FACULTY OF EDUCATION
TE WHĀNAU O AKO PAI

Want to Inspire our TAMARIKI? ☑
How about a CAREER IN EDUCATION?

Know your Mind? Decide for yourself.
NAU MAI, HAERE MAI, AND WELCOME TO THE FACULTY OF EDUCATION AT VICTORIA UNIVERSITY OF WELLINGTON

RANKED IN THE TOP 150 UNIVERSITIES IN THE WORLD FOR EDUCATION AS A SUBJECT (QS WORLD UNIVERSITY RANKINGS 2019)

EDUCATION

Hands-on experience in classrooms, early childhood centres, and industry. Make connections between the theory you learn in lectures and everyday practice.

2020

Summer scholarships — 5 project opportunities!

Gain the knowledge to critically and creatively carve your own path in the world of education.

Subject areas

- Education
- Teacher Education
- Educational Psychology

Exceptional research-led teaching and learning

Put your study into practice
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Cover and inside cover: The Faculty of Education provides opportunities for students to put their learning into practice. Students, such as Rebecca Rose, can have hands-on experience while studying. Rebecca is pictured with year three students from Berhampore Primary School, where she works part time as a teacher aide, and collaborating on course work with fellow student Michael Watson at the University’s Kelburn campus.

Victoria University of Wellington has been awarded five stars overall in the QS global university ratings. In addition, the University received five stars in each of the eight categories.

Important notice: Victoria University of Wellington 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.
It is said that the experts in education accompany the learners on their journey. Some wish to be teachers in early childhood, primary, or secondary education, while for others it is the science of learning and critical understanding of society that attracts, rather than being the teacher in a classroom or a traditional place of learning. You may wish to use your knowledge to work with youth, in industry, business, or in caring professions. For me, it has always been a mix of all these things as I seek to understand with others how and why we learn and teach at different periods in our lives.

The questions are multiple and the answers are just as numerous, generating new questions: What is motivation? Why do some learn easier than others? What makes a great teacher? What is science and how can it be taught? Why do we play? What is brain development? What is IQ? How do we read, write, and add? How do we address equity and disparity? How do we plan and undertake problem-based learning? In a phrase, ‘lifelong learning and teaching from cradle to grave’ is a shared endeavour.

All who are students in the Faculty of Education at Victoria University of Wellington are invited to join us in this shared project. It does not matter whether you arrive straight from school or from abroad, if you are a postgraduate student or are already qualified in a career and wish to reskill or upskill, or if you want to take one or more courses as electives, minors, or majors. We have much to offer.

A faculty such as ours has a long tradition of high-quality teaching, learning, research, and engagement with society. Central skills are learnt by our students. They can be hard skills about knowledge and they can be soft skills about leadership, working in teams, learning to learn, communication, and planning. For those who wish to qualify as teachers, our initial teacher education programmes are accredited by the Education Council of Aotearoa New Zealand. For those interested in our Educational Psychology programme, we offer an accredited professional pathway, recognised nationally and internationally.

The cultural dimension is central in all learning and teaching, as a science and a profession. In some cultures it happens in threes: the student, the teacher, and a third person who is the checker as learning and teaching happens. In some cultures, learning is by doing in the outdoors, under natural conditions or through arts such as dance and music. The variations are numerous and, in our faculty, students will learn about the art of teaching, learning, and research in many settings. They will be equipped and highly sought after to meet the challenges faced by many cultures present in New Zealand or throughout the world, near and far.

Underpinning all our work is esteemed and cutting-edge research into education in all its complexity: the understanding of learning and of learners; the development of education policy and practice in government and schooling sectors; the design and evaluation of teaching and learning practice; how individuals of different cultural or linguistic backgrounds or of different abilities are, or can be, catered for and celebrated; the nature of transitions in life; how people learn together in professional communities; the prevention of bullying and victimisation; understanding the communication needs of people with autism; and the way in which education must honour the Treaty of Waitangi. This research is part of international scholarship that is contributed to by scholars in many countries. Our postgraduate research students work with us to contribute to this and we support them as they publish internationally and develop global networks.

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

Undergraduate University Entry
Applicants to undergraduate qualifications must satisfy the requirements for entry to Victoria University of Wellington. You will need to:

■ achieve University Entrance
■ achieve the Guaranteed Entry Score—a rank score based on your school examination results
■ fulfil any other qualification-specific requirements (for example, assessment for teacher education qualifications)
■ apply by the due date.

The Student Recruitment and Orientation team can help you if you have any questions about entrance to your chosen programme of study. www.victoria.ac.nz/admission

Teacher Education Qualification Admission
All applicants are assessed by the Faculty of Education for suitability for entry to the teaching profession. This involves meeting set criteria, having supportive referees, making declarations about any criminal convictions or health and disability issues, and successfully taking part in a selection meeting. Places in these programmes will be offered on the basis of academic merit.

Referees
You need to supply the names and contact details of two referees, who you will contact by email. They should be people who know you well but are not family members, partners, or friends. If possible, one of your referees should be a recent employer, teacher, or lecturer who has known you for at least 12 months.

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

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. These declarations also enable us to provide appropriate support to help you succeed in your programme.

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

Selection meeting
Before you are accepted into any teacher education qualification, you are required to take part in a selection meeting. Two of our academic staff will participate in each interview discussion to assess your oral communication and listening skills, how you interact with others, and your views about teaching and education. Assessing that you have suitable levels of literacy and numeracy skills before you begin a teacher education programme is a requirement of the Education Council of Aotearoa New Zealand. These assessments are an important part of the selection process.

You are strongly encouraged to prepare for these assessments, which reflect the literacy and numeracy standards required for University Entrance.

When you attend the selection meeting, you will be asked to complete a form giving the University permission to obtain a police check. This is required for all students who will spend time in schools or early childhood centres as part of their study.

You must be able to attend a selection meeting in Wellington. For more information, email education@vuw.ac.nz or phone the Faculty of Education on 04 463 9500.

English language competency
Courses at Victoria University of Wellington are normally taught in English. Assessment usually requires written work in the form of reports and essays, and may include examinations.

Admission to teacher education qualifications requires a minimum academic IELTS test score of 7.0 in each of the four categories assessed. If English is not your first language, you should undertake an IELTS test and submit the test results with your application.

For more information, go to the English Language Institute website at www.victoria.ac.nz/english-language-institute or email elis@vuw.ac.nz or phone 04 463 5600.

International qualification assessment
If you have a degree qualification from an overseas university, you may need to have it assessed and approved by the New Zealand Qualifications Authority (NZQA) for acceptance into a teacher education programme.


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

www.victoria.ac.nz/enrol

More information
Enrolment
Enrolment Office
0800 VICTORIA (0800 842 867)
enrolment-enquiries@vuw.ac.nz
Qualifications and entrance criteria
Student Recruitment and Orientation
0800 VICTORIA (0800 842 867)
course-advice@vuw.ac.nz

Qualifications and selection meetings
Faculty of Education Student and Academic Services Office
04 463 9500
education@vuw.ac.nz

Victoria International
04 463 5350
victoria-international@vuw.ac.nz
BACHELOR OF ARTS IN EDUCATION

The mind is not a vessel to be filled, but a fire to be kindled, or so said the philosopher Plutarch more than 2,000 years ago. Some would argue that, for many students, the fires remain unlit. From a range of disciplinary perspectives, the study of Education explores not only the how the desire for learning is kindled, but it also addresses the ‘big questions’ such as: Does schooling promote equality or perpetuate social disadvantage? What sort of values should young people learn from adults? What is the purpose of education for the young? How can education make a difference for marginalised or disadvantaged groups?

As our society’s central way of passing on knowledge, education has the power to shape every aspect of our future. The study of Education will give you transferable knowledge and understanding to make judgements about education and analyse educational problems. Staff teach courses linked to their own research expertise in areas as diverse as early childhood education, education policy and theory, educational psychology, human development and behaviour, Māori education, Pasifika education, philosophy of education, sociology of education, youth studies, and much more. You could consider adding supporting courses in disciplines including Development Studies, History, Māori Studies, Pacific Studies, Psychology, or Sociology for a well-rounded degree.

There are many careers open to graduates with a Bachelor of Arts (BA) in Education in areas such as child advocacy, family support, migrant and refugee services, community strategic planning, policy analysis, corrections and rehabilitation services, and youth work. Graduates will have a critical understanding of the relevant theories and perspectives on education and can progress to postgraduate study in Education.

Major requirements
- EDUC 101, 141
- 40 points from EDUC 200–299
- 40 points from EDUC 300–399
- a further 20 points from EDUC 300–399

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

BACHELOR OF ARTS WITH HONOURS IN EDUCATION

Following on from a BA in Education, studying at Honours level encourages you to engage in critical and reflective analysis of many of the central issues facing education. Courses cover areas such as curriculum, evaluation and assessment topics, education policy and theory, educational psychology, learning and motivation, educating students with developmental disabilities, student mental health and wellbeing, child and youth advocacy, indigenous education and pedagogy, and Pacific education. You’ll complete a supervised research project on an agreed area of interest. This project provides you with an opportunity to develop important research skills including critical analysis, design, implementation, and report writing.

