2018
Teacher Education Handbook

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

TE KURA TOI TANGATA
FACULTY OF EDUCATION
Welcome to Waikato

The University of Waikato is ranked in the top 1.1% of universities worldwide and is the university of choice for more than 12,000 students each year.

Established in 1964 as a result of the demands of a local community, the University of Waikato offers a comprehensive range of programmes and attracts outstanding students from the Waikato and Bay of Plenty Regions, from the rest of New Zealand, and from around the world. The University is a vibrant multicultural community providing a high quality student experience in a beautiful park-like campus environment.

Research is the driving force that distinguishes universities from other tertiary institutions, and the researchers and postgraduate students at the University of Waikato are providing unique perspectives on issues of importance to contemporary society and answers to some of the key problems being faced by industries, governments and nations around the world. We have seven research institutes, including a new Institute for Security and Crime Science, which enable our academic staff and postgraduate students to contribute to regional, national and global research.

Our graduates are committed to making a real difference for their employers. The newly implemented Curriculum Design Framework will see the University delivering a more future-focussed curriculum that is responsive to changing student, employer and societal needs. This includes a focus on cultural competency and work-integrated learning opportunities, helping to create work-ready graduates with the skills employers need.

Data from Universities New Zealand and the Graduate Longitudinal Survey continue to demonstrate the value of a university degree. A typical university graduate earns about $1.6 million more over their working life than a non-graduate. Two years after graduation, 80% of graduates said that getting a degree was well worth the time and cost, and graduates expressed high levels of satisfaction with their lives following university.

Whatever your aspirations may be, the University of Waikato provides an outstanding learning environment and we look forward to seeing you on campus.

Professor Neil Quigley
Vice-Chancellor
Welcome to Te Kura Toi Tangata
Faculty of Education

Nau mai, haere mai ki Te Kura Toi Tangata o Te Whare Wānanga o Waikato. Ka nui te mihi ki a koutou katoa. Congratulations on choosing teaching as your future profession.

In this Faculty with its proud tradition and reputation for innovation, leadership and research, you will have access to highly qualified and internationally recognised staff. We have been engaged in initial teacher education for more than 50 years and have developed close working relationships with schools. As a student you will benefit from this association in the numerous practical experiences in schools.

Throughout your studies you will be encouraged to ask questions, to challenge assumptions and develop an understanding of yourself and of our diverse New Zealand society. The overall aim is for you to become a competent and confident professional, thoughtful, informed and creative, who is able to respond to the learning needs of children and young people.

However, the degree or diploma you receive is just the first step in your professional career.

I hope that you will also develop an ongoing commitment to your own learning that may include a continuing association with Te Kura Toi Tangata Faculty of Education. I wish you every success in your studies.
Welcome to Teacher Education

Welcome to the University of Waikato.

E ngā mata te waka o te motu, tēnā koutou katoa.

It is my pleasure to welcome you to your study in teacher education at Te Kura Toi Tangata Faculty of Education. We welcome students from many locations to our campuses in Hamilton and Tauranga and those who study through distance delivery in other areas of the country.

Our teacher education programmes are widely known for their quality and their excellent reputation nationally and internationally. University of Waikato graduates are highly regarded by their employers and their various communities.

Your career choice of teaching means you will join a profession that makes a vital contribution to society and has a profound influence on young people and their learning. You will study and work alongside a diverse range of people including, university staff, other student teachers, teachers in schools and early childhood centres and of course children in various settings.

We cater for over 1,600 students enrolled in a diverse range of programmes to prepare them for early childhood, primary and secondary teaching. Our programmes include Bachelor of Teaching degrees, conjoint degree programmes, Graduate Diplomas of Teaching, and the Masters of Teaching and Learning. Some of you will study on the Hamilton Campus, others in Tauranga and others through our Mixed Media (distance) programmes. Te Kura Toi Tangata also has Māori medium options for the Bachelor of Teaching (Kākano rua) and Master of Teaching and Learning (Te Toi Arareo) programmes.

We encourage you to continue your study once you are qualified. We offer a range of higher degrees including the Bachelor of Teaching with Honours, Master of Education, Education Doctorate and Doctor of Philosophy.

You will find our campuses attractive and our highly qualified staff knowledgeable, friendly and supportive. I urge you to take full advantage of the facilities of the University and the many opportunities that are available to you.

I offer you my best wishes for success during your time at the University of Waikato.

Beverley Cooper
Associate Dean, Teacher Education
Students are strongly advised to read the contents of this handbook and retain it for the entire period of their teacher education programme. Please also refer to the Student Survival Guide for other essential information. Information is correct at time of publication (2017).
Some papers or programmes may be subject to change or cancellation. Te Kura Toi Tangata Faculty of Education reserves the right to change, cancel or withdraw papers or programmes subject to availability.
Key contacts

Teacher Education contacts

Academic and Student Administration Office

Te Kura Toi Tangata Faculty of Education
Phone: 07 838 4940
Website: waikato.ac.nz/education
Email: teach@waikato.ac.nz

Postal address
Te Kura Toi Tangata Faculty of Education, University of Waikato
Private Bag 3105, Waikato Mail Centre, Hamilton 3240

Physical address
Te Kura Toi Tangata Faculty of Education, University of Waikato
Gate 5, Hillcrest Road, Hillcrest, Hamilton 3216

Dean’s Office
The Dean’s Office is responsible for strategic planning and general management.

Dean
TBA TC.2.32

Associate Dean Teacher Education
Beverley Cooper TC.2.75 beverley.cooper@waikato.ac.nz

Kaiurungi
Karaitiana Tamatea TT.3.06 karaitiana.tamatea@waikato.ac.nz

Faculty Manager
Tania Heke TC.2.30 tania.heke@waikato.ac.nz
Centre for Teacher Education

The Centre for Teacher Education sits in the Dean’s office and oversees the coherence and composition of all teacher education programmes in early childhood, primary and secondary teaching and is responsible for their quality assurance. Teaching practicum, organisation and supervision is also the responsibility of the Centre. The Centre also is responsible for papers related to professional practice and practicum.

The Associate Dean Teacher Education is responsible for co-ordination and oversight of the Centre’s activities. Centre staff provide support and supervise professional development for over 1,500 students enrolled in teacher education programmes. The Centre is supported by staff from the Academic and Student Administration Office.

