
CONTENTS

Introduction.....	2
Contacts	3
Institute for Early Childhood Studies.....	6
Bachelor of Arts/Bachelor of Teaching (Early Childhood Education).....	7
Bachelor of Education (Teaching) Early Childhood	15
Bachelor of Education (Whakaako) Early Childhood Education Whāriki Papatipu ...	23
Graduate Diploma of Teaching (Early Childhood Education)	29
General Information.....	33
Key Dates	47

INTRODUCTION

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

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

EC teaching involves a process of fostering an environment where all children can:

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

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

The Faculty of Education Early Childhood Teacher Education staff are committed to delivering high-quality teacher education programmes based on sound research, and reflecting current developments and debates in teaching and learning.

An Holistic Approach

We interpret 'teaching' in the widest sense.

Teaching is the process of providing a climate which enhances the learner's sense of themselves as a competent learner, stimulates and satisfies intellectual curiosity, fosters social interactions, encourages creativity, increases language and communication skills and, in the case of a young person, monitors physical development.

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

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

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

CONTACTS

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Karori

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FACULTY CONTACTS

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Programme Director (GradDip(ECE) on campus and online):	Anita Mortlock Email: anita.mortlock@vuw.ac.nz	WA 204	463 9544

TITLE	NAME	ROOM	CONTACT
Student Administration Office			
<i>Student Administration Manager:</i>	Noeleen Williamson Email: noeleen.williamson@vuw.ac.nz	WA 219A	463 9660
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TITLE	NAME	ROOM	CONTACT
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For full staff profiles visit the website: www.victoria.ac.nz/education/staff/schools
 Contact phone numbers and emails can be found at
www.victoria.ac.nz/home/contact/staffdirectorysearch.aspx

INSTITUTE FOR EARLY CHILDHOOD STUDIES

TITLE	NAME	ROOM	CONTACT
Director:	Associate Professor Carmen Dalli Email: carmen.dalli@vuw.ac.nz	GR 305	463 5168

The Institute for Early Childhood Studies was established in 1995 as a joint initiative by Victoria University of Wellington and the Wellington College of Education to promote quality in young children's learning, early childhood teacher education, professional development, early childhood research, early childhood policy, and information services for early childhood education. With the merger of Wellington College of Education into Victoria University, the Institute is now part of the Faculty of Education's Jessie Hetherington Centre for Educational Research with an enhanced focus on research activities. Associate Professor Carmen Dalli is the Institute Director and all Faculty members involved in early childhood research are members of the Institute. The work of the Institute comprises:

- research and publications on early childhood education and issues related to the learning and development of young children
- national and international consultancy to government and non-governmental agencies on early childhood issues
- public seminars and workshops as a resource for early childhood professionals
- support for early childhood researchers in tertiary institutions, early childhood organisations and early childhood centres
- maintenance of an archive of early childhood historical documents, and a reference library of a series of specialist early childhood books, journals, video tapes and personal collections
- provision of a welcoming place for visiting international and national early childhood scholars and for local early childhood groups.

BACHELOR OF ARTS/BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION) BA/BTeach(ECE)

Qualification Code: BA/BTE

Introduction

This is a conjoint double degree programme which views professional early childhood teachers as needing to be soundly grounded in the traditional specialist knowledge bases of child development, early childhood curriculum studies and socio-cultural studies, whilst also drawing knowledge and insights from a wide range of related disciplines. The programme is designed to prepare graduates to teach in a range of early childhood education settings, be eligible for provisional teacher registration and to be able to continue with postgraduate study.

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

Programme of Study

The BA/BTeach(ECE) programme comprises 540 credits over a period of four years of study and teaching practice. It has four major strands which are inter-related, as follows:

- **Becoming a Professional:** Students acquire fundamental general pedagogical and professional knowledge and skills which build upon those developed in other strands of the programme. This strand contributes to developing students as critically reflective and professional practitioners.
- **Working with Children:** Pedagogical content knowledge and curriculum knowledge are provided in this strand, reflecting the principles and goals of Te Whāriki. Links are explored between culture, child development knowledge, curriculum and professional practice.
- **Addressing the Context:** In this strand, the ECE major and cultural studies provide a general pedagogical knowledge and knowledge of the diverse theoretical and cultural contexts in which early childhood teachers work.
- **Related Discipline Knowledge:** The BA choice courses give an opportunity for students to broaden their perspectives on education and to access knowledge from related disciplines. A total of fourteen courses (across levels 100, 200 and 300) are required, six of these make up the Early Childhood Studies major, to complete the requirements of the BA component of the programme.

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

The table on the following page gives further details.

Timeline for 2010 Year 1 students

BTeach courses and the BA Early Childhood Studies major courses are already set. The BA elective courses are marked with a (•):

	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3	
	Course	Points	Course	Points	Course	Points
YEAR 1	EPSY 113	15	EPOL 111	15		
	• 100	20	EPOL 112	15		
	• 100	20	EPSY 114	15		
			KURA 111	15		
YEAR 2	Course	Points	Course	Points	Course	Points
	EPOL 211	15	• 100	20	EPOL 214	15
	EPOL 212	15	• 200	20	EPOL 113	15
	EPSY 111	15	• 200	20		
	EPSY 115	15				
YEAR 3	Course	Points	Course	Points	Course	Points
	EPOL 213	15	EPOL 215	15	EPOL 316	15
	EPSY 211	15	EPOL, EPSY or KURA 200–399 course	20	EPSY 313	15
	EPSY 212	15	• 300	20		
	KURA 211	15				
YEAR 4	Course	Points	Course	Points	Course	Points
	EPOL 317	20	EPSY 314	20		
	• 300	20	EPSY 315	20		
	• 300	20	EPSY 317	→	EPSY 317	15
	KURA 311	→	KURA 311	20		

The highlighted courses are the compulsory requirements for the Early Childhood Studies major in the BA. Courses appearing as 100, 200 or 300 are choice papers within the BA.

There have been changes to the programme layout for new students entering in 2010. Students in Years 2, 3 or 4 of the BA/BTE should consult their Programme Director or the Associate Dean (ECE) for advice on their enrolment.

BA/BTeach(ECE) Courses

EPOL 111 CRN 18225 TE WHĀRIKI 15 POINTS [2/3]

Coordinator: Alison Stephenson
 Restriction: CUST 111
 Lectures: Mon 1.30–3.20pm [Karori LT1]

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

EPOL 112 CRN 18226 NOTIONS OF WELL-BEING AND BELONGING 15 POINTS [2/3]

Coordinator: Lisa Terreni
 Restriction: CUST 112
 Lectures: Wed 9.30–11.20am [Karori LT4]

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

EPOL 113 CRN 18616* THE DISCOVERY OF EARLY CHILDHOOD 15 POINTS [3/3]
CRN 18676*

Coordinator: tba
 Restriction: EDUC 153
 Lectures: Tue 8.30–10.20am [Karori LT1], 1.30–3.20pm [Karori LT4]

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

**Note to help you enrol in the right Course Reference Number:*

BA/BTE CRN 18616
 BA CRN 18676

EPSY 111 WORKING WITH INFANTS AND TODDLERS, 15 POINTS
AND THEIR FAMILIES/WHĀNAU

Restriction: CUST 114
 Lectures: Not offered in 2010

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

EPSY 113	CRN 18020* CRN 18273*	UNDERSTANDING YOUNG CHILDREN	15 POINTS	[1/3]
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Coordinator: Dr Judith Loveridge

Restrictions: EDUC 112, 154

Timetable: Thu 9–11am, 1-hour tutorial [Kelburn Cotton 122]

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.