Overview
The Bachelor of Arts with Honours (BA(Hons)) comprises:
- 90 points from EDUC 401–488
- a compulsory research project (EDUC 489).

Duration
- Part time: up to four years
- Full time: one year

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

As my first year came to a close, I heard that a friend was coming here to study Education, and so it was that in my second year I found myself enrolled in a couple of Education courses, merely out of curiosity. Four years later, not only had I completed my Bachelor of Music, but also my initial interest had led me to finish an entire Bachelor of Arts in Education. From the first lecture I was hooked, and surprised. What I thought would be a subject focused on ‘how to be a teacher’ turned out to be much more than that. Studying Education has increased my interest in examining how education systems are reproducing inequality within societies. Education is such an interdisciplinary field, drawing from sociology, psychology, and social policy, among others. It’s up to you to find out which areas you’re interested in and pursue that pathway. You’ll find that the incredible faculty staff go out of their way to support you on this journey.
DR ANDREA MILLIGAN
Senior Lecturer, Associate Dean (Teacher Education)

Education is undergoing exciting and potentially far-reaching change. As part of my role, I have the opportunity to work with the Faculty to play an effective role in initial teacher education at a national level. I aim to develop graduates who are confident and knowledgeable educators, who challenge the status quo, and who can contribute creatively to educational and societal change.

My background is as a social sciences (geography and social studies) teacher and in-service adviser, and I have taught across a range of our graduate and postgraduate courses. I am interested in how education can support students, teachers, and community members to address complex social and environmental issues. I research in a range of areas related to citizenship education, social and environmental justice, and the role of philosophy in education. This research brings together questions about how people learn from their life experiences, think critically, and participate in society. Teaching and learning is about exchange; I value the privilege of learning from, and contributing to, people’s personal and professional aspirations.

POSTGRADUATE STUDY IN HIGHER EDUCATION LEARNING AND TEACHING

The Postgraduate Certificate and the Postgraduate Diploma in Higher Education Learning and Teaching (PGCertHELT and PGDipHELT) qualifications are Master’s-level postgraduate programmes designed to help new and experienced tertiary-level teaching staff and other teaching-related staff (such as librarians, lab demonstrators, and student-learning support professionals) to become more reflective and successful in practising and supporting learning and teaching within a research-based programme. The focus of the PGCertHELT is professionalism of teaching and supporting learning in higher education. The PGDipHELT focuses on the scholarship of learning and prepares you for future study in higher education at Master’s or doctoral level.

Overview

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

The 120-point diploma is made up of four 30-point courses:
- HELT 501 Foundations in Higher Education Learning and Teaching
- HELT 503 Researching Higher Education
- two other 30-point HELT courses.

More information
Centre for Academic Development
04 463 6416
www.victoria.ac.nz/phelt

POSTGRADUATE STUDY IN EDUCATION

Postgraduate qualifications are designed to enable education professionals to engage in further study relevant to their work and to undertake thesis research in an area of interest. Those interested in beginning their postgraduate study can embark on a postgraduate certificate or postgraduate diploma. Credit transfer may be available if you have completed postgraduate study with another institution.

You can tailor your study to suit your personal, professional, and academic needs with a range of courses and delivery options. Study can be entirely online or a combination of online and campus-based courses.

These programmes offer:
- a recognised postgraduate qualification
- an opportunity to upskill at your own pace, with flexible course delivery options.

Pathways include child development and behaviour, curriculum studies, educational policy, educational psychology, leadership, and Māori and Pasifika education.

The programmes are nested within the 180-point Master of Education (MEd), which can be completed entirely by coursework or by a combination of coursework plus a thesis or dissertation. You are encouraged to consider enrolling in the MEd, but you can choose to enrol in the postgraduate certificate or postgraduate diploma as a first step into postgraduate study.

You are encouraged to include EDUC 503 Research Methods in Education as part of your programme as this course is compulsory for the MEd.

Overview and duration
- Certificate: 60 points of coursework taken full time over half a year or part time over one to two years
- Diploma: 120 points of coursework taken full time over one year or part time over two years

Education is undergoing exciting and potentially far-reaching change. As part of my role, I have the opportunity to work with the Faculty to play an effective role in initial teacher education at a national level. I aim to develop graduates who are confident and knowledgeable educators, who challenge the status quo, and who can contribute creatively to educational and societal change.

My background is as a social sciences (geography and social studies) teacher and in-service adviser, and I have taught across a range of our graduate and postgraduate courses. I am interested in how education can support students, teachers, and community members to address complex social and environmental issues. I research in a range of areas related to citizenship education, social and environmental justice, and the role of philosophy in education. This research brings together questions about how people learn from their life experiences, think critically, and participate in society. Teaching and learning is about exchange; I value the privilege of learning from, and contributing to, people’s personal and professional aspirations.
The Master of Education (MEd) is an advanced postgraduate qualification comprising 180 points of study that can be completed entirely by coursework or by a combination of coursework and a thesis or dissertation. The coursework may be completed wholly or partially by distance learning. We offer courses in a range of areas, including:

- developmental disabilities
- educational policy and leadership
- ESL, multicultural, and international education
- evaluation and assessment
- Māori, Pasifika, and indigenous education
- professional development and learning
- sustainability, environment, and citizenship education
- teaching and learning
- youth development.

Overview
You must complete EDUC 503 and an additional 150 points from courses EDUC 500–599, EPSY 530, EPSY 531, EPSY 534. The MEd may be awarded with merit or distinction.

Duration
- Part time: up to two years
- Full time: one year

QUALIFICATION GOALS
Graduates of the MEd will:

- show evidence of advanced knowledge about a specialist field of inquiry or professional practice
- demonstrate mastery of sophisticated theoretical subject matter
- evaluate critically the findings and discussions in relevant research material

- research, analysis, and argue from evidence
- work independently and apply knowledge to new situations
- engage in rigorous intellectual analysis, criticism, and problem-solving.

The Master of Arts (MA) is an advanced postgraduate qualification comprising a thesis—a substantial piece of research supervised by a member of staff with expertise in a relevant area. As the thesis is in Education, you are advised to complete EDUC 503 Research Methods in Education prior to beginning your thesis, to gain a firm grounding in educational research methods. The MA in Education is administered by the Faculty of Humanities and Social Sciences.

Overview
The MA in Education consists of a 120-point thesis (EDUC 591). The MA may be awarded with merit or distinction.

Duration
- Part time: up to four years
- Full time: one year

Enrolment
Contact the Faculty of Humanities and Social Sciences
fhss-enquiries@vuw.ac.nz
04 463 5745
www.victoria.ac.nz/master-of-arts

Joining the Master of Education programme meant I changed the music rehearsal room for the virtual classroom and learnt more in the first four weeks of my summer semester than in more than 10 years of teaching.
The Master of Secondary School Leadership (MSSL) programme focuses on the specific leadership needed in secondary schools. This qualification is suitable for teachers and middle or senior managers in secondary schools who aspire to be secondary school principals and wish to gain a Master’s-level qualification that includes mentoring, guidance, placement observation, investigations, and project work.

Features
During the course, you’ll spend three weekly placements at secondary schools, where you shadow, and are mentored by, an experienced principal.

The programme is delivered by the University’s Faculty of Education and Victoria Business School, with input from experienced secondary principals.

The courses combine theory and practice and are designed to fit with the reality of a secondary school leader’s business.

You can choose to work towards a Master of Secondary School Leadership (180 points) or ‘step off’ with a Postgraduate Certificate of Secondary School Leadership after gaining 60 points or a Postgraduate Diploma of Secondary School Leadership after gaining 120 points.

Current MSSL students have found the programme enlightening and helpful to their understanding of the leadership responsibilities of school principals.

Overview
The MSSL comprises:
- MSSL 501–507, plus one approved elective course from the MBA or MEd schedules
- MSSL 508 or 509.

Duration
- Part time: up to five years

Schedule
- MSSL 501 Developing Leadership Capacity 15 points
- MSSL 502 Shaping the Future 15 points
- MSSL 503 Leading Learning and Teaching 15 points
- MSSL 504 Managing the Organisation/Systems 15 points
- MSSL 505 Partnerships and Networks 15 points
- MSSL 506 Leading Evidence-based Practice 15 points
- MSSL 507 Culturally Responsive Leadership 15 points
- One approved elective from the MBA or MEd schedule 15 points

Either
- MSSL 508 Research Project 60 points
- OR
- MSSL 509 Implementation Project 60 points

As a deputy principal, I joined the National Aspiring Principals’ Programme, which made me even more aware of how much I needed to know to become a principal, so I looked around for the most relevant Master’s qualification.