<table>
<thead>
<tr>
<th>Associate Dean Teacher Education</th>
<th>TC.2.75</th>
<th><a href="mailto:beverley.cooper@waikato.ac.nz">beverley.cooper@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

Programme Sector Leaders

<table>
<thead>
<tr>
<th>Māori Education</th>
<th>Ngārewa Hāwera</th>
<th>TL.4.12</th>
<th><a href="mailto:ngarewa.hawera@waikato.ac.nz">ngarewa.hawera@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Jeanette Clarkin Phillips</th>
<th>TC.2.58</th>
<th><a href="mailto:jeanhette.clarkin-phillips@waikato.ac.nz">jeanhette.clarkin-phillips@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Primary</th>
<th>Anthony Fisher</th>
<th>TT.2.09</th>
<th><a href="mailto:anthony.fisher@waikato.ac.nz">anthony.fisher@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Master of Teaching and Learning</th>
<th>Richard Hill</th>
<th>TC.3.32B</th>
<th><a href="mailto:richard.hill@waikato.ac.nz">richard.hill@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

Practicum/Professional Experience Coordinators

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Jeanette Clarkin Phillips</th>
<th>TC.2.58</th>
<th>07 838 4466 extn 4875</th>
<th><a href="mailto:jeanhette.clarkin-phillips@waikato.ac.nz">jeanhette.clarkin-phillips@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Primary</th>
<th>Clark McPhillips</th>
<th>TC.2.69</th>
<th>07 838 4466 extn 9636</th>
<th><a href="mailto:clark.mcphillips@waikato.ac.nz">clark.mcphillips@waikato.ac.nz</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Joan-Marie Kay</th>
<th>TC.2.57</th>
<th>07 838 4466 extn 6213</th>
<th><a href="mailto:joan-marie.kay@waikato.ac.nz">joan-marie.kay@waikato.ac.nz</a></th>
</tr>
</thead>
</table>
**Student recruitment, advice and support**

Manager Academic and Student Administration Office  
Gina Roberts  
TC.2.57A  
gina.roberts@waikato.ac.nz

Academic and Student Administration Office – Enrolment into teaching programmes and degree upgrades for teachers.  
teach@waikato.ac.nz

Mentoring Support – Personal and academic support for Māori students.  
Shirley Tuteao  
TC.1.02  
maorimentor@waikato.ac.nz

Innovation and Technology Team Manager – All matters relating to computer support.  
Paul Cowan  
TC.1.21  
paul.cowan@waikato.ac.nz

**Schools**

Schools are responsible for the teaching functions of the Faculty. Every academic member of staff is a member of a School. A Head of School is responsible for the organisation and management of each department.

**Te Hononga School of Curriculum and Pedagogy**

Head of School  
Professor Claire McLachlan  
TC.3.29  
claire.mclachlan@waikato.ac.nz

School Manager  
Hayley Scrimgeour  
TC.3.30  
hayley.scrimgeour@waikato.ac.nz

**Te Oranga School of Human Development and Movement Studies**

Head of School  
Associate Professor Sally Peters  
TT.5.01B  
sally.peters@waikato.ac.nz

School Manager  
Karen Harris  
TT.5.01A  
karen.harris@waikato.ac.nz

**Te Whiringa School of Educational Leadership and Policy**

Head of School  
Professor Martin Thrupp  
TT.6.01  
martin.thrupp@waikato.ac.nz

School Manager  
Sussi Bell  
TT.6.14  
sussi.bell@waikato.ac.nz
Student information

The information in this section of the handbook is supplementary to the contents of the 2018 University of Waikato Calendar. Copies of the calendar are available in the libraries and electronically through the University website calendar.waikato.ac.nz

Administration

Enrolment

It is the individual student’s responsibility to ensure that they are enrolled in the correct papers. Full enrolment occurs when fees are paid. Please note for the purposes of the following information:

• Programme – a course of study comprising a number of papers
• Paper – a part of a programme of study.

iWaikato

Programmes of study and personal details can be checked online at i.waikato.ac.nz

Student notices

Communication between staff and students often takes place via noticeboards, Edlinked, Moodle or email. All students are advised to check the appropriate noticeboard and their emails regularly.

Change of programme of study

Changes may be made to individual programmes for a limited time following the commencement of each paper. This means either adding or withdrawing from papers. Change of enrolment requests can be submitted online (i.waikato.ac.nz). Information about the periods when programme changes are possible and the procedures involved are in the 2018 University of Waikato Calendar at calendar.waikato.ac.nz/admission/changeofenrolment.html

Students are responsible for ensuring that the change of enrolment process is complete to register withdrawal from any paper. Failure to do so may cause an unnecessary 'IC' (Incomplete) to be recorded on the student's academic record. It can also lead to a loss of allowances in future years. If fees are paid with a student loan and changes are made to a programme of study, it is the student’s responsibility to notify Study Link of the change. Please be aware that changes may affect eligibility for a loan or allowance.

Class representatives

Class representatives are the essential link in the University between students and academic staff. They are mainly concerned with matters that can impact on the quality of students’ education, and the ability to study effectively. Election of class representatives takes place early in the academic year, with students in each paper or tutorial group electing a class member to be their voice at various Te Kura Toi Tangata Faculty of Education and University-wide meetings. For Professional Education papers, programme committees (early childhood, primary and secondary) have student representatives. The class representation system is co-ordinated by the Student Services Division waikato.ac.nz/sasd/files/pdf/studrep/ClassRepHandbook.pdf
Student support

The University offers a variety of support services for students. These include a Student Learning Centre, Student Health Services, Māori student support services, disability support service, Student Job Search, Careers Office and a Citizens Advice Bureau. Counsellors, a chaplain, a priest, an accommodation adviser and a student financial adviser also offer support.

In addition to the student support services section of the University, Te Kura Toi Tangata Faculty of Education programme co-ordinators provide advice and support to students. For more information about University-wide support services consult the University Undergraduate Prospectus or waikato.ac.nz/students

Mentoring support for Māori students

Te Puna Tautoko is the University-wide support networking service that provides academic and personal support and informs Māori students about the many facilities, events and services available within the University (waikato.ac.nz/tautoko).

Within this group is Te Kura Toi Tangata Faculty of Education's mentoring service for Māori and Pacific students. Support is also available from lecturers and programme co-ordinators. For further information visit waikato.ac.nz/education (search for Māori student support services).

Mentoring Co-ordinator
Shirley Tuteao TC.1.02 07 838 4466 extn 7831 or 021 115 2260 shirley.tuteao@waikato.ac.nz

Mentors TC.1.02A 07 838 4466 extn 6203 maorimentor@waikato.ac.nz

Language requirements

If English or Māori is not your first language you need to provide evidence of your competency in English. For entry to the BTchg, BEd or GradDipT initial teacher education programmes you require a band score of 7.0 or higher for each component of the academic version of IELTS (for further information about this test go online to ielts.org).