**Note to help you enrol in the right Course Reference Number:*

BA/BTE CRN 18020

BA CRN 18273

EPSY 114	CRN 18021	INTRODUCTION TO THE TEACHING PROFESSION (ECE)	15 POINTS	[2/3]
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Coordinator: Ali Glasgow

Restriction: TEAP 114

Lectures: Mon 8.30–10.20am [Karori LT1], Wed 1.30–3.20pm,
Fri 1.30–2.20pm [Karori LT3]

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

EPSY 115	CRN 18022	BUILDING AUTHENTIC RELATIONSHIPS WITH CHILDREN	15 POINTS	[2/3]
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Coordinator: Ali Glasgow

Corequisite: EPSY 114 or TEAP 114

Restriction: TEAP 115

Lectures: Thurs 9.30–11.20am [Karori PA 307]

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

KURA 111	CRN 18174	TE AO MĀORI I	15 POINTS	[2/3]
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Coordinator: tba

Restriction: CUST 113

Lectures: Mon 10.30am–12.20pm [Karori LT2]

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

EPOL 211	CRN 18227	THE MULTI-LITERATE CHILD	15 POINTS	[1/3]
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Coordinators: Mary Jane Shuker and Lisa Terreni

Prerequisite: EPOL 111 or CUST 111

Restriction: CUST 211

Lectures: Tue 10.30–11.20am [Karori LT1]

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

EPOL 212	CRN 18228	THE MUSICAL AND PHYSICAL CHILD	15 POINTS	[1/3]
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Coordinator: Kayte Edwards

Prerequisite: EPOL 111 or CUST 111

Restriction: CUST 212

Lectures: Tue 1.30–2.20pm [Karori LT1]

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

EPOL 213	CRN 18229	THINKING CHILDREN	15 POINTS	[1/3]
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Coordinator: Kayte Edwards

Prerequisite: EPOL 111 or CUST 111

Restriction: CUST 215

Lectures: Wed 1.30–2.20pm [Karori LT1]

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

EPOL 214	CRN 18353	DEVELOPING PROFESSIONAL PRACTICES IN EARLY CHILDHOOD EDUCATION	15 POINTS	[1/3]
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Coordinator: Feaua'i Burgess

Prerequisites: EPSY 114 or 115, or TEAP 114 or 115, EPOL 111 or CUST 111

Corequisites: EPOL 211 or TEAP 216, EPOL 212 or CUST 212, EPOL 213 or CUST 215

Restriction: TEAP 212

Lectures: Tue 8.30–10.20am, Wed 10.30–11.20am [Karori LT4]

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

EPOL 215	CRN 18237* CRN 10952* CRN 14465*	THE EARLY YEARS DEBATES	15 POINTS	[2/3]
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Coordinators: Dr Sarah Te One and Lisa Terreni
 Prerequisites: One of EPOL 113 or EDUC 153, EPSY 113 or EDUC 154, EPSY 141 or EDUC 112, EPSY 142 or EDUC 114 or EPOL 181 or EDUC 113
 Restriction: EDUC 253
 Lectures: Wed 2.30–4.20pm [Karori LT1]
 A critical appraisal of some national and international issues and debates concerning childhood.

**Note to help you enrol in the right Course Reference Number:*

BA, BA/BTE	CRN 18237
BEDTCH	CRN 10952
UPGRADE ONLINE	CRN 14465

EPSY 211	CRN 18036	FACILITATING CURRICULUM TO SUPPORT CHILDREN'S LEARNING	15 POINTS	[2/3]
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Coordinator: Sophie Alcock
 Prerequisites: EPSY 114 and 115 or TEAP 114 and 115
 Corequisites: EPOL 214 or TEAP 212, EPOL 211 or CUST 211, EPOL 212 or CUST 212, EPOL 213 or CUST 215
 Restriction: TEAP 216
 Lectures: Mon 9.30–11.20am (2–8 Aug) [Karori LT1],
 Wed 8.30–9.20am (12 Jul–1 Aug, 13 Sept–17 Oct), 8.30–10.20am (6–12 Sep), 1.30–3.20pm (9–15 Aug) [Karori LT2]

EPSY 212	CRN 18037	PLANNING FOR DIVERSITY	15 POINTS	[1/3]
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Coordinator: Alison Barker
 Restriction: TEAP 215
 Lectures: Thu 8.30–10.20am [Karori LT4]
 Addressing issues of inclusion and diversity in early childhood education programmes.

KURA 211	CRN 18195	TE AO MĀORI II	15 POINTS	[2/3]
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Coordinator: tba
 Prerequisite: KURA 111 or CUST 113
 Restriction: CUST 213
 Lectures: Tue 10.30–11.20am [Karori LT3]
 This course builds upon the knowledge and skills developed in CUST 113 with increasing emphasis on oral and written competency in Te Reo Māori. This course seeks to provide a deeper understanding of Te Tiriti o Waitangi in relation to partnerships within early childhood settings.

EPOL 316	CRN 18272	PROFESSIONAL RESPONSIBILITIES IN ECE	15 POINTS	[2/3]
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Coordinator: tba
 Prerequisite: EPSY 313 or TEAP 312
 Corequisite: EPSY 317 or TEAP 317
 Restriction: TEAP 315
 Lectures: Tue 8.30–10.20am, Wed 3.30–5.20pm [Karori LT3]
 An examination of professional responsibilities, including aspects of accountability and ongoing improvement in Early Childhood Education practice in Aotearoa New Zealand.

EPOL 317	CRN 18678* CRN 18677*	ADVOCACY AND YOUNG CHILDREN	20 POINTS	[1/3]
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Coordinator: Dr Sarah Te One
 Prerequisites: 40 200 level points including EPOL 215 or EDUC 253
 Restriction: EDUC 358
 Lectures: Wed 1.30–4.20pm [Karori PA 307]
 The study of advocacy skills, including the examination of the theoretical constructs of advocacy both within the early childhood education contexts and in related disciplines.

**Note to help you enrol in the right Course Reference Number:*

BA/BTE	CRN 18678
BA	CRN 18677

EPSY 313	CRN 18081	THE ARTISTRY OF TEACHING	15 POINTS	[3/3]
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Coordinator: Sue Cherrington
 Prerequisites: KURA 211 or EPSY 211 or CUST 213 or TEAP 216, EPOL 211 or CUST 211, EPOL 212 or CUST 212, EPOL 213 or CUST 215, EPOL 214 or TEAP 212
 Restriction: TEAP 312
 Lectures: tba [Karori]
 A focus on the professional and pedagogical roles of the early childhood teacher in Aotearoa New Zealand, including a practicum experience.

EPSY 314	CRN 18084	INVESTIGATING PEDAGOGICAL PRACTICES	20 POINTS	[1/3]
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Coordinator: tba
 Prerequisites: EPOL 211 or CUST 211, EPOL 212 or CUST 212, EPOL 213 or CUST 215
 Restriction: CUST 312
 Lectures: Thu 2.30–4.20pm [Karori LT1]
 An introduction to action research as a methodology for investigating practice in order for students to develop expertise in specific areas of curriculum practice in early childhood education.