The MSSL course is unique in its focus on learning to be a principal through developing your skills within a senior leadership role. Assignments are based around core elements of your current practice and initiatives you wish to develop in your skill. Through relevant readings and practical assignments, you become more effective in your current role and prepare for principalship. Now in my second year as a principal, I can’t imagine coping without the learning I did in the MSSL. I came in knowing what my core values and vision were, and was familiar with strategic thinking and balancing competing priorities. I cannot recommend this course highly enough for anyone who is serious about becoming a secondary school principal.

Being a principal had never been an ambition of mine. However, I became increasingly interested in where New Zealand secondary schools can go in terms of developing student-centred curriculum, and this led me into senior leadership.

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The MSSL programme is all-encompassing, with freedom for choice and diversity, while also ensuring core components of educational leadership are covered. The practical component of shadowing experienced principals was an added incentive to choose this as my programme of study. The shadowing process allows for reflection and refinement of individual leadership skills and techniques and intertwining the theory with reality.

Having the flexibility of block courses with online learning and discussions is a great way to advance learning with colleagues from throughout New Zealand. Developing professional relationships and pedagogical advancement has been a significant learning experience.

This programme has given me great confidence in my skills and abilities as an educational leader. It has challenged my thoughts and continually asked the more difficult questions and will enable me to achieve my personal and educational goals.
DOCTOR OF PHILOSOPHY IN EDUCATION

Studying for a Doctor of Philosophy (PhD) in Education offers opportunities for you to work with acknowledged experts on a substantial and original research project in an area of education. A PhD is the highest degree awarded by the University.

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

Research fields
Subject to the availability of staff, the Faculty of Education offers PhD supervision in areas such as:
- classroom studies
- comparative education
- curriculum and assessment
- diversity issues in education
- early childhood education
- education policy and theory
- educational psychology and pedagogy
- Māori and Pasifika education
- professional development and learning.

Other areas may also be considered and enquiries are welcome.

Overview
This qualification comprises a thesis that demonstrates a capacity for independent research and the ability to make a substantial and original contribution to knowledge and understanding in your field of study. A supplementary course, EDUC 583 Advanced Qualitative Research and Analysis in Education, is available to provisionally registered students on the recommendation of their supervisor and approval by the Associate Dean (Research).

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

Duration
- Full time: you must be enrolled for a minimum of three years
- Part time: you must be enrolled for a minimum of six years

Enrolment
There are three enrolment deadlines each year: 1 March, 1 July, and 1 November. Applications are reviewed against these requirements:
- a written proposal and completion of application requirements
- valid experience and qualifications
- availability of suitable supervision by staff in the Faculty of Education or the wider university.

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

EDIT MCINTOSH
Candidate, Doctor of Philosophy

I felt inspired by the thought-provoking courses during my postgraduate studies at the University and this sparked my interest to carry out independent research. I really enjoyed the journey of the Master’s research and I felt fully supported by my supervisor, acquired new skills during my inquiry, and developed a passion for research. I am very excited about the next three years ahead.

The opportunity to teach in the graduate teacher education programme has enabled me to synthesise the research-based academic perspectives of education with the skills and knowledge I gained as a practising teacher, in various teaching positions at a range of different schools. It is an empowering experience to be able to support the new generation of teachers on their learning path.

I am grateful for my supervisors’ support and encouragement. Their research expertise and knowledge are invaluable and their encouragement to push my boundaries helps me to gain the most from these years of intense academic endeavour: Victoria University of Wellington is a vibrant and diverse place and it is exciting and inspiring to belong to its academic community.

DOCTOR OF EDUCATION

The Doctor of Education (EdD) is designed for experienced professionals working in diverse roles in education and related fields who wish to gain a research-based and professionally focused doctoral degree. It consists of a combination of taught courses and a substantial research project that will form a thesis.

Overview
The coursework component of the EdD will usually be undertaken part time over two years and will lay the foundation for the thesis. You will be paired with your thesis supervisor from the start of the programme as the coursework will lead to your fully developed research proposal. You will move through the programme with a cohort of other education practitioners so you can share knowledge and strengthen relationships in the educational community.

Duration
- Part time: you must be enrolled for a minimum of six years

Schedule

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<td>EDUC 694</td>
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<tr>
<td>EDUC 695</td>
<td>Thesis</td>
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I feel privileged to have the opportunity to conduct research for the completion of a PhD in Education at Victoria University of Wellington with the support of a scholarship.
Following completion of my Master’s in 2015, I completed a Māori language course at Te Wānanga o Aotearoa. I really enjoy studying, but learnt early on that my best learning environment is one surrounded by other learners and with regular deadlines.

So, when I heard the EdD met both of those requirements, I was keen and have not been disappointed. The group I started with is friendly and supportive. Initially, I was a little intimidated by those leading the programme who were all well known in their respective academic fields. However, they are amazing mentors who provide support to all the students in the EdD programme.

I found myself really motivated by my peers and the topics they were researching, and I am able to draw parallels between their research and mine.

As I chose my topic and my own question, I’m really invested in the process of learning that is both engaging and relevant.
Educational psychologists are professionals with an in-depth understanding of psychology, education, and learning. Roles in this field are varied and multidimensional and offer the opportunity to support others to learn and live. When studying with the Faculty of Education, there is the opportunity to practise and develop skills under the expert guidance of world-class researchers and practitioners in the field. Our team, which includes two educational psychology practice advisers, is also available to support the ongoing professional development and continuing competence programme for registered psychologists.

EDUCATIONAL PSYCHOLOGY PATHWAY

Undergraduate
- An undergraduate degree with a major in Education and Psychology

Postgraduate
- Master of Educational Psychology (see page 24)
- Postgraduate Diploma in Educational Psychology Practice (see page 25)
**BACHELOR OF ARTS IN EDUCATION AND PSYCHOLOGY**

This interdisciplinary BA major is best suited to you if you are interested in combining the strengths of both subjects. Graduates with an Education and Psychology (EDPS) major have gained employment in advocacy, community services and development, corrections, health promotion and rehabilitation, strategic planning, and youth work. Within these fields, they have been employed as wellbeing advisers, health promoters, support workers, policy analysts, trainers/facilitators, advocates, programme and intervention developers, research assistants, education officers, and information specialists.

This major provides you with the foundational knowledge needed to continue with postgraduate study in Educational Psychology (or Psychology, with approval) and become a registered educational psychologist. Educational psychologists are concerned with improving the learning of individuals who are experiencing social, emotional, or learning difficulties that cause problems within a range of community and educational settings (for example, schools, classrooms, and early childhood education centres).

A BA major in Education and Psychology (EDPS) starts with first-year courses offering an introduction to human development and learning as well as courses in psychology. As you move into the second and third years, you will gain a deeper understanding of education and learning and of developmental, behavioural, and cognitive psychology.

For additional information about the work of educational psychologists in New Zealand, go to the Ministry of Education’s website at www.education.govt.nz

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

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**Major requirements**

- EDUC 141; PSYC 121 or PSYC 122; STAT 193 (or MATH 177 or QUAN 102)
- EDUC 243 and EDUC 244; PSYC 232; 15 further points from PSYC 200–299
- 20 points from EDUC 300–399; PSYC 325
- 15 further points from EDUC 300–399 or PSYC 300–399

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**Students planning to continue to the Postgraduate Diploma in Educational Psychology Practice** are required to have at least 40 points at 200 or 300 level in Psychology. Students who are considering postgraduate study in Psychology should complete a Psychology major.

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**SOPHIA REID**

Student, Bachelor of Arts in Education and Psychology

I love the feeling of satisfaction you get from watching a student achieve their goals and knowing you’ve made a small difference in their life.

Nearing the end of high school, I felt a bit overwhelmed as I knew the direction I wanted to head in. However, I wasn’t ready to go straight into a teaching degree, or decide between primary and secondary teaching. When I heard about the Education and Psychology major, I knew it was a great fit for me. The joint major has allowed me to continue to explore my other passions—history and theatre—which I am considering teaching.

The Education and Psychology programme has furthered my enthusiasm for teaching and learning while presenting me with a broad choice of career pathways. I have enjoyed this programme immensely and look forward to what is to come.

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**PROFESSOR JEFF SIGAFOOS**

My university training has been in the areas of educational psychology and special education. I also have background training in applied behaviour analysis and the use of augmentative and alternative communication systems for individuals with severe communication impairment.

