Teaching Health and Physical Education	15
					EPSY 231 Teaching and Learning for Success (4 weeks TE)	15
Year 3	BA courses or BSc courses	40*	EPOL 133 Teaching Technology	15	EPSY 233 Motivating Students to Learn and Achieve	15
	EPOL 234 Engaging Learners in Society	15	EPOL 231 Literacy	15		
			EPOL 232 Numeracy	15		
			EPOL 233 Teaching Science	15		
			EPSY 232 The Learner at the Centre of Teaching (6 weeks TE) **see below	20		
Year 4	EPOL 324 Teaching English	15	BA courses or BSc courses	40*		
	EPOL 325 Teaching Maths	15				
	EPSY 331 Becoming a Skilled Professional (9 weeks TE)	→	EPSY 331 Becoming a Skilled Professional	20		
	2 courses from EPOL 361–369	2x15				

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/home/catalogue for further information about the above courses.



Jared Simons

Current BA/BTeach student

Jared is in his second year of his BA/BTeach degree majoring in History.

Jared has always had a passion for History and languages, in particular German. He chose the BTeach conjoint programme so that he could get into the classroom while he studied for his BA.

“The main reason for this was I knew that I wanted to be a teacher but was unsure of what age group I wanted to teach. The BA/BTeach gives you the experience of teaching all ages of children and will qualify me to teach in both primary and secondary schools.

“The programme has been fantastic and it has truly lived up to my expectations. I really enjoy the balance of theory in lectures and teaching blocks in schools. Coupled with my subject specialist BA courses, this keeps the programme very fresh and exciting.

“At the moment I’m really focused on completing my BA/BTeach. I am also interested in Educational Psychology and may pursue that at a later date.”



Paula Turner

Current GDipTchg(Secondary) student

“I just can’t wait to get into the classroom.”

Paula knew she wanted to be a teacher from an early age.

“I feel very passionately about becoming a teacher—it’s the only thing in the world I want to do. It is a very big responsibility. You are there to guide students through the journey of education and we need to ensure New Zealand has good quality teachers to do this.

“The reason I chose to complete a BA and do the one-year diploma instead of the conjoint BA/BTeach was to ensure I had the flexibility and time to dedicate to my two BA subjects, French and English. I made sure my degree would meet the requirements to enrol in the Postgraduate Diploma of Teaching.

“I absolutely love the programme so far. It is true that there is a lot of work to do and it is a time-pressured course, but it is fantastic. The bonds and friendships you make in the first few weeks are great. There is a real sense of community at the Karori Campus.

“Victoria University has a good reputation, both nationally and internationally. The lecturers are interesting and engaging, and that makes learning really enjoyable.”

Graduate Diploma of Teaching (Primary) GDipTchg(Primary)

This one-year qualification is designed to prepare confident and competent beginning teachers who are well able to make a positive difference to those they teach. The programme covers the full range of curricula offered in primary schools. You can study full-time, on campus or online. The requirements and content are the same for both modes of delivery.

Entry is limited so you need to complete the application process as early as possible. See pages 4–5 for further information about admission.

The campus option:

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

The online option:

- ▣ is a flexible and convenient alternative for those with very good self-management skills
- ▣ includes a compulsory residency in February at Victoria's Karori Campus. Students are responsible for the costs of travel and accommodation for the residency
- ▣ has examinations which will take place in main centres around New Zealand. Students are responsible for all the costs of attending exams.

Programme of study

You must successfully complete all courses in the programme. Progression each trimester requires that you have successfully completed the previous trimester courses.