EPSY 315	CRN 18085* CRN 18086*	LEARNING TOGETHER: YOUNG CHILDREN AND ADULTS IN EARLY YEARS SETTINGS	20 POINTS	[2/3]
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Coordinator: Alison Barker
 Prerequisites: EPOL 211 or CUST 211, EPOL 212 or CUST 212
 Restriction: EDUC 356
 Lectures: Thu 1.30–3.20pm [Karori LT1]

An exploration of how theoretical ideas and research on children’s learning and development interact with educational practices in early childhood settings. Course is co-taught with EDUC 356.

**Note to help you enrol in the right Course Reference Number:*

BA/BTE CRN 18085
 BA CRN 18086

EPSY 317	CRN 18089	PROFESSIONAL ECE PEDAGOGY	15 POINTS	[2+3/3]
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Coordinator: tba
 Prerequisites: EPOL 214 or TEAP 212, EPSY 211 or TEAP 216, EPOL 211 or CUST 211, EPOL 212 or CUST 212, EPOL 213 or CUST 215, KURA 211 or CUST 113
 Corequisites: EPSY 212 or TEAP 215, EPSY 313 or TEAP 312, EPSY 315 or EDUC 356, EPOL 316 or CUST 315
 Restriction: TEAP 317
 Lectures: Wed 8.30–10.20am (4–10 Oct), Thu 8.30–9.20am (12 Jul–22 Aug, 6 Sep–3 Oct) [Karori LT1]
 Wed 1.30–3.20pm (11–17 Oct), Thu 3.30–5.20pm (11–17 Oct), Thu 9.30–10.20am (15–21 Nov) [Karori LT2]

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

KURA 311	CRN 18196	TE AO MĀORI III	20 POINTS	[1&2/3]
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Coordinator: tba
 Prerequisite: KURA 211 or CUST 213
 Restriction: CUST 313
 Lectures: Thu 11.30am–12.20pm [Karori LT1] (Tri 1)
 Thu 10.30am–12.20pm [Karori LT2] (Tri 2)

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

For more information about the BA/BTeach(ECE) courses go to the online Course Catalogue www.victoria.ac.nz/home/catalogue

BACHELOR OF EDUCATION (TEACHING) EARLY CHILDHOOD BEd(Tchg)EC

Qualification Code: BEDTCH

Introduction

There will be no intake for first-year students in the pre-service BEd(Tchg)EC degree programme in 2010. Students who have successfully completed the first or second year of the degree will be able to progress to the next year. Students who have completed part of the year one programme in 2009 should consult with their Programme Director about their individual programme for 2010.

For prospective students interested in an early childhood qualification at Victoria University, there are three options:

- a three-year Bachelor of Education (Whakaako) Early Childhood Education Whāriki Papatipu
- an undergraduate degree followed by a one-year Graduate Diploma of Teaching (ECE)
- a four-year BA/BTeach(ECE) conjoint qualification.

This ECTE degree is both up-to-date internationally and supportive of the current needs of young children and families in New Zealand. It is offered as a campus-based or centre-based programme, and as an upgrade option.

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

Pre-service

Campus-based students attend classes throughout the week. Centre-based students attend classes on campus two days each week allowing them to continue working in a teaching position in an early childhood centre. The requirements and content are the same for both modes of delivery. Students may also complete the programme part-time. The degree must be completed within a maximum period of six years.

Upgrade

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

The BEd(Tchg)EC degree consists of three strands:

Becoming a Professional

The **Becoming a Professional** strand allows students to acquire fundamental pedagogical and professional knowledge and skills which build upon those developed in the other strands of the degree. This strand contributes to developing critically reflective and professional practitioners.

Working with Children

The **Working with Children** strand provides pedagogical content knowledge and curriculum knowledge that reflects the principles, strands and goals of *Te Whāriki* and links culture, child development knowledge, socio-cultural approaches to teaching and learning, curriculum and professional practice.

Addressing the Context

Within the **Addressing the Context** strand, the Education Studies and Te Ao Māori courses provide a general pedagogical knowledge and knowledge of the diverse theoretical and cultural contexts in which early childhood teachers work.

Programme of Study

BEd (Tchg)EC	Prescribed Courses	Trimester	Points
Year 2	CUST 211 The Multi-Literate Child	1	15
	CUST 212 The Musical and Physical Child	1	15
	CUST 213 Te Ao Māori II	2	15
	CUST 215 Thinking Children	1	15
	EDUC 253 The Early Years Debates	2	15
	TEAP 212 Developing Professional Practices in ECE	1	15
	TEAP 216 Facilitating Curriculum to Support Children's Learning	2	15
	LEVEL A** Personal Choice paper	2	15–20
Year 3	CUST 312 Investigating Pedagogical Practices	1	20
	CUST 313 Te Ao Māori III	1 & 2	20
	EDUC 356 Learning Together: Young Children and Adults in Early Years Settings	2	20
	TEAP 215 Planning for Diversity	1	15
	TEAP 312 The Artistry of Teaching	1 EC* 3 & 1 EF*	15
	TEAP 315 Professional Responsibilities	2 EC* 2 & 3 EF*	15
	TEAP 317 Professional ECE Pedagogy	2 & 3	15

* EC = Campus-based
EF = Centre-based

** Students may elect to complete this course in the summer trimester, between Years 1 and 2 or between Years 2 and 3.

BEd(Tchg)EC Courses

CUST 211	CRN 10947	THE MULTI-LITERATE CHILD	15 POINTS	[1/3]
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Coordinators: Mary Jane Shuker and Lisa Terreni

Prerequisite: CUST 111

Restrictions: CUSE 227, EPOL 211

Lectures: Tue 10.30–11.20am [Karori LT1]

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

CUST 212	CRN 10948	THE MUSICAL AND PHYSICAL CHILD	15 POINTS	[1/3]
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Coordinator: Kayte Edwards

Prerequisite: CUST 111

Restriction: EPOL 212

Lectures: Tue 1.30–2.20pm [Karori LT1]

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

CUST 213	CRN 10949	TE AO MĀORI II	15 POINTS	[2/3]
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Coordinator: tba

Prerequisite: CUST 113

Lectures: Tue 10.30–11.20am [Karori LT3]

This course builds upon the knowledge and skills developed in CUST 113 with increasing emphasis on oral and written competency in Te Reo Māori. This course seeks to provide a deeper understanding of Te Tiriti o Waitangi in relation to partnerships within early childhood settings.

CUST 215	CRN 17290	THINKING CHILDREN	15 POINTS	[1/3]
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Coordinator: Kayte Edwards

Prerequisite: CUST 111

Restriction: EPOL 213

Lectures: Wed 1.30–2.20pm [Karori LT1]

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

CUST 313	CRN 17307	TE AO MĀORI III	20 POINTS	[1+2/3]
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Coordinator: tba
 Prerequisite: CUST 213
 Lectures: Thu 11.30am–12.20pm [Karori LT1] (Tri 1)
 Thu 10.30–11.20am [Karori LT2] (Tri 2)

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

EDUC 356	CRN 18618	LEARNING TOGETHER: YOUNG CHILDREN AND ADULTS IN EARLY YEARS SETTINGS	20 POINTS	[2/3]
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Coordinator: Alison Barker
 Prerequisites: EDUC 353, CUST 211, 212
 Restrictions: EDUC 254, 252, 357
 Lectures: Thu 1.30–3.20pm [Karori LT1]

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

TEAP 215	CRN 18621	PLANNING FOR DIVERSITY	15 POINTS	[1/3]
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Coordinator: Alison Barker
 Prerequisites: (TEAP 212, 213) or TEAP 216
 Restrictions: CUST 214, CUSE 324, EPSY 212
 Lectures: Thu 8.30–10.20am [Karori LT4]

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

TEAP 312	CRN 18683* CRN 18218*	THE ARTISTRY OF TEACHING	15 POINTS	[1/3] [3+1/3]
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Coordinator: Sue Cherrington
 Prerequisites: TEAP 212, 213 or 216; CUST 211, 212, 213, 215
 Restriction: EPSY 313
 Lectures: tba

A focus on the professional and pedagogical roles of the early childhood teacher in Aotearoa New Zealand, including a practicum experience.