My role in the Faculty of Education is to teach undergraduate and postgraduate courses on inclusive education, applied behaviour analysis, developmental disabilities, and evidence-based practice. I am also involved in supervising research into early interventions for children with autism spectrum disorder and use of assistive technology to address the communication needs of individuals with neuro-developmental disorders. The ultimate goal of this research is to develop new and more effective interventions for enhancing the quality of life of individuals with neuro-developmental disorders.
MASTER OF EDUCATIONAL PSYCHOLOGY

The Master of Educational Psychology (MEdPsych) is a two-year, 240-point Master’s programme comprising 10 compulsory courses. Completion of the MEdPsych will allow you to apply for the Postgraduate Diploma of Educational Psychology Practice (PGDipEPP), an internship programme providing a recognised qualification in educational psychology practice. The programme will prepare you to:

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

Schedule

Part 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 503 Research Methods in Education</td>
<td>30</td>
</tr>
<tr>
<td>EPSY 512 Culturally Centred Educational Psychology Practice in Aotearoa New Zealand</td>
<td>30</td>
</tr>
<tr>
<td>EPSY 514 Educational Psychology Assessment</td>
<td>30</td>
</tr>
<tr>
<td>EPSY 530 Evidence-Based Practice in Education</td>
<td>35</td>
</tr>
<tr>
<td>EPSY 531 Learning and Motivation</td>
<td>35</td>
</tr>
</tbody>
</table>

Part 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 515 Applied Behaviour Analysis for Educators</td>
<td>30</td>
</tr>
<tr>
<td>EPSY 532 Child and Adolescent Mental Health</td>
<td>35</td>
</tr>
<tr>
<td>EPSY 533 Applied Research Project</td>
<td>30</td>
</tr>
<tr>
<td>EPSY 534 Promoting Positive Behaviour for Learning and Wellbeing</td>
<td>35</td>
</tr>
<tr>
<td>EPSY 535 Exploration of Counselling Theory and Practice Issues</td>
<td>30</td>
</tr>
</tbody>
</table>

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

Students who plan to continue study for the PGDipEPP must achieve a B+ average in the MEdPsych and should review all other requirements to ensure eligibility for the PGDipEPP.

Duration

A candidate must complete the MEdPsych within four years of first enrolling in the programme.

 bother as a teacher aide in several schools in London made me realise I wanted to teach, so I headed home to complete a Graduate Diploma of Teaching (Primary) at Victoria University of Wellington. After a break in teaching for the birth of my two children, I decided to extend my professional knowledge and enrol in the MEdPsych. After some initial nervousness at going back to study, and now halfway through my Master’s, I feel so confident this was the right decision! Learning about cultural identities, how children are motivated, different forms of assessment, and using evidence-based practice to help those in need are just some of the highlights of the course so far. The lecturers here are so passionate and helpful, it makes my learning so much easier with their support. On completion of my Master’s, I hope to complete the Postgraduate Diploma in Educational Psychology Practice and become a registered psychologist.

POSTGRADUATE DIPLOMA IN EDUCATIONAL PSYCHOLOGY PRACTICE

The Postgraduate Diploma in Educational Psychology Practice (PGDipEPP) is an internship programme for graduates with an MEdPsych. This qualification will enable graduates to register as a psychologist with the New Zealand Psychologists’ Board, within the Education Scope of Practice. Enrolment in this qualification is contested and limited. Graduates of this programme can find work as registered psychologists with a variety of employers where the focus is on education, disability, behaviour change, learning, and development.

This qualification offers:

■ a recognised postgraduate qualification in educational psychology practice
■ an opportunity to work four days a week as an intern psychologist within an education context (usually the Ministry of Education) and one day a week in a community-based setting
■ time to meet regularly with the student cohort and academic staff, with targeted workshops to meet practice needs
■ the experience and qualifications to become a registered psychologist with the New Zealand Psychologists’ Board
■ registration as an intern psychologist with the New Zealand Psychologists’ Board while studying.

Overview

The programme comprises:

■ four courses (all of which are practical and field-based)
■ practicum of 1,500 professional practice hours (required for registration as a psychologist).
Duration
■ Full time: one year

Practicum placements begin in mid-January and complete in mid-December. The four academic courses associated with this programme will also take place within the January to December period. The placements provide practical experience working within education and community settings. Placements are required to offer suitable professional supervision to interns.

Enrolment
To gain entry into the PGDipEPP, you will need a B+ average grade across all MedPsych courses and to have completed at least 45 approved points at 200 or 300 level from relevant courses in Psychology with an average grade of B or above. As this is a limited-entry programme, you will need to go through an interview process in the previous year.

Scholarships
You can apply for scholarships offered by the Ministry of Education for the internship year.

My teaching areas include educational psychology assessment and intervention, developmental disabilities, and exceptional learners. My main research focus is early intervention for children with autism spectrum disorder and, particularly, the effectiveness of low-intensity evidence-based early intervention approaches. Working as a lecturer at Victoria University of Wellington is a very exciting opportunity for me. It allows me to conduct practical research into early intervention for children with autism spectrum disorder. I am passionate about finding intervention approaches that are effective and manageable for both whānau and professionals. It is also a privilege to work with students from all stages of tertiary study. I try to ensure that my teaching is engaging and practically relevant. As a new educator, I am constantly learning from my students and I hope to continue to improve my teaching skills.

Studying for an undergraduate degree provides an excellent pathway into teaching in early childhood centres and primary and secondary schools. To equip yourself to be the best teacher you can be, think carefully about your choice of courses in your degree. Think of your university education as a complete journey towards preparing yourself to teach. We recommend including courses from the following list as elective options in your undergraduate degree, whichever sector of the education system you are interested in working in:

■ Academic writing (for example, WRIT 101)
■ Education, particularly child and youth development (for example, EDUC 101, EDUC 141)
■ Te Reo Māori (for example, MAOR 101, MAOR 102)
■ Pacific Studies (for example, PASI 101, SAMO 111)
■ Mathematics education (for example, EDUC 150) is especially useful for primary teaching as it introduces the mathematical knowledge you need to understand and teach mathematics effectively
■ Statistics (for example, STAT 193) as it is important in primary and secondary education to be able to analyse assessment data to inform your teaching
■ Science knowledge (for example, SCI 101).
If you have particular strengths or interests that are relevant to education, it is good to include courses that develop these in your undergraduate degree—for example, teaching subjects such as art history, geography, history, languages, mathematics, music, sciences, technology, and areas impacting on learning and education such as anthropology, cultural studies, philosophy, policy, psychology, sign language, and sociology.

As there is more than one qualification at the University for teaching in all early childhood, primary, and secondary sectors, it is also useful for you to know the entry requirements for each qualification you may consider wanting to enrol in, and to think early about which pathway is right for you.

When deciding what to include, think ahead to what you would like your particular contribution to education and society to be in your early teaching career, and take the courses that best help prepare you for this. Majoring in Education or Education and Psychology is an ideal pathway for people wishing to teach in early childhood or primary school contexts; for those considering secondary teaching, a minor in Education will be beneficial. Further advice about suitable courses to take to prepare for enrolling in a teaching qualification is available from the Faculty of Education.

Teach Next is a group for students completing an undergraduate degree at Victoria University of Wellington and planning to complete a teacher education programme. The group meets three to four times a year and features talks from invited speakers from the education sector, information sessions, and events that are focused on education and teaching, including school visits. You can also connect with faculty staff who will answer questions about a teaching career.

During your study, taking part in extracurricular activities with children, such as helping with sports teams or homework or other clubs, is also great preparation for teaching.

The Education Council of Aotearoa New Zealand is currently consulting on requirements for all New Zealand initial teacher education programmes. These programmes may therefore be subject to change in 2020. Please consult the Faculty for the latest information.
Early childhood teachers are among the most influential members of the community. The teaching and care that they offer lay the foundation for success in education and in life.

Teachers have the opportunity to deeply affect the children in their care. The programmes offered by the Faculty of Education give graduates the skills to take on this responsibility with confidence and to enjoy the excitement, creativity, and fun of working with young children.

The Faculty offers two pathways to train as an early childhood teacher:
- Bachelor of Education (Teaching) Early Childhood—a three-year full-time undergraduate qualification for students without a university degree
- Graduate Diploma of Teaching (Early Childhood Education)—a one-year full-time graduate-level qualification for students who already have a university degree (see pages 32–33).

The Bachelor of Education (Teaching) Early Childhood (BEd(Tchg)EC) is for students who wish to gain a degree-level qualification in early childhood teaching. The programme takes three full years to complete and is taught through blended delivery, which includes online and campus-based activities. The BEd(Tchg)EC timetable allows students some flexibility for part-time employment in early childhood centres. Successful completion enables graduates to be eligible for provisional teacher registration with the Education Council of Aotearoa New Zealand.

As graduates are required to have a working knowledge of a range of early childhood education centres, students undertake 21 weeks of teaching experience during the three years of the degree.

Goals
This degree aims to develop professional teachers who are sensitive to human needs; who are flexible, adaptable, and resourceful people able to become leaders; and who are able to work with young children and adults in the community.

BEd(Tchg)EC graduates will:
- be responsible for enhancing and assessing children’s learning and development
- have in-depth knowledge of the early childhood education (ECE) curriculum Te Whāriki, and teaching practices that support children’s developing learning dispositions, skills, and knowledge
- reflect on their practice and work effectively with colleagues in professional learning communities
- have knowledge of the context of ECE in Aotearoa New Zealand and of the diverse children and families with whom they will work
- have undergone preparation to teach in ECE services including childcare centres, kindergartens, and home-based language nests.