For entry into the Master of Teaching and Learning you will require an IELTS (academic) band score of 7.5 or higher with a minimum score of 7.0 in each component.

Religious education for teachers in Catholic schools

Students interested in religious education as preparation for teaching, particularly in integrated Catholic schools, have the opportunity to attain the Catholic Institute of Aotearoa New Zealand’s Certificate in Catechetical Studies. This programme is available as a taught course or by distance learning and is the responsibility of the Catholic Diocese of Hamilton. The requirements for the programme are additional to and in no way replace the requirements of the Graduate Diploma of Teaching or Bachelor of Teaching.

Conditions also apply to the practicum experiences for which Te Kura Toi Tangata Faculty of Education will endeavour to include at least one placement in a Catholic school for each of the students involved.

Catholic Diocesan Chanel Centre
Cynthia Piper 07 856 6989 c.piper@tci.ac.nz
Transfers between programmes/campuses and institutions

Internal transfers within Te Kura Toi Tangata Faculty of Education
Transferring to a different programme/campus within Te Kura Toi Tangata Faculty of Education should be discussed with the relevant programme co-ordinator and written formal request made to the Associate Dean Teacher Education.

External transfers to another institution
The individual concerned must make their own application for transferring between institutions to the institution to which a transfer is sought. The decision to accept or decline applications for transfer is made by the receiving university or institution. Applications should be submitted by the end of September in the year prior to the transfer. Transfers are usually granted only to students whose academic and practical teaching performance is above average.

Completion of teaching qualifications
There are time limitations on students completing teaching qualifications.

**Bachelor of Teaching:** Maximum of six years.

**Graduate Diploma of Teaching:** Maximum of two years for full-time enrolments and three years for part-time enrolments.

**Master of Teaching and Learning:** Maximum of one full academic year.

Leave
In special circumstances an extension of time may be granted to allow an individual to complete his/her professional programme. Grounds such as ill health, compassion, financial difficulty, and the need for personal development will be considered. Students should write formally to their programme co-ordinator explaining the circumstances pertaining to the request. It is the responsibility of students deferring their study to ensure that they withdraw from all of their papers. Please note the six-year/two-year time limitation still applies.

*For more information, see the Change of programme of study on page 7.*

Criminal convictions
There are community expectations that teachers responsible for the care of children should be people of good character. For this reason, all applicants are police vetted prior to enrolment. Anyone with a criminal conviction, which could lead to a prison sentence, would not normally be accepted into teacher education.

If you are convicted of a criminal or serious traffic offence during your Initial Teacher Education programme, this must be declared to the Associate Dean Teacher Education. The Associate Dean will determine if you may continue with your programme. The Education Council New Zealand requires the disclosure of previous convictions for any offence against the law. Failure to disclose at any stage could jeopardise an application for registration regardless of the period of time that has elapsed since the conviction(s).
Health and safety
In the event of the continuous sounding of sirens or ringing of alarms, all occupants of the building must evacuate in an orderly and timely manner by the nearest exit to an area away from the building and clear of the roadway. They should not attempt to carry cumbersome equipment and personal belongings.

The building cannot be re-entered until the all clear is signalled by the Fire Service or Building Warden. Lifts must not be used during an evacuation. Where other matters of health and safety need to be brought to the attention of students (eg the need for safety equipment to be worn in labs), details are included in paper outlines.

General requirements and regulations for undergraduate papers
Te Kura Toi Tangata Faculty of Education sets the following regulations and requirements for all undergraduate papers. They are in accord with those policies and procedures regulated by the University of Waikato. The regulations and requirements below are to be considered as part of every undergraduate paper outline in Te Kura Toi Tangata Faculty of Education. Papers within the Graduate Diploma of Teaching programme are considered to be at undergraduate level.

Relevant University policies
Attention is drawn to the following policies and regulations that are contained in the 2018 University of Waikato Calendar calendar.waikato.ac.nz

- Assessment Regulations 2016
- Computer Systems Regulations 2005
- Ethical Conduct in Human Research and Related Activities Regulations 2008
- Library Regulations 2007
- Policy on the Use of Māori for Assessment
- Student Complaints Policy
- Student Discipline Regulations 2012
- Student Research Regulations 2008.

Paper outlines
At the start of every paper students will receive access to the paper outlines. This details the arrangements for the paper including lecture times and venues, study topics, study requirements, assessment and practical dates, attendance requirements, and the basis upon which final assessments will be made. It is the student’s responsibility to obtain, read, and keep paper outlines.

Workload
Workload is calculated using the points level of the paper:

- 15 point papers carry a 150 hour workload
- 30 point papers carry a 300 hour workload.
Attendance and participation

Students are expected to attend all classes and all sessions in schools/early childhood services. This includes online students participating in NET papers, at block on-campus teaching times, and participation in Moodle. If students are prevented from attending classes or sessions in schools/early childhood services for any reason, or contributing to online discussions, and expect to be absent for more than four days, then they should advise their programme co-ordinators. If students know in advance that they will be absent from a lecture, or if they unavoidably miss a class or session, the paper convenor or lecturer should be advised. Paper convenors or lecturers may be willing to prescribe readings or additional work to enable students to gain attendance credit for missed classes or sessions.

Minimising disruptions to lectures

Lecturers and students have the right to expect minimal disruption during teaching. Students are expected to take steps to minimise possible disruptions. They may only bring visitors to class (including dependent children) with the prior approval of the lecturer. If they wish to carry cellphones to class, the cellphones must be switched off and may be left turned on only in cases of emergency and with the prior approval of the lecturer.

Links between papers and research, and papers and graduate profiles

Where appropriate, the paper content and learning outcomes of papers offered by Te Kura Toi Tangata Faculty of Education are linked with current School, Faculty, and/or wider university research activities. Details are included in paper outlines. The links between the learning outcomes of a paper and the graduate profile(s) of the qualifications towards which it may be taken are recorded in the departments to which the paper belongs.