Teaching Experience (TE)

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

Qualification overview

The qualification includes courses that cover the following:

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

Academic assessment

Academic assessment includes:

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

Key dates

On campus

Applications completed by	10 December 2011
Programme Induction Day	20 January 2012
Start date	Week of 23 January 2012
Teaching finishes	Week of 10 December 2012
Programme end date	21 December 2012

Online

Applications completed by	10 December 2011
Start date	Week of 23 January 2012
Residency	Week of 27 February 2012
Teaching finishes	Week of 10 December 2012
Programme end date	21 December 2012



Rosemary Driver

Primary teacher

“Teaching is very much a ‘get out what you put in’ kind of profession, and that suits me!”

Rosie has always been passionate about learning, with a wide range of interests which have taken her in a number of different directions. She studied Biology before moving on to languages, studying French and Classical Greek. She obtained an Honours degree in Environmental Law from Canterbury University and worked for a year in strategic analysis and then as a solicitor, before making the decision to switch to primary teaching.

“I love the variety of challenges inherent in the role of a teacher, and I love the diversity of subject areas in the primary curriculum. Teaching offers me an opportunity to be socially and professionally responsive, continually changing my own practice and priorities in response to the real and diverse needs of learners, parents and colleagues, as well as the chance to indulge my own passion for broad-spectrum learning and new experiences.”

Rosie was awarded the Teacher Education Certificate of Excellence and the Ilse B Steinberger Prize this year for her academic achievement and teaching experience performance in 2011.

Qualification structure

Tri 1	EPSY 301	The Learner in Context	20 pts
	Exams: 20–24 February 2012		
	EPOL 320	English Literacy and EAL	20 pts
	EPOL 321	Mathematics and Statistics Education	20 pts
	EPSY 302	Teaching Models and Strategies	20 pts
	TE: 26 March–25 May 2012		
	Exams: 11 June–4 July 2012		
Tri 2	EPOL 322	Science, Social Science and Technology	20 pts
	EPOL 323	The Arts, Health and PE and Learning Languages	20 pts
	KURA 301	Mātauranga Māori in Education	20 pts
	TE: 6 August–21 September 2012		
	Exams: 22 October–17 November 2012		
Tri 3	EPOL 301	The Teacher in Context	15 pts

Students must be available to attend exams during this period.

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

Graduate Diploma of Teaching (Secondary) GDipTchg(Secondary)

This one-year qualification is for graduates with appropriate teaching subjects in their degree who wish to become secondary teachers.

Teachers of mathematics, physics, te reo Māori and home economics are in short supply so employment prospects are excellent in these curriculum areas.

The programme of study covers the full range of curricula offered in secondary schools. You can study full-time, either on campus or online. The requirements and content are the same for both modes of delivery.

Entry to this programme is limited so you need to complete the application process as early as possible. See pages 4–5 for further information about admission to teacher education programmes.

The campus option:

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

The online option:

- ☒ is a flexible and convenient alternative for those with very good self-management skills
- ☒ includes a compulsory residency in February at Victoria's Karori Campus. Students are responsible for the costs of travel and accommodation for the residency
- ☒ has examinations which will take place in main centres around New Zealand. Students are responsible for all the costs of attending exams.

Programme of study

You must complete all courses in the programme, usually in the required order. Progression each trimester requires that you have successfully completed the previous trimester courses.

Teaching Experience (TE)

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

Qualification overview

The programme includes courses that cover the following:

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

Curriculum Studies

You need to choose two of the Curriculum Studies areas relevant to your qualifications and experience. One of these subjects, studied to 300 level from the list below, should be the major subject in your undergraduate degree, and the other subject studied to 200 level. One curriculum study in high demand may be sufficient for entry to this programme.