Overview
The BEd(Tchg)EC programme comprises 360 points and is divided into the following components:
- curriculum studies
- cultural studies
- education studies
- professional teaching studies and teaching experience.
## Schedule

### Year 1

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHG 111 Te Whāriki</td>
<td>15 points</td>
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<tr>
<td>EDUC 115 The Discovery of Early Childhood</td>
<td>15 points</td>
</tr>
<tr>
<td>EDUC 116 Understanding Young Children</td>
<td>15 points</td>
</tr>
<tr>
<td>100-level elective course</td>
<td>15 points</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Trimester 2</th>
<th>15 points</th>
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</thead>
<tbody>
<tr>
<td>TCHG 112 Notions of Wellbeing and Belonging</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 114 Working with Infants and Toddlers and their Families/Whānau</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 116 Introduction to the Teaching Profession (includes a four-week teaching placement)</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 118 Te Ao Māori I</td>
<td>15 points</td>
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</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>15 points</th>
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</thead>
<tbody>
<tr>
<td>TCHG 117 Building Authentic Relationships with Children (includes a five-week teaching placement)</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 211 The Multi-literate Child</td>
<td>15 points</td>
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<tr>
<td>TCHG 212 The Musical and Physical Child</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 217 Planning for Diversity</td>
<td>15 points</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Trimester 2</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHG 213 The Inquiring Child</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 214 Developing Professional Partnerships in ECE</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 216 Facilitating Curriculum to Support Children’s Learning (includes a six-week teaching placement)</td>
<td>20 points</td>
</tr>
<tr>
<td>TCHG 218 Te Ao Māori II</td>
<td>15 points</td>
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</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 215 The Early Years Debate</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 361 Professional Responsibilities in ECE</td>
<td>15 points</td>
</tr>
<tr>
<td>TCHG 362 Being a Professional ECE Teacher</td>
<td>15 points</td>
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<tr>
<td>TCHG 363 Investigating Pedagogical Practices</td>
<td>15 points</td>
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</table>

<table>
<thead>
<tr>
<th>Trimester 2</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHG 364 Learning Together: Young Children and Adults in Early Years Settings</td>
<td>20 points</td>
</tr>
<tr>
<td>TCHG 365 ECE Pedagogy (includes a six-week teaching placement)</td>
<td>20 points</td>
</tr>
<tr>
<td>TCHG 368 Te Ao Māori III</td>
<td>15 points</td>
</tr>
</tbody>
</table>

### Teaching Experience

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

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### BACHELOR OF EDUCATION WITH HONOURS

The Bachelor of Education with Honours (BEd(Hons)) qualification builds on undergraduate study from a BEd(Tchg)EC to enable students to engage in advanced, specialised study in ECE, as well as providing a pathway into postgraduate study and research.

#### Overview

The programme comprises 120 points:
- 90 points from the schedule for the BEd(Hons) or equivalent
- 30-point compulsory research project (EDUC 489).

#### Duration

- Part time: up to two years
- Full time: one year

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### Teaching Experience

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

---

### Bachelor of Education (Teaching) Early Childhood Education

Kia ora, ko Max Christie toku ingoa. He aha mea te nui o te ao? He tamariki, he tamariki, he tamariki.

What is most important in this world? It is children, it is children, it is children.

I decided to study early childhood education at Victoria University of Wellington because it is among the world’s finest early childhood qualification providers. The lecturers are influential researchers in advocacy and decision-making in early childhood education.

I realised that in order to really affect a child’s life in a positive way, it must be done with very young children. Quite simply, working with young children is one of the most important roles within a society.

The BEd(Tchg)EC programme has not only taught me about different theories and philosophies of teaching, but has also provided me with a sound, practical understanding on how to be a parent. During the course, we have learnt about a range of topics surrounding early learning, including history, policy, curriculum, playground design, and art. I have definitely found my calling in early childhood education.
Mary Jane is a lecturer and programme director for the early childhood education programmes in initial teacher education.

She sees the programme director's role as "a great opportunity to work alongside staff to ensure that our students learn new skills and knowledge to become confident early childhood teachers who play a crucial role in the lives of infants, toddlers, and young children”.

Mary Jane’s background is as an early childhood care and education teacher, followed by 25 years’ experience in early childhood education programmes in initial teacher education. She is a trained Montessori early education teacher, and completed a PhD on Montessori schooling childhood teacher education. She is a trained Montessori early education teacher, followed by 25 years’ experience in early childhood education programmes in initial teacher education. She is a trained Montessori early education teacher, followed by 25 years’ experience in early childhood education programmes in initial teacher education.

Graduate Diploma of Teaching (Early Childhood Education)

This one-year programme is appropriate for applicants with an undergraduate degree or New Zealand primary teaching qualification. Degrees from overseas universities may need to be assessed by the New Zealand Qualifications Authority (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 programme prepares teachers to deliver the curriculum within the framework of Te Whāriki.

Minimum entry requirements are a three-year Bachelor’s degree and demonstration of an appropriate disposition to teach.

Candidates will be selected based on their academic qualifications, skills, and experience, referee reports, performance at a selection meeting, and a satisfactory police check.

See pages 6–7 for further information about admission and enrolment. Some scholarships may be available. For further information, see page 50.

Goals

The qualification values the unique nature of society in Aotearoa New Zealand. Successful completion enables graduates to teach in a range of early childhood education services and to be eligible for provisional teacher registration with the Education Council of Aotearoa New Zealand.

Teachers graduating with a graduate diploma will be able to work with considerable autonomy and accountability.

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

Overview

The programme comprises eight compulsory courses, covering the following:
- principles of teaching and learning
- general pedagogical knowledge
- curriculum studies
- teaching experience

TCHG 301 The Learner in Context is studied as a block course in January–February and provides an introduction to human development, theories of learning, and principles of educational assessment as they relate to teaching and learning. Trimester 1 study builds on this learning and includes curriculum study and teaching experience.

The qualification is offered as an online programme of study. To support their study, participants will be required to attend a campus-based learning session in Wellington.

Teaching experience

There are two blocks of supported teaching experience, enabling students to see how theory and practice interact in the development of quality teachers. Each block is preceded by up to three days in schools. These days in schools are weekly and give students the opportunity to meet the classroom teacher and pupils prior to commencing the full-time placement.

Schedule

Full year
TCHG 303 The Teacher in Context 15 points
Trimester 1
TCHG 301 The Learner in Context (taught Jan–Feb) 20 points
TCHG 311 Early Childhood Teaching and Pedagogy 20 points
TCHG 312 The Multi-literate Child 20 points
TCHG 305 Early Development and Relationships 20 points
Six weeks’ teaching experience preceded by three days in school
Trimester 2
TCHG 303 Mātauranga Māori in Education 20 points
TCHG 313 Assessment for Learning in the ECE Context 20 points
TCHG 314 Science, Maths and Technology 20 points
Seven weeks’ teaching experience preceded by two days in school

Academic assessment

Academic assessment includes:
- examinations
- internal assessment of assignments and portfolio
- teaching experience assessment.
I have had the privilege of being able to learn alongside my children and help in their extracurricular activities. I am passionate about working with children, whether it be coaching them on the sports field or playing and learning beside them in an early childhood centre. Being an active Playcentre parent for six years taught me the importance of letting children express themselves through play and to embrace the fact that we are all—teacher and child—constantly learning.

The support from lecturers and online classmates has been fantastic, and the course is challenging but very rewarding. The Graduate Diploma is setting me up to hit the ground running when I enter the early childhood workforce.
Eight compulsory courses make up the qualification. TCHG 301 The Learner in Context is studied as a block course in January–February and provides an introduction to human development, theories of learning, and principles of educational assessment as these relate to teaching and learning. Trimester 1 study builds on this learning and includes curriculum study and teaching experience.

The campus option involves face-to-face learning and self-directed study. Online study comprises a mix of online resources, discussions, and self-directed study. Participants should expect to spend 40 to 50 hours on coursework and study each week. Online students must attend a campus-based learning session.

To progress each trimester, students must have successfully completed the previous trimester's courses and teaching experience.

Teaching experience

There are two blocks of supported teaching experience enabling students to see how theory and practice interlink in the development of quality teachers. Each block is preceded by up to three days in schools. These days in schools are weekly and give students the opportunity to meet the classroom teacher and pupils prior to commencing the full-time placement.