Grading schedule

The schedule of grades used by the University and the range of marks represented by each grade is as follows:

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Failing Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade range %</td>
<td>Grade range %</td>
</tr>
<tr>
<td>A+</td>
<td>95-100</td>
</tr>
<tr>
<td>A+</td>
<td>90-94</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>75-79</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
</tr>
<tr>
<td>B-</td>
<td>65-69</td>
</tr>
<tr>
<td>C+</td>
<td>60-64</td>
</tr>
<tr>
<td>C</td>
<td>55-59</td>
</tr>
<tr>
<td>C-</td>
<td>50-54</td>
</tr>
<tr>
<td>D/RP</td>
<td>45-49</td>
</tr>
<tr>
<td>D</td>
<td>40-44</td>
</tr>
<tr>
<td>E</td>
<td>0-39</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>RP</td>
<td>Restricted Pass</td>
</tr>
<tr>
<td>P</td>
<td>Ungraded Pass</td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete, applies if a student does not</td>
</tr>
<tr>
<td></td>
<td>a) submit an essential assessment item, or</td>
</tr>
<tr>
<td></td>
<td>b) sit a formal examination</td>
</tr>
<tr>
<td>F</td>
<td>Ungraded fail</td>
</tr>
</tbody>
</table>
Grading criteria
Generally, the following criteria will be taken into account in determining a grade for an essay:

- Evidence of understanding of the main issues
- Quality of thinking
- Evidence of reading, including beyond set readings
- Quality of use of readings
- Quality of writing, including spelling and grammar, citing sources, listing references.

For more information see the Assessment Regulations 2016 in the 2018 University of Waikato Calendar. Specific marking criteria for assessment tasks and an explanation of how the assessment strategies contribute to and measure progress towards achieving the learning outcomes of a paper will be included in individual paper outlines or assignment sheets.

Special consideration for missed assessment or impaired performance
Students wishing to apply for special arrangements for examinations and/or special consideration of internal assessment should refer to the Assessment Regulations 2016 in the 2018 University of Waikato Calendar.

Exclusion and ineligibility
Exclusion from enrolling at the University will be automatic if students fail more than half of their papers in a full-time year. Failure in practicum results in ineligibility for automatic re-entry. Students who fail a paper more than once need a Dean's waiver to allow them to take the paper again.

A student teacher may only have two opportunities to pass each practicum paper.

Appeals for re-entry into a programme, outlining mitigating circumstances should be sent in writing to:

The Secretary Te Kura Toi Tangata Faculty of Education Appeals Committee
University of Waikato, Private Bag 3105, Hamilton 3240

Style and referencing guidelines
The predominant method of referencing required in Te Kura Toi Tangata Faculty of Education papers is that used by the American Psychological Association (APA). However, there are several other recognised methods and in some papers the lecturer may require students to use one of these. Whatever method is used, students will be expected to adhere to its conventions. Support for referencing is provided by Library staff.

Plagiarism
Plagiarism means presenting as one’s own the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to assessment (as defined in the Assessment Regulations 2016) presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. Any form of plagiarism is a breach of the Student Discipline Regulations 2014. The standard cover sheet attached to each assignment, or the online declaration, requires a student declaration that plagiarism has not occurred.
Extensions

In exceptional circumstances (other than serious sickness, injury or bereavement, which will be treated on a case-by-case basis) an extension may be granted by the paper convenor, or their nominee, on an approved form available from the Faculty of Education School Managers. Students must personally submit the form to the paper convenor, or their nominee. Wherever possible, an application for an extension should be made at least 24 hours prior to the due date, but in exceptional circumstances students may apply for an extension up to 24 hours after the due date.

Handing-in of assignments on campus

Normally, assignments should be submitted through Moodle unless otherwise notified. They could be emailed as an attachment when requested, or posted in the appropriate collection box next to Te Kura Toi Tangata Faculty of Education reception. The standard cover sheet is available from Te Kura Toi Tangata Faculty of Education reception (or online at edlinked.waikato.ac.nz/general/FOESStudentInformation). This cover sheet must be completed, signed, and attached to each assignment. Assignments will be date-stamped and recorded as received. If it is not possible to post an assignment in the collection box at Te Kura Toi Tangata Faculty of Education reception, students are advised to courier them to the address below:

(Name of Paper Convenor)
Te Kura Toi Tangata Faculty of Education Private Bag 3105 Gate 5, Hillcrest Road Hamilton 3240

Note(s): Students are advised to keep a copy of assignments submitted.

Late assignments

The assessment criteria published for an individual item of assessment specifies a submission date and includes the practice in place for the management of assessment deadlines.

Returning of assignments

Normally, marked assignments will be returned within 21 days. For on-campus students, every attempt will be made to return assignments during class time. Marked assignments not collected in class will be left for collection at Te Kura Toi Tangata Faculty of Education offices of School Managers. In order to ensure that the requirements of the Privacy Act are fulfilled, those collecting assignments will be asked to present evidence of their identity. Assignments that are not collected within three months of the completion of the paper will be returned to the paper convenor who will keep them for six months from the end of the paper’s teaching period. If assignments have not been collected by that time, they may be destroyed.

Resubmission of assignments

Assignments may only be resubmitted for marking if such an arrangement is stated in the paper outline. In such instances, only one assignment may be resubmitted for a particular paper, and assignments can only be resubmitted if they have received a failing grade. A resubmitted assignment may only be considered for improvement to a C grade maximum. In order to resubmit an assignment students should contact the paper convenor, or their nominee, within 48 hours of the assignment being returned, to negotiate arrangements for resubmitting it.
Review of grade

Students who consider that a mistake has been made in the process of determining a grade for an assignment should discuss this with the paper convenor, or their nominee, in the first instance. If students are not satisfied with the outcome of the discussion they may contact the Head of School. Students who consider that a mistake has been made in the process of calculating or determining a final grade for a paper may apply for a review of a grade. An application for review of grade must be submitted by the student on the prescribed form, together with the prescribed fee, to the Director of Student Services not more than 14 days after receiving notification of the grade. Students are advised to refer to the Assessment Regulations 2016 in the 2018 University of Waikato Calendar.

Procedures for student concerns and complaints

Students are encouraged to raise matters causing them concern with the relevant staff member in the first instance. If students are not satisfied after meeting with the staff member concerned, they are advised to discuss the matter with the appropriate manager. If a satisfactory resolution is not reached after meeting with the appropriate manager, a formal complaint may be made in writing and addressed to the Dean within three months after the occurrence of the matter that has given rise to the complaint. A student who wishes to make a formal complaint must submit it in writing on the prescribed form which is available online (waikato.ac.nz/sasd/files/docs/complaintform.doc). It should be lodged with the Faculty Manager, Dean’s Office who will log the complaint, acknowledge it in writing and pass it to the Dean for appropriate action. Generally, complaints will be referred to the appropriate manager for investigation. Managers include Associate Deans, and Head of Schools. If the complaint is about an action of one of these managers, the Dean will handle the matter. Students are advised to refer to the Student Complaints Policy in the 2018 University of Waikato Calendar.