English	Science including:
Health	☒ Biology
Home Economics	☒ Chemistry
Learning Languages	☒ Physics
Mathematics and Statistics	Social Sciences including:
Music	☒ Accounting
Performing Arts including:	☒ Economics
☒ Dance	☒ Geography
☒ Drama	☒ History
Physical Education	☒ Social Studies
	Technology
	Visual Arts

Academic assessment

Academic assessment includes:

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

Key dates

On campus

Applications completed by	10 December 2011
Programme Induction Day	20 January 2012
Start date	Week of 23 January 2012
Teaching finishes	Week of 10 December 2012
Programme end date	21 December 2012

Online

Applications completed by	10 December 2011
Start date	Week of 23 January 2012
Residency	Week of 27 February 2012
Teaching finishes	Week of 10 December 2012
Programme end date	21 December 2012

Qualification structure

Tri 1	EPSY 301	The Learner in Context	20 pts
		Exams: 20–24 February 2012	
	EPSY 302	Teaching Models and Strategies	20 pts
		Plus two curriculum courses from the even-numbered courses EPOL 330–350 or EPOL 358	40 pts
		TE: 26 March–25 May 2012	
		Exams: 11 June–4 July 2012	
Tri 2	KURA 301	Mātauranga Māori in Education	20 pts
		Plus two curriculum courses from the odd-numbered courses EPOL 331–351 or EPOL 359	40 pts
		TE: 6 August–21 September 2012	
		Exams: 22 October–17 November 2012	
Tri 3	EPOL 301	The Teacher in Context	15 pts

Students must be available to attend exams during this period.

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

Other qualifications

The Faculty of Education offers courses in Education and Early Childhood Studies, which can contribute to a Bachelor of Arts (BA) degree. You can also choose one of these subjects as a BA major, or you may be interested in the Education and Psychology interdisciplinary major. The BA degree is administered by the Faculty of Humanities and Social Sciences.

BA in Education (EDUC)

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

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

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

- a. FEDU 101 and one of EPOL 113, 180–189, EPSY 113, 140–149, KURA 101
- b. 60 points from EPOL 215, 280–289, EPSY 240–249, KURA 241–249
- c. FEDU 301 and two courses from EPOL 317, 385–389, EPSY 315, 340–349, 389 and KURA 341–349, 389.

BA in Education and Psychology (EDPS)

This interdisciplinary major is offered in conjunction with the School of Psychology in the Faculty of Science.

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

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



Early Childhood Studies (ECED)

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

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

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

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

FACULTY OF EDUCATION

Donald Street, Karori Campus

Phone 04-463 9500

Fax 04-463 9649

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

Fax 04-463 5183

Email fhss-enquiries@vuw.ac.nz

Website www.victoria.ac.nz/fhss

Gemma Turney

Current BA student

Gemma is in the second year of her BA, majoring in Education and Psychology.

She studied Science, French, English, PE and Tourism at school and won a Victoria Excellence Scholarship in Year 13. After her first year at Victoria, she decided that a degree in Education and Psychology would enable her to fulfil her passion for working with people and open up pathways into social work, the police force, teaching and research.

Studying at Victoria was the right choice for Gemma.

“I wanted to stay in Wellington for my education and I felt Victoria was the best fit because it offered subjects that appealed to me.

“There are plenty of extra-curricular opportunities to support my study in specific subjects, like study groups and PASS groups. Tutorials and study groups that students set up are also a great opportunity to meet people and ensure your study stays on track and progresses.

“Victoria offers plenty of opportunities to meet new people with specific events for students so we can all get to know each other and have fun while we learn.”



Susan Harcourt

Current BA student

Susan is in the third year of her BA degree in Education and French.

“After finishing high school I was lucky enough to get a job as a teacher-aide at a wonderful primary school. I’d always thought of teaching as a possibility, but my time working one-on-one and in small groups with students led me to consider Special Education as a career. When I enrolled at Victoria I chose a BA in Education, which allowed me to explore my other areas of interest—French, Linguistics and Theatre—while working towards a relevant career-focused qualification.

“The range of courses offered under the BA in Education has helped me gain a wide knowledge base, while also allowing me to focus on my particular area of interest, Autism Spectrum Disorders.