Note to help you enrol in the right Course Reference Number:

* Campus-based CRN 18683
 Centre-based CRN 18218

TEAP 315	CRN 13756* CRN 17297*	PROFESSIONAL RESPONSIBILITIES IN ECE	15 POINTS	[2/3] [2+3/3]
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Coordinator: tba
Prerequisite: TEAP 312
Corequisite: TEAP 317
Restriction: EPOL 316
Lectures: Tue 8.30–10.20am, Wed 3.30–5.20pm [Karori LT3]

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

Note to help you enrol in the right Course Reference Number:

* Campus-based CRN 13756
Centre-based CRN 17297

TEAP 317	CRN 18624	PROFESSIONAL ECE PEDAGOGY	15 POINTS	[2/3] [2+3/3]
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Coordinator: Dr Jayne White
Prerequisites: TEAP 212, 213 or 216; CUST 211, 212, 213, 215
Corequisites: TEAP 215, 312, 315, EDUC 356, 314
Restrictions: TEAP 313, EPSY 317
Lectures: Thu 8.30–9.20am (12 Jul–22 Aug, 6 Sep–3 Oct), Wed 8.30–10.20am (4–10 Oct) [Karori LT1]
Thu 3.30–5.20pm (11–17 Oct), Wed 1.30–3.20pm (25–31 Oct) [Karori LT2]

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

For more information about the 2010 BEd(Tchg)EC courses go to the online Course Catalogue www.victoria.ac.nz/home/catalogue

BEd(Tchg)EC Upgrade Courses

EPSY 142 CRN 18033* UNDERSTANDING BEHAVIOUR: WORKING WITH PEOPLE CRN 18035* 20 POINTS [1&2/3]

Coordinator: Ann Hardie
 Restriction: EDUC 114
 Timetable: Distance delivery: Paper-based in the first and second trimesters.
 Assessment: In-term 100%
 Textbook: Study guide and readings.
 Recommended Reading: Thompson, N. (2002). *People skills*. Macmillan.

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

**Note to help you enrol in the right Course Reference Number:*

Paper-based first trimester CRN 18033
 Paper-based second trimester CRN 18035

CUST 213 CRN 15169 TE AO MĀORI II 15 POINTS [2/3]

Coordinator: tba
 Prerequisite: CUST 113
 Timetable: Distance Learning Course

This course builds upon the knowledge and skills developed in CUST 113 with increasing emphasis on oral and written competency in Te Reo Māori. This course seeks to provide a deeper understanding of Te Tiriti o Waitangi in relation to partnerships within early childhood settings.

EDUC 253 CRN 14465 THE EARLY YEARS DEBATES 15 POINTS [2/3]

Coordinator: Dr Sarah Te One and Lisa Terreni
 Prerequisite: Any one of EDUC 111, 112, 113, 114, 151, 152, 153 or 154
 Timetable: Distance Learning Course
 Assessment: In-term 100%
 Textbook: Readings available from Student Notes (approximately \$25).

A critical appraisal of some national and international issues and debates concerning childhood.

EPSY 244 CRN 18079 ISSUES IN HUMAN DEVELOPMENT 20 POINTS [1/3]

Coordinator: Chris Bowden
Prerequisite: One of (EDUC 112, 114, 152, 154, EPSY 113, 141, 142)
Restriction: EDUC 236
Timetable: Distance Learning Course
Assessment: In-term 100%

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

CUST 315 CRN 11232 EARLY CHILDHOOD CURRICULUM STUDIES 30 POINTS [1/3]

Coordinator: tba
Prerequisite: TEAP 312
Restrictions: CUST 211, 212, 311
Timetable: Distance Learning Course

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

EDUC 356 CRN 18687 LEARNING TOGETHER: YOUNG CHILDREN AND ADULTS IN EARLY YEARS SETTINGS 20 POINTS [2/3]

Coordinator: Alison Barker
Prerequisites: EDUC 353, CUST 211, 212
Restrictions: EDUC 254, 252, 357
Timetable: Distance Learning Course

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

TEAP 314 CRN 14463 PROFESSIONAL EARLY CHILDHOOD TEACHING PORTFOLIO 60 POINTS [3+1/3]

Coordinator: Anita Mortlock
Prerequisites: DipTchg(ECE) from a recognised tertiary institution
Corequisite: EDUC 356
Timetable: Distance Learning Course

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

For more information about the 2010 BEd(Tchg)EC Upgrade courses go to the online Course Catalogue www.victoria.ac.nz/home/catalogue

BACHELOR OF EDUCATION (WHAKAAKO) EARLY CHILDHOOD EDUCATION WHĀRIKI PAPATIPU BEd(ECE)WP

Qualification Code: BEDTCECW

The BEd(ECE)WP is designed to prepare graduates to teach in te kōhanga reo, Māori immersion, bilingual services, and other early childhood education services, and is structured to ensure that graduates are soundly grounded in the dual knowledges of Māori and Pākehā¹/Western early childhood traditions and pedagogies. These knowledges are positioned in this qualification as equal, valued and complementary to each other.

The programme is underpinned by the philosophy that graduates who may teach in te kōhanga reo, Māori immersion, bilingual and other early childhood education services require:

- a sound foundation knowledge of Te Ao Māori and Mātauranga Māori
- competence and confidence in using te reo Māori
- in-depth understanding of Māori and Pākehā/Western traditions and current pedagogies of early childhood education, and
- the ability to draw upon these knowledges to foster strong cultural self-identity (especially for Māori children), enhance the development and learning of young children, and contribute to strong whānau development.

Programme of Study

BEd(ECE)WP	Prescribed Courses	Trimester	Points
Year 1	KURA 191 Te reo Māori 1	1	20
	KURA 192 Ngā mahi a/o te kaiwhakaako: Introduction to Teaching in ECE	1	15
	KURA 193 He ara whakaharatau mō ngā tauira: ECE Teaching Experience	2	10
	KURA 194 Au ake Whakapapa: My Whakapapa	1	15
	KURA 195 Ata tirohia ki Te Whāriki: Exploring Te Whāriki	2	20
	KURA 196 He pitopito kōrero o te kōhanga reo, me ngā rōpu mātauranga kōhungahunga: History of ECE	1 & 2	20
	KURA 197 Te Māramatanga e pā ana ki te tipuranga o te mātauranga: Young Children's Development	2	20

¹ By Pākehā knowledge we are referring to knowledges that have been developed in the New Zealand context that may or may not have derived from Western knowledge theories.