Monitoring and review

Normally, every paper offered by Te Kura Toi Tangata Faculty of Education is evaluated annually and thoroughly reviewed every five years. Head of Schools provide a summary comment about the paper evaluations and reviews in reports to the Dean. Changes that have been made or planned as a response to the most recent student evaluation survey are retained as part of the School file for the paper.

External moderation

Paper convenors may request the use of students’ assignments for external moderation, to ensure that the standards expected of Te Kura Toi Tangata Faculty of Education papers are equivalent when compared with similar papers offered by other reputable New Zealand providers of teacher education. Wherever possible copies of original assignments will be used; where original copies are used, they will be returned to students in a timely manner. To maintain confidentiality, the names of the assignment author and the assessor are removed.
Ethical guidelines for assignment work

The University of Waikato has a policy on the ethical conduct of assignments, which has implications for students doing practicum in centres or schools. The University policy states:

*The University of Waikato Human Research Ethics Committee, supported by Te Kura Toi Tangata Faculty of Education Research Ethics Committee, is responsible for carefully monitoring human research conducted by staff and students. Human research for these purposes is defined as:*

> “An activity in which a live human being or a group of live human beings who participate in research and/or related activities, whether by observation, questioning, participation in an experiment or by other means; it includes teaching that involves the participation of a human being or group of human beings for the demonstration of procedures or phenomena.”

Students will be expected to pay close attention to ethical guidelines issued in connection with assignments and should clarify with lecturers/tutors any queries about the ethical conduct of an assignment in advance of undertaking that activity. In the course of university studies students must not take any individual initiatives to work with, or seek information from, children or adults without obtaining the approval of the lecturers/ tutors in advance. Failure to adhere to these regulations may result in mandatory failure of an assignment.

Printing

Printing on campus is possible once your Student ID card is activated and money has been added to your Unicash balance. Unicash is an electronic balance used to pay for printing on campus. You can top-up your Unicash balance at one of several eftpos kiosks or cash auto-loader machines located around campus. Unicash balances can be checked online in Edlinked.

Moodle

Moodle is the University’s online learning management system.

Computer requirements for online study

It is strongly recommended that you have access to a computer capable of running Mac OS X, Linux, Chrome OS or Microsoft Windows operating system with the latest version of the Google Chrome web browser installed. It is possible to use a tablet device exclusively as your primary device for producing and consuming online content, but for most Education students we recommend a traditional laptop. Your chosen device must be able to read and write in the following formats:

- Microsoft Word DOC and DOCX files
- Microsoft PowerPoint PPT and PPTX files
- PDF formatted files
- JPEG and PNG image files.

Email

The University will provide all students with a Gmail and Google Apps account. This email account for students will belong to you forever, and comes with an unlimited amount of Cloud hosted storage for your files and folders.
Online content
The University uses a number of platforms to make content and resources available online to students, including YouTube, Panopto's CourseCast platform, iTunesU and many social media environments.

Internet access
We strongly recommend that students have access to a high-speed Internet connection (broadband) to get the best off-campus online experience.

Virus and malware protection
For students using a computer with the Microsoft Windows operating system we strongly recommend installing antivirus software and malware removal tools. Both Microsoft Security Essentials and Avast are freely available. Other anti-viral and anti-malware programs to consider included Symantec, Kaspersky, McAfee and AVG.

Learning resources and facilities

Library
The library has computers, printer/photocopier/scanners, wireless internet access, group study areas and individual study desks. Librarians provide orientation tours, tutorials and ongoing face-to-face and online support for students. For further information about the Library and its resources see the library website waikato.ac.nz/library

Wireless and computer access
Te Kura Toi Tangata Faculty of Education has wireless coverage in all classrooms within the Faculty's buildings. In addition, Te Kura Toi Tangata Faculty of Education's Information Centre has computer facilities available for student and staff to access the internet, library databases, email, document creation and printing. The Information Centre also has a 24-hour computer lab available to Education students via a swipe-card access system.

Network account activation
New students need to activate their network accounts first before they can access any computer facilities or network services (including WiFi). To activate an account, students must have a Student ID card and be enrolled in a course starting in the next three weeks.

Students can activate their accounts online before they arrive on campus at this website link (tools.its.waikato.ac.nz/cgi-bin/newuser/newuser).

Alternatively, cards can be activated at one of the several ID registration terminals located around campus (tools.its.waikato.ac.nz/newuser.html). You must have your Student ID card with you in order to complete the activation process.

Student wireless access
The University provides free, high speed wireless access across the Hamilton campus to all our students. To connect, simply use your student username and password to authenticate your device to the UOW Students wireless network.
Teacher Education

All teacher education programmes are based on internationally agreed assumptions, grounded in research, that initial teacher education programmes should include knowledge of:

- Learners and their development
- Teaching and learning processes
- Educational contexts and the historical, social, cultural, and policy influences that affect them
- Educational intentions and values
- Curriculum content, and methods of teaching and assessment in required subjects and curriculum areas
- Subject knowledge.

Students must complete the requirements of the major subject, Professional Education. Students are required to pass all practicum components of the programmes before proceeding on to the next year’s study. There are also prerequisites on Mathematics and Literacy papers and Learning and Teaching papers. Students are expected to experience teaching across a range of early childhood or school settings as applicable.

Professional requirements for all teacher education papers

On graduation from an initial teacher education programme the provider must attest to the Education Council New Zealand that the graduand:

- Is of good character
- Is fit to be a teacher
- Has met the Standards for the Teaching Profession.

A student who has not met the above criteria based on evidence collected during their programme cannot graduate from their teacher education programme.

Indicators that a person is of good character and fit to teach include: regular and punctual attendance and positive contribution in class; the ability to relate to peers, children, teachers and university staff appropriately; and the ability to plan for a safe high quality teaching and learning environment. At the completion of each paper the lecturer is asked to attest to the Associate Dean Teacher Education that individuals have displayed the attributes required of a successful teacher.

Please refer to:

- Standards for the Teaching Profession
  ([educationcouncil.org.nz/content/our-code-our-standards](http://educationcouncil.org.nz/content/our-code-our-standards))
- Code of Professional Responsibility
  ([educationcouncil.org.nz/content/our-code-our-standards](http://educationcouncil.org.nz/content/our-code-our-standards))
- Good Character and Fit to be a Teacher Policy
Ethical guidelines for practicum/professional experience

All teachers in schools and centres are operating under the Code of Professional Responsibility as mandated by the Education Council New Zealand. Students need to be familiar with this code (educationcouncil.org.nz/content/our-code-our-standards).