“Victoria has provided the benefits of both the solid knowledge and practice base of the Faculty of Education and the broad range of courses offered by Humanities and Social Sciences. I’m hoping next year to begin working towards a Master’s in Educational Psychology at Victoria, which will give me relevant, practical experience towards registering as an Educational Psychologist, while also allowing further research and study in my area of interest, Autism Spectrum Disorders.”



Lisa Edwards

Current BA student

Lisa recently returned to New Zealand after spending the last three years living in the UK. She wanted to set herself a challenge and learn more about subjects that she has been interested in for many years.

“I originally set out to major in Psychology but became interested in the Educational Psychology major after taking a paper in human development and learning during my first year. I was specifically interested in furthering my understanding of the social issues faced by young people within society.

“I was initially drawn to Psychology due to a desire to understand the meaning behind human behaviour and what leads individuals to act in certain ways. Educational Psychology provided the opportunity to focus my studies on specific issues relevant to modern society such as grief, suicide, depression, eating disorders, alcohol and drug use. After graduating I want to work with youth during their developmental stages and help them deal with the issues they face.”

Lisa loves living and studying in Wellington. “Wellington is a very vibrant and creative city where people are given the opportunity to express themselves freely. Its diversity provides a great mix between study and social life as there is always a wide range of things to do.”

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

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

Programme requirements

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

Entry requirements

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

Duration

Full-time: one year.

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

More information

Consult the Faculty of Education website www.victoria.ac.nz/education/qualifications 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 programmes

For graduates interested in continuing their studies, the Faculty of Education offers postgraduate programmes that are tailored specifically for teachers, educational administrators, public servants, researchers and industry educators or trainers.

These postgraduate programmes bridge scholarship, research and professional practice. Postgraduate study develops creative and critical thinking, communication skills and leadership abilities through the mastery of new knowledge and engagement in critical analysis, research and problem-solving.

The programmes offered are:

- ☒ Postgraduate Certificate/Diploma in Education and Professional Development
- ☒ Master of Education
- ☒ Master of Educational Psychology*
- ☒ Master of Arts in Education
- ☒ Postgraduate Diploma in Educational Psychology Practice*
- ☒ Doctor of Philosophy in Education.

More information about these programmes can be found in the *Postgraduate Education* handbook or the Faculty website www.victoria.ac.nz/education

* New qualifications for 2012. Subject to approval.

Scholarships

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

Victoria Excellence Scholarships are awarded on academic merit. Students who have their NCEA Level 2 Certificate endorsed with Excellence are encouraged to apply. Applicants with alternative qualifications (eg. CIE or IB) will be assessed on a case-by-case basis. In 2012 the majority of these scholarships will be awarded at \$5,000 with a small number being awarded at \$10,000, which will be competitively awarded. Applications close on **1 October**.

Victoria Achiever Scholarships are offered to academically-able students who are of Māori or Pacific descent, have a disability, can demonstrate financial hardship or were educated at a decile 1–3 school. These scholarships aim to encourage students who may otherwise be unable to attend Victoria University. In 2012 the majority of these scholarships will be awarded at \$5,000 with a small number being awarded at \$10,000, which will be competitively awarded. Applications close on **1 October**.

Applying for scholarships

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

Contacts

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
Website www.victoria.ac.nz/education

The Student Administration Office administers 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.

STUDENT ADMINISTRATION OFFICE

PHONE 04-463 9660
Fax 04-463 9649
Email education@vuw.ac.nz

SCHOOLS—FACULTY OF EDUCATION

The Schools administer courses which make up the qualifications offered by the Faculty and help students with questions about general course information.