### Schedule

**Full year**

- TCHG 302 The Teacher in Context: 15 points
- TCHG 301 The Learner in Context (taught Jan–Feb): 20 points
- TCHG 320 English Literacy and EAL: 20 points
- TCHG 361 Mathematics and Statistics Education: 20 points
- TCHG 304 Teaching Models and Strategies: 20 points
- Six weeks teaching experience preceded by three days in school

**Trimester 1**

- TCHG 303 Mātauranga Māori in Education: 20 points
- TCHG 322 Science, Social Science and Technology: 20 points
- TCHG 323 The Arts, Health and PE and Learning Languages: 20 points
- Seven weeks teaching experience preceded by two days in school

### Pathway planning

If you are planning your study pathway through to teaching, check that your undergraduate degree choices are aligned with The New Zealand Curriculum school subjects. For more information, go to www.nzcurriculum.tki.org.nz/the-new-zealand-curriculum

### ANGELINE BARNES

**Student, Graduate Diploma of Teaching (Primary)**

After 15 years working in corporate, public, and non-profit sectors in marketing, communications, and community relations roles, both in New Zealand and abroad, the decision to come back to Victoria University of Wellington to study the Graduate Diploma of Teaching (Primary) as a pathway to the teaching profession has been one of my best decisions.

As the mother of three young girls, life is busy, but the supportive and welcoming environment at the University has enabled me to thrive in this next chapter of my life. The balance of learning on campus with the practical application while on teaching experience in schools has been invaluable—no two days are the same, but every day is a good day.

When asked why I have chosen to study again, I conclude it’s the opportunity to work with young people that excites me. They are our future, and every child has potential waiting to be unleashed. Teaching provides me the opportunity to be personally challenged and rewarded. It is a privilege to be part of a profession focused on influencing and supporting the curious minds of young people as they develop skills and confidence to enable them to achieve amazing things in their lives and communities.

### GRADUATE DIPLOMA OF TEACHING (SECONDARY)

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

Minimum entry requirements are a three-year Bachelor’s degree that includes study in two secondary teaching subjects. Students will also need to demonstrate an appropriate disposition to teach. Candidates will be selected based on their academic qualifications, skills, and experience, referee reports, performance at a selection meeting, and a satisfactory police check.

See pages 6-7 for further information about admission and enrolment.

Some scholarships may be available for those entering teaching in high-demand subjects or in subjects where teachers are in short supply.

For further information, see page 50 and go to www.teachnz.govt.nz

### Goals

Graduates of this programme can:

- apply for a teaching position in secondary schools throughout New Zealand
- apply for provisional teacher registration from the Education Council of Aotearoa New Zealand
- be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.
Overview
The programme includes courses that cover the following:
- principles of teaching and learning
- general pedagogical knowledge
- curriculum studies (secondary subjects)
- teaching experience.

Eight courses make up the qualification. TCHG 301 is studied as a block course in January–February and provides an introduction to human development, theories of learning, and principles of educational assessment as these relate to teaching and learning.

Trimester 1 study builds on this learning and includes study in secondary curriculum areas and teaching experience.

The campus option involves face-to-face learning and self-directed study. Online study comprises a mix of online resources, discussions, and self-directed study. Participants should expect to spend 40 to 50 hours on coursework and study each week. Online students must attend a campus-based learning session and may be required to be available for synchronous learning sessions.

To progress each trimester, students must have successfully completed the previous trimester’s courses and teaching experience.

Teaching experience
There are two blocks of supported teaching experience that will give you the opportunity to grow and develop as a teacher and put into practice what you have learnt in your courses. Each block is preceded by up to three days in schools. These days in schools are weekly and give students the opportunity to meet the classroom teacher and pupils prior to commencing the full-time placement.

Schedule

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHG 301</td>
<td>The Learner in Context (taught Jan-Feb)</td>
<td>20</td>
</tr>
<tr>
<td>TCHG 302</td>
<td>The Teacher in Context</td>
<td>15</td>
</tr>
<tr>
<td>TCHG 303</td>
<td>Mātauranga Māori in Education</td>
<td>20</td>
</tr>
<tr>
<td>TCHG 304</td>
<td>Teaching Models and Strategies</td>
<td>20</td>
</tr>
<tr>
<td>TCHG 305</td>
<td>Plus two curriculum courses from the even-numbered courses TCHG 330–358</td>
<td>40</td>
</tr>
<tr>
<td>TCHG 306</td>
<td>Six weeks’ teaching experience preceded by three days in school</td>
<td></td>
</tr>
<tr>
<td>TCHG 307</td>
<td>The Teacher in Context</td>
<td>15</td>
</tr>
<tr>
<td>TCHG 308</td>
<td>Plus two curriculum courses from the odd-numbered courses TCHG 331–359</td>
<td>40</td>
</tr>
<tr>
<td>TCHG 309</td>
<td>Seven weeks’ teaching experience preceded by two days in school</td>
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</tbody>
</table>

Teaching subjects (curriculum courses)
Teaching subjects will be allocated during enrolment and are dependent on what has been studied, and the curriculum subjects offered by the Faculty of Education.

One subject is usually a student’s undergraduate major subject, studied to 300 level or studied at postgraduate level. The other subject may be a minor or have been studied to at least 200 level.

One teaching subject in high demand may be sufficient for entry to this programme.

Students planning their study should check that their undergraduate degree choices are aligned with The New Zealand Curriculum school subject areas. For more information, go to the Ministry of Education website: www.nzcurriculum.tki.org.nz

GRACE HOWARTH
Student, Graduate Diploma of Teaching (Secondary)

I chose to study the graduate diploma programme because I have always been passionate about the importance of education. Teachers have an incredibly powerful role in helping learners to change their lives through education. I have particularly enjoyed how, as a cohort, we have been encouraged to think about our teaching practice as a personal journey, to think critically about the qualities that make a great teacher, and how we can use those qualities to best serve the needs of our students.

I went on to complete an Honours year in English Literature, graduating with First Class Honours. Although I then took a couple of years off from university to continue my career as a makeup artist, I always knew that one day I would go back to university to pursue my goal of becoming a secondary school teacher.

I completed my Bachelor of Arts at Victoria University of Wellington with a double major in English Literature and History because I was passionate about these subjects and felt that they would be a great path towards becoming a teacher.

I went on to complete an Honours year in English Literature, graduating with First Class Honours. Although I then took a couple of years off from university to continue my career as a makeup artist, I always knew that one day I would go back to university to pursue my goal of becoming a secondary school teacher.
The Master of Teaching and Learning (Primary) is a 180-point initial teacher education qualification that students can complete over 12 months of study. This programme is an integrated model of theory and practice in which student teachers study about effective teaching practice while based in a school during a year.

Minimum entry requirements are a three-year Bachelor's degree in a relevant learning area at a level appropriate for postgraduate study and demonstration of an appropriate disposition to teach. Preference may be given to applicants holding tertiary qualifications that include science, te reo Māori, or mathematics.

Candidates will be selected based on their academic qualifications, grade-point average, skills and experience, referee reports, performance at a selection meeting, and a satisfactory police check.

Goals
Graduates will be critical, evidence-based teachers who can develop the learning progress for each child they teach. They will have the skills and knowledge to develop student behaviour to sustain a positive, inclusive learning environment.

Overview
Courses are taught between January and December. The first week of each trimester begins with an introductory week in which the key concepts or theories, skills for learning, and resources are introduced. In the second and subsequent weeks in a trimester, students will have timetabled classes one day a week on campus and be placed in a school, where they will spend four half days a week developing their teaching practice over the academic year, under the guidance of an accomplished teacher and academic mentor from the Faculty of Education. During the second trimester, students spend seven weeks full time in their placement school.

Students learn by being mentored through a professional learning group and undertaking independent study. Throughout the year, there will be opportunities for students to explore and visit different school-based learning contexts.

The initial student intake for this programme is limited to 30 students, who will spend the equivalent of 19 weeks in schools in the Wellington area.

Schedule

<table>
<thead>
<tr>
<th>Trimester 1</th>
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<tbody>
<tr>
<td>TCHG 502 Creating and Sustaining an Effective Learning Environment (taught Jan-Feb)</td>
<td>20 points</td>
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<tr>
<td>TCHG 501 Challenges and Opportunities in Teaching</td>
<td>10 points</td>
</tr>
<tr>
<td>TCHG 520 Teaching English and Mathematics in the Primary Context</td>
<td>20 points</td>
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<tr>
<td>TCHG 521 Evaluating Inquiry Learning: Science and the New Zealand Curriculum</td>
<td>20 points</td>
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<tr>
<td>TCHG 522 Evidence-based Practice in the Primary Context</td>
<td>10 points</td>
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<th>Trimester 2</th>
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<tbody>
<tr>
<td>TCHG 503 Mātauranga Māori in the Classroom</td>
<td>20 points</td>
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<tr>
<td>TCHG 523 Evaluating English and Mathematics in the Primary Context</td>
<td>20 points</td>
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<tr>
<td>TCHG 524 Synthesising Learning Across the Curriculum</td>
<td>20 points</td>
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<tr>
<td>TCHG 525 Evaluating Teacher Effectiveness in the Primary Context</td>
<td>10 points</td>
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<th>Trimester 3</th>
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<tbody>
<tr>
<td>TCHG 504 Sustaining Evidence-based Practice (taught Nov-Dec)</td>
<td>20 points</td>
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Pathway planning

Students planning to undertake the Master of Teaching and Learning (Primary) are recommended to develop a sound knowledge of te reo Māori and the nature of science, be confident in their use of mathematics, and have strength in at least one area of the arts or sports coaching.