Students doing any written or practical observations or work with children and families are expected to:

• Work within the policies as set out by the school or centre and Te Kura Toi Tangata Faculty of Education
• Be accountable to their teaching associates
• Be respectful of and sensitive to the rights of those they teach
• Ensure that any work undertaken with learners is culturally appropriate.

Maintain confidentiality by ensuring that:

• Names are not used
• Individual people or families cannot be identified
• Any observational records, transcripts, or notes are destroyed once any related course work is completed
• Task and observation requirements are made available to staff and parents/caregivers should they require them
• There is discussion in advance with the associate teacher regarding all plans to be used, and information to be sought from children or adults
• Permission is obtained from all involved including parent/guardian of the child(ren) for any photographing or video recording of children or adults.

Practicum/professional experience absences

Absences from practicum/professional experience and practical teaching sessions in schools and centres pose particular problems. They inconvenience the teachers and pupils at the time and again later when additional time is needed to complete teaching tasks. If absence is unavoidable due to serious illness, injury, bereavement, or other exceptional circumstances, the school or centre and the lecturer for the paper must be advised. This is both a courtesy and a professional responsibility.

Students on practicum/professional experience are directly responsible to a staff member in their school or centre. In early childhood settings that is their associate teacher, whereas in a primary school they are responsible to the principal and in a secondary school to their school placement co-ordinator. This person, or their nominee, must be informed before 8am on any day of absence. Students who have absences for whatever reason may be required to work additional days of professional experience in order to meet requirements.
Practicum/professional experience access

Te Kura Toi Tangata Faculty of Education reserves the right to refuse to place a student to meet professional experience requirements in a school or early childhood centre in any instance where the performance of the student in papers related to the professional experience has been clearly unacceptable, regardless of the fact that the student may be enrolled for the practicum/professional experience.

Completion of professional experience

A pass in the practicum/professional experience components of each initial teacher education programme is a requirement for continuation in that programme. Mathematics and English papers are prerequisites for practicum/professional experience in primary programmes. A student teacher may only have two opportunities to pass each practicum paper.

Employment

Teacher registration and teaching positions

Te Kura Toi Tangata Faculty of Education programmes have Education Council New Zealand approval and are designed to meet Education Council New Zealand requirements for provisional registration and the award of a provisional practising certificate. Beginning teachers will need to teach for a minimum of two years and participate in a formal advice and guidance programme to become fully registered certificated as a teacher. Details about what is required are available from programme co-ordinators, the Centre for Teacher Education, or the Education Council New Zealand (educationcouncil.org.nz). Graduating students are strongly advised to seek registration and a provisional practising certificate as soon as they receive the Statement of Completion of their qualification. You must gain a full practising certificate within five years of completion of your teaching qualification.

Graduating students normally begin to apply for teaching positions during the final semester of study. Students submit their own applications and prepare their own documentation.
Programme overview

Undergraduate

Bachelor of Teaching
The Bachelor of Teaching (BTchg) is a qualification that is professionally oriented to enable students to become skilled and reflective teachers in New Zealand schools. This 24-paper, 360-point degree is normally taken over three years of full-time study. This is available for early childhood and primary teaching.

The BTchg (Primary) is available in Hamilton, Tauranga and also online through our Mixed Media Presentation programme. There is a Kākano Rua option to prepare students for teaching in English language, bilingual (Māori and English) and total immersion (Māori) settings.

The BTchg (Early Childhood) is available in Hamilton and Tauranga.

Bachelor of Teaching conjoint programme
BTchg and one of BA, BSc, BSocSc, BHSHP
The conjoint degree programme is available in primary or secondary teaching and is a qualification that involves the completion of two degrees concurrently. The professionally oriented BTchg degree enables students to become skilled and reflective teachers in New Zealand schools and build content knowledge in specific areas of the New Zealand curriculum. This 36-paper, 540-point programme is normally completed over four years of full-time study and is available for secondary and primary teaching.

Conjoint degree programmes are only available in Hamilton.

Bachelor of Education (Technology)
The Bachelor of Education (BEd) offers academic pathways for technology teachers to gain a four-year, 480 points degree. The BEd degree meets the G3+ or Q3+ qualification group for salary purposes. Refer to page 38.
Graduate Diploma of Teaching

The Graduate Diploma of Teaching (GradDipT) qualification is available to students who already hold a bachelors degree. Full-time one-year programmes are available in early childhood, primary and secondary teaching.

- The GradDipT (Early Childhood) is a 153 point, fully online programme supported by some block periods on campus.
- The GradDipT (Primary) is a 153 point programme available in Hamilton and supported online.
- The GradDipT (Secondary) is a 120-point programme available in Hamilton, Tauranga and also online through our Mixed Media Presentation Programme.

Graduate Diploma of Teaching and Graduate Diploma in Engineering (Technology Teaching) or Graduate Diploma in Tourism and Hospitality Management (Teaching)

These two-year, 240-point pathway programmes are available to career choice candidates who hold industry qualifications and who have had significant work experience. Candidates complete both diplomas concurrently over two years. Refer to page 38.

Postgraduate

Master of Teaching and Learning (MTchgLn)

The Master of Teaching and Learning is an intensive one-year programme that prepares students for primary or secondary teaching. The MTchgLn comprises six postgraduate compulsory papers at 500 level (180 points). The papers examine teaching in the New Zealand context, evidence based inquiry, teaching diverse learners, and curriculum design and implementation. Students work in school settings for sustained periods during Terms I to IV with the professional support of Faculty Lecturers and Mentor Teachers. The programme is underpinned by adult learning principles and there is an expectation that student teachers have the ability to work critically and independently.

This programme is only available in Hamilton. Refer to page 41.

Master of Teaching and Learning Te Toi Arareo (Māori Medium Teaching)

The Master of Teaching and Learning Te Toi Arareo is an intensive one-year programme that prepares students for kura or wharekura. The MTchgLn Te Toi Arareo comprises six postgraduate compulsory papers at 500 level (180 points).

Mā te reo, ngā ūara me ngā waiaro Māori tēnei hōtaka e kawe. Nā te tautoko a ngā Wharekura me ētehi Kura Arareo te take i tū ai tēnei kaupapa. He hōtaka whakangungu pouako hei tautoko i ngā pūtōi ako me ngā marautanga Māori pērā ki Te Aho Matua, ngā Kura ā Iwi, ngā Marau ā Kura me te Marautanga o Aotearoa.