SCHOOL OF EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

Phone 04-463 9502
Fax 04-463 9521
Email sepp@vuw.ac.nz

SCHOOL OF EDUCATION POLICY AND IMPLEMENTATION

PHONE 04-463 9682
Fax 04-463 5349
Email sepi@vuw.ac.nz

TE KURA MĀORI

PHONE 04-463 5633
Fax 04-463 9548
Email tkm@vuw.ac.nz

Course advice

STUDENT RECRUITMENT, ADMISSION AND ORIENTATION

Level 1, Hunter Building, Kelburn Campus

Phone 04-463 5374 or 0800 VICTORIA (0800 842 867) and select option 2

Fax 04-463 5193

Email course-advice@vuw.ac.nz

Website www.victoria.ac.nz/futurestudents

Enrolment

ENROLMENT OFFICE, CENTRAL STUDENT ADMINISTRATION

Level 1, Hunter Building, Kelburn Campus

Phone 04-463 5250 or 0800 VICTORIA (0800 842 867) and select option 1

Email enrolment-enquiries@vuw.ac.nz

Website www.victoria.ac.nz/enrol

Fees

Tuition fees at Victoria are charged on a per-point basis and are different for each faculty or subject. The 2011 tuition fee for undergraduate courses in Education and Teaching was \$36.30 per point. These fees are for domestic students. For international fees, go to **www.victoria-international.ac.nz**

For all information regarding fees, including the fees calculator, go to **www.victoria.ac.nz/fees**

Fees for 2012 will be set in October 2011.

International student information

VICTORIA INTERNATIONAL

Level 2, Easterfield Building, Kelburn Campus

Phone +64-4-463 5350

Fax +64-4-463 5056

Email victoria-international@vuw.ac.nz

Website www.victoria-international.ac.nz

Scholarships, grants, awards and prizes

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

Student services and facilities

Victoria has a highly active student service network, which includes accommodation, careers, counselling, crèches, disability support, financial support and advice, Kaiwawao Māori, Manaaki Pihipihinga Mentoring Programme, physiotherapy, student health and student learning support for all students. Details can be found at

www.victoria.ac.nz/student-services

Students can find out about facilities and services at the Faculty of Education, Karori Campus, by going to **www.victoria.ac.nz/education/about/facilities.aspx**

Facilities and services include:

- ☒ café
- ☒ computer suites
- ☒ gymnasium and sporting facilities
- ☒ library
- ☒ marae
- ☒ print centre
- ☒ student common room
- ☒ student services.



MARAЕ

RECEPTION

GYMNASIUM

LIBRARY

DANCE STUDIO

LECTURE THEATRES

Key dates

2011

1 JULY

Expression of Interest in Graduate Diploma of Teaching programmes open

AUGUST–OCTOBER

Liaison Officers visit schools for course planning

26 AUGUST

Study at Vic Day

OCTOBER

Guide to Enrolment available

1 OCTOBER

Online enrolment opens

Halls of Residence applications due

Victoria Excellence and Achiever Scholarship applications due

4 OCTOBER

Application deadline for courses in 2011/12 summer trimester

14 NOVEMBER

Summer trimester begins

21 NOVEMBER–9 DECEMBER

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

1 DECEMBER

International students' first-year applications due for February 2012 intake

10 DECEMBER

Application due date for all limited-entry degrees and courses for 2012

Applications due for Graduate Diploma of Teaching programmes

2012

10 JANUARY

Application due date for all other degrees and courses for 2012

Discretionary Entrance applications deadline for first trimester 2012

Applications due for BA/BTeach, BSc/BTeach and BA/BTeach(ECE) programmes

20 JANUARY

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

23 JANUARY–27 JANUARY

Graduate Diploma of Teaching programmes begin

27 FEBRUARY–2 MARCH

New Students' Orientation Week

5 MARCH

First trimester begins

BA/BTeach, BSc/BTeach and BA/BTeach(ECE) programmes begin

16 JULY

Second trimester begins

19 NOVEMBER

Summer trimester begins



FACULTY OF EDUCATION

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

Donald Street, Karori
Wellington 6012

PO Box 17-310, Karori
Wellington 6147
New Zealand

STUDENT RECRUITMENT, ADMISSION AND ORIENTATION

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

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

VICTORIA INTERNATIONAL

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

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