BEd(ECE)WP	Prescribed Courses	Trimester	Points	
Year 2	KURA 291	Te reo Māori 2	1	20
	KURA 292	Ka mātoro ki te kaiwhakaako, kia kitea kanohi ai ia i ngā tauira e tohutohu ana i ngā kōhungahunga: Pedagogical Documentation and ECE Own-centre Teaching Experience	1	20
	KURA 293	He ara whakaharatau mō ngā tauira i roto i tētahi atu kōhanga: ECE Teaching Experience 2	2	20
	KURA 294	Whakawhānaungatanga o ngā mātua ngā whānau, me ngā rōpu-a-iwi: Whānau and Community Studies	2	20
	KURA 295	He tikanga tuku iho, he tikanga nō te wā tonu mō ngā ākonga: Traditional and Contemporary Approaches to Teaching and Learning	1	20
	KURA 296	Ngā Toi: The Arts in ECE	2	20
Year 3	KURA 391	Te reo Māori 3	not offered in 2010	20
	KURA 392	Ngā tikanga: The Professional ECE Teacher	not offered in 2010	20
	KURA 393	Whakamana o ngā mokopuna: Equity and Diversity	not offered in 2010	20
	KURA 394	He tautoko i ngā akoranga o ngā kōhungahunga mō ngā kaupapa Hangarau, Pāngarau, Pūtaiao: Maths, Science and Technology in ECE	not offered in 2010	20
	KURA 395	Ngā tūmomo kaupapa mō ngā kōhungahunga: Planning Programmes for Children	not offered in 2010	20
	KURA 396	Hei Whanaki Pukenga Rangahau kei ngā whare kōhungahunga: Action Research in ECE	not offered in 2010	20

BEd(ECE)WP Courses

KURA 191	CRN 18421	TE REO MĀORI 1	20 POINTS	[1/3]
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Restriction: CUSE 131

Lectures: 8 Feb–28 Jun [COE Waiwhetu]

A foundation course in the Te Reo Māori strand that focuses on basic language structures with a particular emphasis on vocabulary relevant to early childhood education contexts.

KURA 192	CRN 18202	NGĀ MAHI A/O TE KAIWHAKAAKO: INTRODUCTION TO TEACHING IN ECE	15 POINTS	[1/3]
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Restriction: CUSE 132

Lectures: 8 Feb–10 May [COE Waiwhetu]

An introduction to teaching in early childhood education, together with a first year teaching experience in kōhanga reo/Māori immersion centres.

KURA 193	CRN 18203	HE ARA WHAKAHARATAU MŌ NGĀ TAUIRA: ECE TEACHING EXPERIENCE	10 POINTS	[2/3]
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Prerequisites: KURA 192 or CUSE 132

Restriction: CUSE 133

Lectures: 8 Nov–29 Nov [COE Waiwhetu]

First year teaching experience in a licensed, chartered kōhanga reo/Māori immersion centre.

KURA 194	CRN 18204	AU AKE WHAKAPAPA: MY WHAKAPAPA	15 POINTS	[1/3]
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Restriction: CUSE 134

Lectures: 8 Feb–3 May [COE Waiwhetu]

An exploration of students' whakapapa with a particular emphasis on studies of their own hapū and iwi.

KURA 195	CRN 18205	ATA TIROHIA KI TE WHĀRIKI: EXPLORING TE WHĀRIKI	20 POINTS	[2/3]
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Restriction: CUSE 135

Lectures: 9 Aug–18 Oct [COE Waiwhetu]

This course provides an in-depth introduction to *Te Whāriki: Early Childhood Curriculum* as a bi-cultural document.

KURA 196	CRN 18206	HE PITOPITO KŌRERO O TE KŌHANGA REO ME NGĀ RŌPU MĀTAURANGA KŌHUNGAHUNGA: HISTORY OF EARLY CHILDHOOD EDUCATION	20 POINTS	[1&2/3]
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Restriction: CUSE 137

Lectures: 10 May–2 Aug [COE Waiwhetu]

He kōrero whakataki me te rapunga whakaaro mātauranga o ōnamata o te kōhanga reo me te rōpu mātauranga kōhungahunga. An introduction to the philosophies and histories of te kōhanga reo and other early childhood education services in Aotearoa/New Zealand.

KURA 197	CRN 18207	TE MĀRAMATANGA E PĀ ANA KI TE TIPURANGA O TE MĀTAURANGA: YOUNG CHILDREN'S DEVELOPMENT	20 POINTS	[2/3]
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Restriction: CUSE 138

Lectures: 12 Jul–4 Oct [COE Waiwhetu]

An introduction to selected Māori and Pākehā/Western theories of human development, with a particular focus on key developmental issues for young children.

KURA 291	CRN 18208	TE REO MĀORI 2	20 POINTS	[1/3]
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Prerequisites: KURA 191 or CUSE 131

Restriction: CUSE 231

Lectures: 22 Feb–7 Jun [COE Waiwhetu]

This course builds upon the knowledge and skills developed in te Reo Māori 1 with increasing emphasis on immersion in te reo Māori.

KURA 292	CRN 18209	KA MĀTORO KI TE KAIWHAKAAKO, KIA KITEA KANOHI AI IA I NGĀ TAUIRA E TOHUTOHU ANA I NGĀ KŌHUNGAHUNGA: PEDAGOGICAL DOCUMENTATION AND ECE OWN-CENTRE TEACHING EXPERIENCE	20 POINTS	[1/3]
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Prerequisites: KURA 192 or CUSE 132, KURA 193 or CUSE 133

Restriction: CUSE 232

Lectures: 22 Feb–7 Jun [COE Waiwhetu]

Second year teaching experience supported by a focus on advanced human relations and pedagogical documentation.

KURA 293	CRN 18210	HE ARA WHAKAHARATAU MŌ NGĀ TAUIRA I ROTO I TĒTAHI ATU KŌHANGA: ECE TEACHING EXPERIENCE 2	20 POINTS	[2/3]
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Prerequisites: KURA 192 or CUSE 132, KURA 193 or CUSE 133

Corequisites: KURA 292 or CUSE 232

Restriction: CUSE 233

Lectures: 12 Jul–16 Aug [COE Waiwhetu]

The initial teaching experience in an English-medium early childhood education centre supported by an introduction to the Exploration strand of Te Whāriki, with an emphasis on play contexts and outdoor play.

KURA 294	CRN 18211	WHAKAWHĀNAUNGATANGA O NGĀ MĀTUA, NGĀ WHĀNAU, ME NGĀ RŌPU-A-IWI: WHĀNAU AND COMMUNITY STUDIES	20 POINTS	[2/3]
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Prerequisites: KURA 194 or CUSE 134

Restriction: CUSE 234

Lectures: 27 Sep–15 Nov [COE Waiwhetu]

This course focuses on developing partnerships with and supporting parents and whānau within the wider community.

KURA 295	CRN 18212	HE TIKANGA TUKU IHO, HE TIKANGA NŌ TE WĀ TONU MŌ NGĀ ĀKONGA: TRADITIONAL AND CONTEMPORARY APPROACHES TO TEACHING AND LEARNING	20 POINTS	[1/3]
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Prerequisites: KURA 194 or CUSE 134, KURA 195 or CUSE 135, KURA 196 or CUSE 137, KURA 197 or CUSE 138

Restriction: CUSE 235

Lectures: 22 Feb–10 May [COE Waiwhetu]

An examination of traditional and contemporary Māori and Pākehā/Western approaches to teaching and learning in early childhood education in Aotearoa New Zealand.