Students planning their undergraduate degree with the intention of undertaking this programme in the future should embrace opportunities to study a broad base of curriculum areas, including te reo Māori, science, mathematics, and a social science.

It was an easy decision to return to study at Victoria University of Wellington and the Master of Teaching and Learning is an innovative and exciting programme. The knowledge, encouragement, and zeal of the lecturers and tutors helps to reinforce the relevant course content from my undergraduate degree. We are supported to use te reo Māori confidently in our classrooms, and being placed in one school for most of the year prepares us for the realities of teaching. Our teacher mentors work hard to foster growth mindsets and a love of learning in their students, and they demonstrate these values in their practice. The support from our academic mentors enables us to develop the skills, knowledge and confidence to meet students' diverse needs and begin our journey towards facilitating student-led learning.

I have always wanted to work with people and contemplated teaching from the age of 12. Education was a key underlying theme in previous roles as a health promoter and a youth worker. Schooling is an important shared experience of all tamariki growing up in New Zealand, and I'm excited to be joining a meaningful profession.
MASTER OF TEACHING AND LEARNING (SECONDARY)

The Master of Teaching and Learning (Secondary) is a 180-point initial teacher education qualification that students can complete over 12 months of study. This programme is an integrated model of theory and practice in which student teachers study effective teaching practice while based in a school during a year.

Minimum entry requirements are a three-year Bachelor’s degree with a major in a relevant teaching subject at a level appropriate for postgraduate study and demonstration of an appropriate disposition to teach.

The targeted teaching subjects are English, learning languages, mathematics, science (chemistry, physics, biology), social sciences (geography, history), and te reo Māori. Other teaching subject areas will be considered, subject to academic mentor availability.

Candidates will be selected based on their academic qualifications, grade-point average, skills and experience, referee reports, performance at a selection meeting, and a satisfactory police check.

Goals

Graduates will be critical, evidence-based teachers who can develop the learning progress for each child they teach. They will have the skills and knowledge to develop student behaviour to sustain a positive and inclusive learning environment.

Overview

Courses are taught between January and December. The first week of each trimester begins with an introductory week in which the key concepts or theories, skills for learning, and resources are introduced. In the second and subsequent weeks in a trimester, each student will have timetabled classes one day a week on campus and be placed in a school where they will spend four half days a week developing their teaching practice over the academic year, under the guidance of an accomplished teacher and academic mentor from the Faculty of Education. During the second trimester, students spend seven weeks full time in their placement school.

Students learn by being mentored through a professional learning group and undertaking independent study. Throughout the year, there will be opportunities for students to explore and visit different school-based learning contexts.

The initial student intake for this programme is limited to 30 students, who will spend the equivalent of 19 weeks in schools in the Wellington area.

Schedule

**Trimester 1**

- TCHG 502 Creating and Sustaining an Effective Learning Environment (taught Jan-Feb) 20 points
- TCHG 501 Challenges and Opportunities in Teaching 20 points
- TCHG 510 Teaching a Specialist Subject in a Secondary Context 20 points
- TCHG 513 Evidence-based Practice in the Secondary Context 10 points
- EITHER
  - TCHG 511 Teaching a Second Curriculum Area in a Secondary Context 20 points
  - OR
  - TCHG 512 Enhancing Learning in the Secondary Context 20 points

**Trimester 2**

- TCHG 503 Maorisingi in the Classroom 20 points
- TCHG 514 Evaluating Teaching in a Specialist Secondary Curriculum Subject 20 points
- TCHG 515 Critiquing the Secondary Curriculum 20 points
- TCHG 516 Evaluating Teacher Effectiveness in the Secondary Context 10 points

**Trimester 3**

- TCHG 504 Sustaining Evidence-based Practice (taught Nov-Dec) 20 points

MORGAN BLANCE

I have always been fascinated by history and I’m a strong believer that everyone should have the opportunity to speak multiple languages. I would love to see more students taking languages and enjoying New Zealand history, so I followed my passions to Victoria University of Wellington and completed a Bachelor of Arts before enrolling in the Master’s programme.

This programme appealed to me as it provides the opportunity to work in a secondary school with one mentor teacher all year. This invaluable and enriching experience allows me to build strong relationships with them, their students, and other school staff.

While working during my gap year, I volunteered as a teacher aide and loved both the interaction with other people and the feeling of empowerment and success when I helped a student succeed at even the smallest task.

I also felt that by doing the Master’s course I was equipping myself with the highest qualification possible with the greatest chance of feeling ready to teach as soon as I finish studying. Balancing being a student at university one day and a teacher at school the next also appealed to my sense of challenge and diversity.

Upon completing my Master’s, I hope to be able to teach history and French and I aspire to become a head of department.
The School of Education undertakes research-led teaching in a range of areas, including curriculum, education policy and its implementation, educational psychology, pedagogy, and education studies. Staff are focused on improving education across all sectors, through teaching at undergraduate and postgraduate level, undertaking educational research, and providing service to the wider community.

Teaching and research emphases in the School include:
- curriculum development
- educational leadership
- enhancing pedagogy and classroom management
- enhancing the social and emotional development of children and young people
- facilitating learning and assessing outcomes for children and young people
- improving education for gifted and talented people
- improving educational opportunities and outcomes for students who are culturally and linguistically diverse
- improving educational opportunities and outcomes for students with disabilities
- initial teacher education
- the development and use of nationally mandated assessment tools and the use of educational technology
- the scholarly study and implementation of education policy.

Leading a staff with such a strong sense of purpose and commitment to equity in education is very exciting and challenging. As the head of school, I see my role as creating an environment where staff and students can reach their potential.

Our teaching and research contributes to the very complex and future-focused world of education as well as drawing on the rich heritage of Aotearoa, its history, and cultures.

My own areas of research interests are in the area of learning for students who have English as an additional language. I supervise postgraduate students, including international doctoral students. I also contribute to our Master of Education courses. Understanding education systems beyond New Zealand has been a continuing mission for me, both in my research and practice.

The School is committed to developing innovative solutions for enhancing the success of all students at all levels of education. It offers courses as part of teacher education qualifications and courses for students undertaking Education majors as part of a Bachelor of Arts degree. The School also provides postgraduate courses that contribute to Master of Educational Psychology and Master of Secondary School Leadership qualifications, as well as a Doctor of Education (EdD) and Doctor of Philosophy (PhD) programme.

04 463 9500
sedu@vuw.ac.nz
www.victoria.ac.nz/sedu

We have a very wide and diverse range of interests and expertise in the School, but the overarching focus of our teaching and research is learning for all, not only in early childhood centres, schools, and institutions, but also in informal learning environments and in wider society.

DR CAROLYN TAIT
Head of School

44 Victoria University of Wellington
The Faculty of Education is committed to Māori education and research and to parallel work that contributes to Pasifika communities within and beyond New Zealand. Te Kura Māori (TKM), an academic unit of the Faculty of Education, is an integral part of this commitment.

The staff at TKM carry out research relevant to Māori and Pasifika communities and their wellbeing. Examples include Māori young people and their aspirations for the future; racism in educational contexts; the development of digital resources for the teaching of te reo Māori; the teaching of science, taking account of Māori perspectives and understanding; Māori engagement with education for a sustainable environment; leadership in the Pacific; and the educational engagement of Pasifika communities in New Zealand.

Te Kura Māori is the guardian of mātauranga Māori in the Faculty and offers advice to the School of Education about fostering intercultural understanding and practice.

Research, teaching, and professional learning at TKM uphold the principles of the Treaty of Waitangi within the Faculty and across the University.

TE KURA MĀORI

At Āwhina, our kaupapa (goal) is to provide academic and holistic support for Māori students enrolled in any degree or course. Our experienced staff offer one-on-one advising and mentoring sessions, tutorials, and study wānanga, and a range of workshops to help you achieve your study goals. Our culturally inclusive environment includes whānau rooms with computer facilities, study areas, free tea and coffee, a small kitchenette to prepare food, and space to meet with peers or tuākana (older students). We can help you transition successfully from secondary education or work into tertiary education. Nau mai, haere mai — come and visit us at the Kelburn, Pipitea, and Te Aro campus spaces listed on our webpage.

ĀWHINA

DISABILITY SERVICES

Victoria University of Wellington strives to create an environment that values diversity. We work alongside approximately 1,500 students with impairments each year and should be your first point of contact.

If you are Deaf, have an impairment, mental distress, injury, medical condition, or specific learning disability that affects your learning, participation, or enjoyment at university, tailored assistance is available.

We can help you with individualised coaching and planning, accessible arrangements for courses and exams, liaising with academic staff to help them understand your needs, adaptive technology, and note-taking assistance for lectures. We also provide access to ergonomic equipment, quiet spaces to rest and study, mobility parking, and accessible transport between campuses.

Contact Disability Services as early as possible prior to commencing study.