Delivery of the programme is through te reo, using Māori values and attitudes. It has been developed in collaboration with whānau, hapū and iwi so that it meets the criteria demanded in today’s kura and wharekura. It aligns with contemporary thinking about teacher preparation and will contribute to a more integrated schooling system in the future. The programme prepares students to work effectively among different philosophies/kaupapa eg, Te Aho Matua, Iwitanga, and Rumaki.
Undergraduate programmes

Early Childhood Teacher Education

Associate Dean Teacher Education

Beverley Cooper  TC.2.75  07 838 4382  beverley.cooper@waikato.ac.nz

Programme Leader

Early Childhood
Jeanette Clarkin Phillips  TC.2.58  jeanette.clarkin-phillips@waikato.ac.nz

Programme Co-ordinators

Graduate Diploma of Teaching
Sara Archard  TT.6.02  07 838 4466 extn 7777  sara.archard@waikato.ac.nz

Bachelor of Teaching
Jeanette Clarkin Phillips  TC.2.58  07 838 4466 extn 4875  jeanette.clarkin-phillips@waikato.ac.nz

Practicum/professional experience
Jeanette Clarkin Phillips  TC.2.58  07 838 4466 extn 4875  jeanette.clarkin-phillips@waikato.ac.nz

Programme and Practicum Administrator

Donna Fermanis  TC.2.74  07 838 4466 extn 4663  donna.fermanis@waikato.ac.nz
Bachelor of Teaching – Early Childhood

Locations
• Hamilton
• Tauranga (Windermere Campus).

Programme structure
Programme structure The BTch (ECE), 360-point programme is an integrated whole and comprises three major components, which span the three years of full-time study. Students must include at least 225 points above level 100 and at least 75 points above level 200. The components are:
• Personal and professional development
• Learning, caring, and development in early childhood education and care
• The context of learning.

Interwoven with the major components are seven integral themes, which are taken into account in all of the early childhood programmes. The seven integral themes are:
• Bicultural Development
• Cultural Diversity
• Children as Citizens
• Inclusion
• Parents and Whānau
• Social Justice
• Transitions.

Professional experience
All papers in the Early Childhood programme are integrated in the professional experience. The professional experience, comprising both teaching practice and placement, is directly related to papers in the programme. Opportunities are provided to practise and demonstrate developing skills: to undertake observations; to carry out set tasks with infants, toddlers and young children in early childhood settings. This opportunity for first-hand experience is considered an important aspect of the programme.
Required papers

100 level
- TEACH100  Literacy and Mathematics in the Early Years
- TEACH101  Being a Teacher in Aotearoa
- TEACH102  Aotearoa Curriculum in Action
- TEEDU100  Concepts in Teaching and Learning 1
- TEEDU101  The Aotearoa New Zealand Educational Context
- TEEDU102  Learning and Development Across the Lifespan
- TEPRO100  Professional Experience 1

200 level
- TEPRO200  Professional Experience 2
- TEACH 200  Making Sense of and Exploring the World
- TEACH201  Te Whariki in Action Belonging and Contribution
- TEACH202  NZ Te Whariki in Action Language and Communication: The Multi-Modal Child
- TEACH203  NZ Te Whariki in Action Pedagogies for the first 1000 days
- TEEDU200  Concepts in Teaching and Learning 2
- TEEDU201  Cultural Dimensions of Education Te Hononga Tangata

300 level
- TEPRO300  Professional Experience 3 (30 points)
- TEACH300  Assessment and Evaluation
- TEACH301  New Zealand Te Whariki in Action Contemporary Issues
- TEACH302  New Zealand Te Whariki in Agents of Change
- TEEDU300  Concepts in Teaching and Learning 3

Option papers
In addition, students will take four option papers, 30 points at level 100/200 and 30 points at level 200/300. Option papers are designed to enable students to explore an area of interest in any faculty of the University.
Graduate Diploma of Teaching – Early Childhood

The GradDipT (ECE) is a one-year, 153 point programme for graduates with a bachelors degree consists of compulsory Professional Education and curriculum teaching papers and three teaching practica.

This programme prepares for teaching in all areas and develops professional understanding about teaching and learning. Education policies and their impact upon teachers’ practice are also examined. The programme begins with a five-day face-to-face component that includes orientation and an introduction to the Summer School paper TEPS751 and continues through two semesters. The programme is available only to graduates who meet teacher education criteria.

Location
Online/Mixed Media Presentation.

Required papers

Summer School
   TEPS751  Professional and Ethical Inquiry 1: The Treaty of Waitangi in Early Childhood Education

Practicum – February
   TEDE751  Professional Practice 1: Practicum

A Semester
   TEPS752  Professional and Ethical Inquiry 2: Inclusive Education
   TEPS754  Listening to Culture
   TEPS755  Learning and Development in the Early Years
   TEPS756  Play and Creativity in the Curriculum

Practicum – June to July
   TEDE752  Professional Practice 2: Practicum

B Semester
   TEPS753  Professional and Ethical Inquiry 3: Transition to School
   TEPS757  Communities of Learners
   TEPS758  Multiple Literacies
   TEPS759  Te Whāriki in Action

Practicum – Mid-October to Mid-December
   TEDE753  Professional Practice 3: Practicum

Practicum
There will be three blocks of full-time (totalling 14 weeks) teaching practicum in two different early childhood settings. Block practicum will occur in February, June/July and from mid-October to mid-December. University staff and associate teachers jointly assess practicum.
# Primary Teacher Education

## Associate Dean Teacher Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverley Cooper</td>
<td>TC.2.75</td>
<td>07 838 4382</td>
<td><a href="mailto:beverley.cooper@waikato.ac.nz">beverley.cooper@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

## Programme leaders

### Bachelor of Teaching Primary

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Fisher</td>
<td>TT.2.09</td>
<td>07 838 4466 extn 7836</td>
<td><a href="mailto:anthony.fisher@waikato.ac.nz">anthony.fisher@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Master of Teaching and Learning

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Richard Hill</td>
<td>TC.3.32B</td>
<td>07 838 4466 extn 7818</td>
<td><a href="mailto:richard.hill@waikato.ac.nz">richard.hill@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Māori Medium

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margie Hohepa</td>
<td>TT.3.06B</td>
<td>07 838 4466 extn 7874</td>
<td><a href="mailto:margie.hohepa@waikato.ac.nz">margie.hohepa@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Karaitiana Tamatea</td>
<td>TT.3.06</td>
<td>07 838 4466 extn 7814</td>
<td><a href="mailto:karaitiana.tamatea@waikato.ac.nz">karaitiana.tamatea@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