KURA 296	CRN 18213	NGAI TOI: THE ARTS IN ECE	20 POINTS	[2/3]
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Prerequisites: KURA 195 or CUSE 135

Restriction: CUSE 238

Lectures: 12 Jul–25 Oct [COE Waiwhetu]

Understanding aspects of Ngai Toi in relation to Te Whāriki with a particular focus on the contexts of art, music and movement within the ECE centre setting.

KURA 391	TE REO MĀORI 3	20 POINTS
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Prerequisites: KURA 291 or CUSE 231

Restriction: CUSE 331

Lectures: Not offered in 2010

This course has an emphasis on advanced and written language relevant for Māori immersion early childhood centres and/or kōhanga reo.

KURA 392	NGĀ TIKANGA: THE PROFESSIONAL ECE TEACHER	20 POINTS
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Prerequisites: KURA 292 or CUSE 232, KURA 293 or CUSE 233

Restriction: CUSE 333

Lectures: Not offered in 2010

Final teaching experience supported by an induction into key regulatory and statutory requirements, and professional and ethical issues in the field of early childhood education.

KURA 393	WHAKAMANA O NGĀ MOKOPUNA: EQUITY AND DIVERSITY	20 POINTS
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Prerequisites: KURA 293 or CUSE 233

Restriction: CUSE 334

Lectures: Not offered in 2010

This course explores issues of inclusion, equity and diversity in early childhood education programmes.

KURA 394	HE TAUTOKO I NGĀ AKORANGA O NGĀ KŌHUNGAHUNGA MŌ NGĀ KAUPAPA HANGARAU, PĀNGARAU, PŪTAIAO: MATHS, SCIENCE AND TECHNOLOGY IN ECE	20 POINTS
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Prerequisites: KURA 293 or CUSE 233, KURA 295 or CUSE 333

Restriction: CUSE 335

Lectures: Not offered in 2010

This course focuses on understanding and supporting children's learning and development in early childhood with particular reference to science, mathematics and technology.

KURA 395	NGĀ TŪMOMO KAUPAPA MŌ NGĀ KŌHUNGAHUNGA: PLANNING PROGRAMMES FOR CHILDREN	20 POINTS
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Prerequisites: KURA 292 or CUSE 232, KURA 293 or CUSE 233, KURA 295 or CUSE 235

Restriction: CUSE 337

Lectures: Not offered in 2010

This course focuses on assessment for children's learning, and the planning, implementation and evaluation of quality programmes for infants, toddlers and young children.

KURA 396	HEI WHANAKI PUKENGA RANGAHAU KEI NGĀ WHARE KŌHUNGAHUNGA: ACTION RESEARCH IN ECE	20 POINTS
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Prerequisites: KURA 292 or CUSE 232, KURA 293 or CUSE 233

Corequisites: KURA 392 or CUSE 333, KURA 395 or CUSE 337

Restriction: CUSE 339

Lectures: Not offered in 2010

A third-year teaching experience in which students design and undertake a small-scale action research project.

For more information about the 2010 BEd(ECE)WP courses go to the online Course Catalogue www.victoria.ac.nz/home/catalogue

GRADUATE DIPLOMA OF TEACHING (EARLY CHILDHOOD EDUCATION)

GDipTchg(ECE)

Qualification Code: GDTCEC

Introduction

The Graduate Diploma of Teaching (ECE) programme is appropriate for applicants with an undergraduate degree or primary teaching qualification. This programme is available through two modes of delivery – on campus and online. The requirements and content are the same for both modes of delivery. The programme can be completed full-time in one year or part-time over two years (must be completed within three years).

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

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

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

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

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

Graduation Requirements for the Diploma

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

Assessment

Assessment of courses is by assignment and examination.

Programme of Study

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

GDipTchg(ECE) Courses

EPOL 301 CRN 17315 (on campus) CRN 18396 (online)	THE TEACHER IN CONTEXT	15 POINTS	[3/3]
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Coordinators: Dr Kate Thornton and Brenda Service
 Prerequisites: KURA 301 and 40 approved EPOL points
 Lectures: Tue & Wed 10.30am–12.20pm [Karori LT4]

This course considers ethical, professional, legal and moral aspects of teaching and the impact of personal, social, political and cultural factors on teaching and learning.

EPOL 311 CRN 17272 (on campus) CRN 18398 (online)	EARLY CHILDHOOD TEACHING AND PEDAGOGY	20 POINTS	[1/3]
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Coordinator: Alison Stephenson
 Prerequisite: EPSY 301
 Lectures: Mon & Fri 11.30am–1.20pm [Karori LT1]

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

EPOL 312 CRN 17273 (on campus) CRN 18399 (online)	THE MULTI-LITERATE CHILD	20 POINTS	[1/3]
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Coordinators: Mary Jane Shuker and Lisa Terreni
 Prerequisite: EPSY 301
 Lectures: Tue & Thu 8.30–10.20am [Karori LT2]

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

EPOL 313 CRN 17274 (on campus) CRN 18400 (online)	ASSESSMENT FOR LEARNING IN THE ECE CONTEXT	20 POINTS	[2/3]
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Coordinator: Maggie Haggerty
 Prerequisites: EPOL 311, 312, EPSY 312
 Lectures: Tue & Fri 10.30am–12.20pm [Karori LT1]

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

EPOL 314 CRN 17275 (on campus) CRN 18401 (online)	SCIENCE, MATHS AND TECHNOLOGY	20 POINTS	[2/3]
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Coordinator: Kayte Edwards
 Prerequisites: EPOL 311, EPSY 312
 Lectures: Mon & Wed 8.30–10.20am [Karori LT3]

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

EPSY 301 CRN 17316 (on campus) CRN 18391 (online)	THE LEARNER IN CONTEXT	20 POINTS	[1/3]
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Coordinator: Doug Ferry

Lectures: tba [Karori]

This course reviews literature on human development, theories of learning, and principles of educational assessment as these relate to teaching and learning.

EPSY 312 CRN 17285 (on campus) CRN 18393 (online)	EARLY DEVELOPMENTS AND RELATIONSHIPS	20 POINTS	[1/3]
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Coordinator: Sophie Alcock

Prerequisite: EPSY 301

Lectures: Mon & Thu 3.30–5.20pm [Karori LT3]

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

KURA 301 CRN 17318 (on campus) CRN 18397 (online)	MĀTAURANGA MĀORI IN EDUCATION	20 POINTS	[2/3]
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Coordinator: tba

Prerequisites: EPSY 302 or 312, 40 approved EPOL points

Lectures: Mon & Thu 1.30–3.20pm [Karori LT4]

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

For more information about the 2010 courses in the early childhood graduate diploma programme go to the online Course Catalogue:

www.victoria.ac.nz/home/study/subjects/coursecatalogue.aspx

GENERAL INFORMATION

Assessment

Academic Integrity and Plagiarism
Referencing
Aegrotats
Criteria
Final Grade
Language
Policies

Assignments

Presentation
Submitting Assignments
Late Work and Extensions
Moderation of Marks and Grades
Reconsideration of Marks

Examinations

Examination Periods
Alternative Arrangements
Impaired Performance
Special Exam Facilities
Further Information

Course Information

Course Outlines
Materials Fee
First Aid Course
Readings
Professional Development Mentoring
Mandatory Course Requirements
Workload

Teaching Experience and Teacher Registration

Assessment
Placement
Attendance
Professional Conduct
Teacher Registration Criteria

University Requirements

Attendance
Communication
Concerns or Complaints or Academic Grievances
Ethics
Evaluation
General University Requirements – Policies and Statutes
Student and Staff Conduct

Student Services and Facilities

Blackboard
Computing
Student Support
International Students
Students with Impairments
Web Links

ASSESSMENT

Academic Integrity and Plagiarism

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

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

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

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

Note: It is acceptable to include the work of others as long as it is acknowledged by appropriate referencing.