Level 1, Robert Stout Building, Kelburn Campus

04 463 6070
disability@vuw.ac.nz

www.victoria.ac.nz/disability

04 463 6070

www.victoria.ac.nz/disability

Faculty of Education
There are two leadership development programmes for students who are interested in global citizenship or in making a more local contribution.

VICTORIA INTERNATIONAL LEADERSHIP PROGRAMME

The Victoria International Leadership Programme (VILP) is a unique and rewarding extracurricular programme aimed at advancing students’ knowledge of global issues, providing leadership challenges, and enhancing their cross-cultural awareness. It is free for all the University’s degree students. The programme is an agent for producing active, global citizens who address the challenges of our globalised world and are equipped for the international marketplace.

If you are interested in languages, world affairs, cultural diversity, sustainability, overseas exchange, and international opportunities, then VILP is for you.

The main themes of VILP are:
- global leadership challenges
- global interdependence
- sustainability
- cross-cultural communication
- New Zealand in the world.

The programme includes:
- an exclusive seminar series on challenging topics based around VILP’s main themes
- frequent speaker events with distinguished international speakers
- a selection of global citizenship activities ranging from dialogue with diplomatic ambassadors to conservation volunteering, as well as professional and personal development opportunities in Wellington, nationally, and internationally.

You are able to complete VILP over the course of your degree. Successful completion is acknowledged on your academic transcript and with a certificate.

All students are also encouraged to apply for the $1,000 VILP Global Leader Grant, which will assist your participation in a Victoria Abroad exchange as part of your degree.

The programme is open to current students and encourages interaction between international and domestic students, undergraduate and postgraduate levels, and across all faculties and degree disciplines. The programme makes full use of Wellington’s location as the political centre and cultural capital of New Zealand as well as the University’s links with stakeholders at a local, national, and global level.

www.victoria.ac.nz/vilp

VICTORIA PLUS PROGRAMME

The Victoria Plus Programme is the University’s prestigious service and leadership development programme. It is for students who want to get involved and make a significant contribution to volunteering and student support work within the University and the Wellington community. You undertake the programme alongside your degree and successful completion is acknowledged on your academic transcript.

Victoria Plus is a free programme, open to all current students. You can tailor the programme to suit your schedule, studies, and interests and be involved from your first year of study. There are two levels of achievement—Certificate and Award. Both levels comprise three components: engagement in activities; attending professional and personal development workshops; and reflecting on your learning using the CareerHub ePortfolio.

By participating in the programme, you have the opportunity to:
- develop a range of skills and graduate attributes to enhance your CV and employability
- build an understanding of social responsibility and leadership
- gain valuable experience and broaden your thinking and learning
- network, meet people, and connect with your community.

www.victoria.ac.nz/victoria-plus

Pasifika engagement advisers and mentoring coordinators foster Pasifika learning and teaching communities in an environment that is welcoming, safe, and focused on academic excellence, personal growth, and wellbeing. Our students have access to a mentoring programme, course-specific study sessions, exam-oriented preparation, and workshops that support learning and development as well as meeting cultural desires. Holistic support could include chatting over a cup of tea, devising time-management strategies, and discussing learning objectives. Our team is here to help you navigate the crossing into tertiary study and looks forward to welcoming you on board. We have Pasifika spaces at the Kelburn, Pipitea, and Te Aro campuses.

Pasifika Haos
15 Mount Street
Kelburn Campus
pasifika@vuw.ac.nz
www.victoria.ac.nz/pasifika
Scholarships

Victoria University of Wellington is committed to providing scholarships that recognise and encourage high achievement, leadership, and diversity and help remove the barriers to university study that exist for students facing hardship or disadvantage.

In recent years, our scholarships for school leavers have grown significantly, to the point where we now support around one in five first-year students with a university-funded scholarship.

We also support a large number of postgraduate scholarships for Honours, Master’s, and Doctoral students.

You can search online for scholarships you may be eligible for, check if you are eligible to apply, and find up-to-date information and application forms.

www.victoria.ac.nz/scholarships

Who to Contact

Faculty Student and Academic Services Office

Visit the office for help with anything from enrolment to graduation. Get help with choosing your degree, planning your courses, or changing your degree programme. This office should be your first point of contact for any enquiries you have about your studies.

Level 8, Murphy Building, Kelburn Campus

04 463 9500

education@vuw.ac.nz

www.victoria.ac.nz/education

Āwhina

Āwhina is the on-campus whānau for Māori students to work collectively to share their knowledge, achieve academic success, and build strong communities and leaders.

www.victoria.ac.nz/awhina

Campus Safety

24/7 campus security.

Phone 0800 VIC 8888 (if calling from outside the University or using a cell phone).

Phone 8888 (if calling from within the University using a land-line telephone).

Phone 04 463 5398 for general security queries.

Careers and Employment

Find out what you need to know to get a job, what career options are open to you, and what your ideal future might look like.

www.victoria.ac.nz/careers

CareerHub

Get access to a range of jobs from part-time to graduate positions, resources to help with CV and interview preparation, and careers and employer information sessions. You can book careers appointments, workshops, and events. Use your student computing account to log in.

Disability Services

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

www.victoria.ac.nz/disability

Enrolment Office

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

If you are a current student, you can get information on how to re-enrol.

www.victoria.ac.nz/apply

www.victoria.ac.nz/re-enrol

Information Technology Services

Information Technology Services supports the use of technology for learning, research, and administration across all campuses. It also provides access to student-focused applications, shared computer suites, personal laptop clinics, and Office 365, the student email and collaboration service.

www.victoria.ac.nz/its

Language Learning Centre

The Language Learning Centre offers self-study facilities, resources, and friendly advice on independent language learning.

www.victoria.ac.nz/llc
The Library can support you with all your study and research needs and provides access to quality information resources, collaborative learning spaces, and friendly and supportive staff.

The Library

www.victoria.ac.nz/library

Marae

Te Herenga Waka, the University marae on our Kelburn campus, is a multipurpose teaching, learning, research, and engagement hub for all staff and students. Resources, support, and activities include Te Whanake Mauri Tū Computer Suite, lunches in the wharekai from Monday to Friday, and whānau housing.

Marae

www.victoria.ac.nz/marae

Pasifika Students

Pasifika engagement advisers and mentoring coordinators work with Pasifika students to navigate the journey into tertiary study and success by providing holistic support and academic mentoring.

Pasifika Students

www.victoria.ac.nz/pasifika

Student Counselling and Student Health

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

Student Counselling

www.victoria.ac.nz/counselling

Student Learning / Te Taiako

Student Learning staff can work with you on academic writing, study, and maths support for all levels of your study. You are welcome to attend workshops, one-to-one appointments, and access helpful resources.

Student Learning / Te Taiako

www.victoria.ac.nz/student-learning

Student Recruitment and Orientation

If you are a prospective or new student, go online or contact us for course advice and to get your admission questions answered.

Student Recruitment and Orientation

www.victoria.ac.nz/study

Student Finance

Get information and advice related to fees, payments, student levies, and StudyLink. Student finance advisers will give you information on all money matters, including StudyLink entitlements. The advisers also manage the Hardship Fund.

Student Finance

www.victoria.ac.nz/fees

Student Interest and Conflict Resolution

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

Student Interest and Conflict Resolution

www.victoria.ac.nz/student-interest

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Vic Books and Café

One hundred percent student owned, Vic Books is at the Kelburn and Pipitea campuses. Buy your textbooks (new and used) and student notes online or in store, as well as general books, stationery, Victoria University of Wellington-branded memorabilia, gifts and gift cards, and Coffee Supreme.

Vic Books and Café

www.vicbooks.co.nz

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Student Finance

www.victoria.ac.nz/financial-advice

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Vic Books and Café

www.vicbooks.co.nz

Victoria Accommodation

Contact us for advice on our halls of residence, renting, and other accommodation options. We can assist with processing applications and offers for halls of residence.

Victoria Accommodation

www.victoria.ac.nz/accommodation

Victoria Clubs

More than 140 clubs at the University provide an extracurricular community for students to get involved.

Victoria Clubs

www.victoria.ac.nz/clubs

Victoria International

Victoria International is responsible for international student marketing and recruitment, admissions, and student support. For international students enrolled here, our student advisers can help with personal issues, academic support, cultural adjustment, connecting with other students, referral to university services, specialised scholarship support, student visa renewal, insurance claims, and advocacy.

Victoria International

www.victoria.ac.nz/international-student-support

Victoria Kids

Victoria Kids has been providing excellent early childhood education for families for more than 30 years and offers a range of booking options to suit your needs.

Victoria Kids

www.victoriakids.co.nz

Victoria Recreation

You can enhance your university experience by getting involved in clubs, sports, and fitness.

Victoria Recreation

www.victoria.ac.nz/recreation

Victoria University of Wellington Students’ Association

Victoria University of Wellington Students’ Association (VUWSA) provides advice, advocacy, events, and support for all students.

Victoria University of Wellington Students’ Association

www.vuwsa.org.nz