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

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

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

Student work provided for assessment in any course **may be** checked for academic integrity by the electronic search engine <http://www.turnitin.com> Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Referencing

All assignments should make reference to research. The American Psychological Association (APA 5th Edition) is the style used to cite references. The library or www.cite.auckland.ac.nz can provide guidance on how to reference.

Aegrotats

Students undertaking a BA who are prevented from completing assessment items by exceptional circumstances may apply for an aegrotat pass. More information about aegrotats is available at www.victoria.ac.nz/timetables/aegrotat.aspx

Courses which form part of teacher education programmes are exempt from the aegrotat provisions of the University. In the event that a teacher education student is prevented from completing all the requirements of a course by one of the circumstances specified in the Aegrotat statute, alternative arrangements will be made through the relevant Programme Director and/or Associate Dean.

Criteria

Standards-based assessment is used for all assignments and students are eligible for grades of A+ to E.

Two forms of assessment are used:

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

For each assessment task students will be given the respective criteria for A, B and C grades.

Final Grade

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

Pass		Failure	
A+	– 85–100%	D	– 40–49%
A	– 80–84%	E	– below 40%
A-	– 75–79%	K	– Failed mandatory requirements
B+	– 70–74%		
B	– 65–69%		
B-	– 60–64%		
C+	– 55–59%		
C	– 50–54%		

Language

Assessment is normally conducted in the English language. Students may choose to be assessed in te reo Māori. In this situation the student must notify the Course Coordinator during the first two weeks of the course to allow time to arrange an appropriate marker for the assignment. Students in the BEd (Whakaako) ECE Whāriki Papatipu do not need to notify the course coordinator of their intention to submit in te reo Māori.

Policies

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

ASSIGNMENTS

Presentation

Assignments must be presented with the correct cover sheet (available from the relevant School Administration Office). Note the following:

- Word processing of **all** assignments is required
- Word-processed work should have 1.5 line spacing and be in a 12-point font: leaving a one-line space between each paragraph and a 4– 5 cm margin for lecturer comments
- APA referencing is required. A guide to APA referencing can be located on the following website www.victoria.ac.nz/library/wjscott/referencing-guide.aspx Students can also use the online citing tool at www.cite.auckland.ac.nz
- Written work should have correct spelling and be grammatically correct.

Students can expect their assignments to be graded and returned with written comments within three weeks of submission.

Submitting Assignments

Students must complete and submit all assignments by **4.00pm on the due date**. Assignments, with an appropriate cover sheet attached to the front of the assignment, are either to be delivered or emailed to the appropriate School Administration Office:

Assignments should be submitted as follows:

EPOL courses: PA 213 (Panckhurst Building) or email to sepi@vuw.ac.nz

EPSY courses: MA 308 (Malcolm Building) or email to sepp@vuw.ac.nz

KURA courses: MA 208 (Malcolm Building) or email to tkm@vuw.ac.nz

(Cover sheets are available from the respective School Administration Office.)

Students in the BEd(Tchg)EC programme completing CUST, EDUC and TEAP courses should submit to the School in which each individual course sits.

Assignments should NOT be handed to lecturers or tutors.

Students who email in assignments will receive a confirmation of receipt email and the onus is on the student to follow up if this email confirmation of receipt is not received. Students are expected to keep copies of all assignments submitted. For emailed assignments, evidence of receipt of assignment must be retained.

Late Work and Extensions

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

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

If a student receives an extension but the new date results in the work being handed in after the original assignments have been returned to students, the student may be required to write on a different topic so that s/he does not get the advantage of seeing the feedback given to other students.

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

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

Moderation of Marks and Grades

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

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

Reconsideration of Marks

Any student queries about the assessment or results of internally assessed work or the results of course requirements are to be directed to the Course Coordinator immediately. They will not be considered more than two weeks after the assessments/results are made available to students (except in documented medical or similar circumstances).

EXAMINATIONS

Examination Periods

Examinations occur at the conclusion of most of Graduate Diploma of Teaching (Early Childhood Education) courses and bring together the theory and pedagogical practices studied through a range of exam tasks.

Alternative Arrangements

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

Impaired Performance

Student studying towards a teaching qualification are not eligible for Aegrotat pass provisions. If a student feels that their performance in an exam has been impaired, contact the Student Administration Office within 48 hours of the exam for further information.

Special Exam Facilities

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

Further Information

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

COURSE INFORMATION

Course Outlines

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

- The School, course code, title and points value
- Start and end dates including the exam period
- Staff involved in the course
- Course prescription and learning objectives
- Class times, types and rooms
- Book lists and student notes information
- Assessment information and mandatory course requirements
- Detailed course content information
- Detailed requirements for assessment tasks and the criteria for each grade.

Materials Fee

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

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

Readings

Student notes and text books can be purchased through Vic Books online or at one of their retail outlets. Vic Books can arrange delivery to your home address or to the Karori Campus (for pick up at the Fuji Xerox Office on Level 1 of Waghorn Building). Courses may also use the Library e-reserves system where electronic copies of student notes can be downloaded.

First Aid Course

All ECTE students are required to complete a comprehensive First Aid course as part of their programme. This course forms part of the mandatory requirements for TEAP 317 (BEd(Tchg)EC), EPSY 317 (BA/BTeach(ECE)), EPOL 301 (GDipTchg(ECE)) and KURA 393 (BEd(ECE)WP). Students will be provided with details of the required course and approximate cost at the beginning of their final year of study.

Professional Development Mentoring (for Graduate Diploma Students)

Each Graduate Diploma of Teaching (ECE) student will be allocated a mentor who will provide professional guidance through the programme as they progress towards achieving the New Zealand Teachers Council Graduating Teaching Standards. The students meet with their mentor and other mentees at the start or prior to trimester 1. They keep in touch during teaching experiences, set goals with their mentor prior to each teaching experience and reflect on their progress using evidence at the conclusion of each teaching experience. These reflections are in the form of a portfolio and culminate in a final reflective assignment in EPOL 301, *The Teacher in Context* in December.

Mandatory Course Requirements

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

Workload

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

TEACHING EXPERIENCE AND TEACHER REGISTRATION

Assessment

Teaching experiences are a mandatory requirement for courses within the programmes. Successful completion of these courses includes passing the teaching experience. Information on your ability to achieve teaching experience learning outcomes is reported by your Associate Teacher and your Visiting Lecturer. Decisions regarding pass/fail of a teaching experience are made by the Faculty, considering all the reports from Associate Teachers and Visiting Lecturers sent in to the appropriate school office as required.

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

Placement

Students will be asked for information about any early childhood centre in which it would be inappropriate for them to be placed (e.g., their child is enrolled in that centre). Students must also disclose to the Teaching Experience Office if there are any circumstances that would make it inappropriate for them to be on a teaching experience (eg, ill health, pending criminal charges).

Attendance

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

Students are expected to attend all the days of teaching experience for their programme of study.

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

of the absence. It is the student teacher's responsibility to then make another time for the Visiting Lecturer's observation.

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

Professional Conduct

Student teachers may be placing themselves at risk:

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

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

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

Whilst on teaching experience it is expected that students will:

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

Teacher Registration Criteria

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

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

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

Details are available on www.teacherscouncil.govt.nz

UNIVERSITY REQUIREMENTS

Attendance

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

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

In the online programmes, attendance is measured through contributions to forums and journal tasks which are tracked through the online system. In the on campus programmes attendance is expected at all scheduled lectures, tutorials and studio times. When on teaching experience, all students are expected to attend for 7.5 hours plus a lunch break each day, at times negotiated with and suitable for your early childhood centre.

Communication

The **Associate Dean: Early Childhood Teacher Education** has general oversight and responsibility for the professional suitability and quality of the Graduate Diploma of Teaching (ECE) programmes and the undergraduate ECE degrees.

The **Programme Directors** have responsibility for day-to-day programme issues, provision of academic and pastoral guidance to students and implementation of policy and matters relating to a specific programme.

The **Teaching Experience Office** is responsible for finding placements in early childhood education settings for teaching experiences.

The **Student Administration Office** processes changes of course and can advise on matters relating to general enrolment, programme completion and graduation. For information regarding examinations contact the Examinations Coordinator. The Student Administration Office can also help students with any queries relating to the services and facilities provided at Karori Campus.

The **School Administrators** deal with all matters relating to the individual courses within their school including assignment receipt and return to students and grades entry. If you have any queries regarding such matters, then you should refer to them in the first instance. Students should also regularly check their Victoria University email account on the myVictoria site at least once a week as well.

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

Concerns or Complaints or Academic Grievances

Students sometimes have concerns about aspects of their programme including the teaching they are receiving. Any such concerns should be raised with the relevant lecturer or the Course Coordinator. You may also have concerns about the conduct of your fellow students. Any such concerns should be raised during the course with your lecturer/s if they relate to the programme or directly with the fellow students. Should this not resolve the concerns then you should first see the Course Coordinator and then the Programme Director. Class representatives are available to assist you with this process. If you are unable to resolve your concerns, or if the direct approach is not appropriate about a particular course, you should see the Head of School. If you are still not satisfied with the result of that meeting, see the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process.

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

http://www.victoria.ac.nz/home/about_victoria/policy.html

Ethics

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

Your Course Coordinator will inform you when a class approval has been obtained.

Evaluation

In accordance with Victoria University policy, courses are evaluated by students in a three yearly cycle. Evaluations of courses are carried out by the University Teaching Development Centre (UTDC) and for the online programme are conducted by post. Students are encouraged to complete (and, in the case of online courses, send in) course evaluations so that the review of courses can take into account student feedback.

General University Requirements – Policies and Statutes

Students should familiarise themselves with the University's requirements, policies and statutes particularly those regarding the course of study requirements, and formal academic grievance procedures, contained in the statutes in the Victoria University Calendar and should read the requirements of this course outline in that context. The University's website is

<http://www.vuw.ac.nz/home/study/calendar.aspx>

Student and Staff Conduct

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

www.victoria.ac.nz/home/about/policy/students.aspx

The Policy on Staff Conduct can be found on the Victoria website at

www.victoria.ac.nz/home/about/policy/staff.aspx

STUDENT SERVICES AND FACILITIES

Blackboard

Blackboard is an online environment that supports learning at Victoria University by making some course information, materials and/or learning activities available via the Internet. Some courses may have a blackboard component as indicated in the course outline. Students can access blackboard through the myVictoria web portal

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

Computing

Some courses may require students to use computers and the Internet and assume students are able to use word processing, electronic mail and the World Wide Web. All enrolled students receive a Student Computing Services (SCS) username and password (details are printed on Confirmation of Study forms), and a free email address which is used for all official electronic correspondence. Students may personally re-set their SCS email to re-direct to another email address if preferred.

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

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

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

No training in the use of SCS accounts or campus-computing facilities will be provided by teaching staff and no support will be provided for privately owned computers and off-campus Internet connections.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. The Programme Directors can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

The student support systems operating at the University are available to all students. They include learning support, library resources, computer and internet access, ITS Help Desk 463 5050, health services including a doctor and counselling services. Online students have access to a designated Help Desk for IT support and a 0800 565889 number to contact the Faculty.

The Student Services Group provides a variety of support services. For more information visit the website **www.victoria.ac.nz/st_services/**

VUWSA employs an Education Coordinator who deals with academic problems and provides support, advice and advocacy services, as well as organising class representatives and faculty delegates. Email **education@vuwsa.org.nz** for more information.

International Students

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

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

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities (see Appendix 3 of the Assessment Handbook). The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, contact the Course Coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Services to discuss your individual needs and the available options and support on a confidential basis. Disability Services are located on Level 1, Robert Stout Building, phone **04-463 6070** or email **disability@vuw.ac.nz**

Web Links

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

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

KEY DATES

BA/BTeach(ECE)

Trimester 3 2010

8–26 February 2010

TE for Year 4 students

Trimester 1

1 March

Trimester 1 begins

17 May– 4 June

TE for Year 2 students

4 June

Trimester 1 ends

7–10 June

Study week

11–30 June

Exam weeks

Trimester 2

12 July

Trimester 2 begins

2–20 August

TE for Year 2 students

30 August–24 September

TE for Year 1 students

15 October

Trimester 2 ends

18–21 October

Study week

22 October–13 November

Exam weeks

BEd(Tchg)EC

Trimester 1

1 March

Trimester 1 begins

19 April–7 May

TE for Year 3 campus-based students

17 May–4 June

TE for Year 2 campus-based students

4 June

Trimester 1 ends

7–10 June

Study week

11–30 June

Exam weeks

Trimester 2

12 July

Trimester 2 begins

2– 20 August

TE for all Year 2 students

11 October–12 November

TE for Year 3 campus-based students

18 October–5 November

TE for Year 3 centre-based students

19 November

Teaching ends

2–3 December

First Aid course

3 December

Programme ends

BEd(ECE) WP

Trimester 1

12 February	Orientation for Year 1 students
19 February	Trimester 1 begins, Year 1 students
25 February	Trimester 1 begins, Year 2 students
10 June	Trimester 1 ends, Year 2 students
25 June	Trimester 1 ends, Year 1 students

Trimester 2

12 July	Trimester 2 begins
6–24 September	TE for Year 2 students
15 November–3 December	TE for Year 1 students
19 November	Trimester 2 ends, Year 2 students
10 December	Trimester 2 ends, Year 1 students

Graduate Diploma of Teaching (Early Childhood Education)

Trimester 1

18 January	Orientation day for on campus graduate diplomas
20 January	EPSY 301 begins
12 February	EPSY 301 teaching ends
19 February	EPSY 301 exam
1 March	Trimester 1 begins EPOL 311, EPOL 312, EPSY 312 begin
22 March	TE 1 begins
2 April	Mid-trimester break begins
13–16 April	Residency for online early childhood education students
18 April	Mid-trimester break ends
21 May	TE 1 ends
4 June	EPOL 311, EPOL 312, EPSY 312 end
7–11 June	Study week
14–30 June	Exam weeks

Trimester 2

12 July	Trimester 2 begins KURA 301, EPOL 313, EPOL 314 begin
2 August	TE 2 begins
17 September	TE 2 ends
20 September–1 October	Mid-trimester break
15 October	Teaching ends
18–21 October	Study week
22 October–13 November	Exam weeks

Trimester 3

15 November	EPOL 301 begins
10 December	EPOL 301 teaching ends (no exam for EPOL 301)
26 December	Programme ends