## Programme co-ordinators

### Bachelor of Teaching Primary

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Fisher</td>
<td>TT.2.09</td>
<td>07 838 4466 extn 7836</td>
<td><a href="mailto:anthony.fisher@waikato.ac.nz">anthony.fisher@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Bachelor of Teaching Conjoint Programme

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerry Earl</td>
<td>TT.6.05B</td>
<td>07 838 4466 extn 7737</td>
<td><a href="mailto:kerry.earl@waikato.ac.nz">kerry.earl@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Bachelor of Teaching Primary Kākano Rua

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngārewa Häwera</td>
<td>TL.4.12</td>
<td>07 838 4466 extn 7848</td>
<td><a href="mailto:ngarewa.hawera@waikato.ac.nz">ngarewa.hawera@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Bachelor of Teaching Primary Tauranga

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Whyte</td>
<td>WIND.V118</td>
<td>07 557 8789</td>
<td><a href="mailto:barbara.whyte@waikato.ac.nz">barbara.whyte@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Bachelor of Teaching Primary MMP

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Carrs</td>
<td>TL.4.14</td>
<td>07 838 4466 extn 7862</td>
<td><a href="mailto:wendy.carrs@waikato.ac.nz">wendy.carrs@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Graduate Diploma of Teaching

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louise Milne</td>
<td>TC.4.05</td>
<td>07 838 4466 ext 4680</td>
<td><a href="mailto:louise.milne@waikato.ac.nz">louise.milne@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Practicum/Professional Experience

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark McPhillips</td>
<td>TC.2.69</td>
<td>07 838 4466 extn 9636</td>
<td><a href="mailto:clark.mcphillips@waikato.ac.nz">clark.mcphillips@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>
## Programme administrators student and academic office

<table>
<thead>
<tr>
<th>Role, Qualification, and Location</th>
<th>Name</th>
<th>Office Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>Gina Roberts</td>
<td>TC.2.57A</td>
<td>07 838 4359</td>
<td><a href="mailto:gina.roberts@waikato.ac.nz">gina.roberts@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Hamilton and Tauranga (Primary)</td>
<td>Lynnette Lopez-Raman</td>
<td>TC.2.60</td>
<td>07 838 4466 extn 7852</td>
<td><a href="mailto:lynnette.lopez-raman@waikato.ac.nz">lynnette.lopez-raman@waikato.ac.nz</a></td>
</tr>
<tr>
<td>MMP and Graduate Diploma of Teaching (Primary)</td>
<td>Lesley Meade</td>
<td>TC.2.59</td>
<td>07 838 4924</td>
<td><a href="mailto:lesley.meade@waikato.ac.nz">lesley.meade@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Practicum/Professional Experience</td>
<td>Denise Arnesen</td>
<td>TC.2.72</td>
<td>07 838 4368</td>
<td><a href="mailto:denise.arnesen@waikato.ac.nz">denise.arnesen@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Tauranga Administration</td>
<td>Tiruni John</td>
<td>WIND.V BLOCK</td>
<td>07 557 8921</td>
<td><a href="mailto:tiruni.john@waikato.ac.nz">tiruni.john@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>
Bachelor of Teaching – Primary

Locations
• Hamilton
• Tauranga
• Online/Mixed Media Presentation.

Programme structure
The BTchg (Primary) is a 360-point programme usually taken over three years of full-time study. Students must include at least 225 points above level 100 and at least 75 points above level 200. It consists of compulsory professional education and curriculum teaching papers including three practica. Students must complete the requirements of the major subject, Professional Education. Students are also required to pass all practicum components of the programme and associated work before proceeding on to the next year of study. This programme prepares students to teach in all primary curriculum areas from years 0-8, and to develop professional understanding about teaching and learning. Education policies and their impact on schooling and teachers’ practice are also examined.

Professional experience
Professional experience consists of weekly day placements in schools and practicum blocks. You will be placed at three different age levels, and in three different schools. This is to ensure that students experience a range of schools in different socio-economic and cultural contexts. Weekly day placements in a local school provide opportunities for practical teaching experience and reflection.
Required papers

100 level
TEACH110  Literacy and Mathematics (Primary)
TEACH101  Being a Teacher in Aotearoa
TEACH102  Aotearoa Curriculum in Action
TEEDU100  Concepts in Teaching and Learning 1
TEEDU101  The Aotearoa New Zealand Educational Context
TEEDU102  Learning and Development Across the Lifespan
TEPRO110  Professional Experience 1

200 level
TEPRO210  Professional Experience 2
TEACH210  Literacy and Mathematics 2
TEACH211  NZ Curriculum in Action Science
TEACH212  NZ Curriculum in Action Health and Physical Education
TEACH213  NZ Curriculum in Action The Arts
TEEDU200  Concepts in Teaching and Learning 2
TEEDU201  Cultural Dimensions of Education Te Hononga Tangata

300 level
TEPRO310  Professional Experience 3 (30 points)
TEACH310  Evidence based practice in mathematics
TEACH311  NZ Curriculum in Action Technology
TEACH312  NZ Curriculum in Action Social Science and Sustainability Agents of Change
TEACH313  Evidence based practice in English
TEEDU300  Concepts in Teaching and Learning 3

Option papers
In addition, students will take three option papers, 30 points at level 100/200 and 15 points at level 200/300. Option papers are designed to enable students to explore an area of interest in any faculty of the University.
Bachelor of Teaching – Primary (Online/Mixed Media Presentation)

This programme is also taught via the internet for students who do not have access to traditional on-campus programmes. There are compulsory on-campus components in each year of the programme.

Bachelor of Teaching – Primary (Kākano Rua) (Hamilton) (Online/Mixed Media Presentation) (Tauranga)

Kākano Rua prepares students for teaching in English language, bilingual (Māori and English) and total immersion (Māori) settings.

This learning pathway is open to those who have a strong commitment to Māori education and wish to work in a supportive whānau context. Kaupapa Māori underpins much of the content of the papers on offer. Some proficiency in te reo Māori is a requirement for entry to the programme.

Required papers

100 level
- TEACH110 Literacy and Mathematics (Primary)
- TEACH101 Being a Teacher in Aotearoa
- TEACH102 Aotearoa Curriculum in Action
- TEEDU100 Concepts in Teaching and Learning 1
- TEEDU101 The Aotearoa New Zealand Educational Context
- TEEDU102 Learning and Development Across the Lifespan
- TEPRO110 Professional Experience 1

200 level
- TEPRO210 Professional Experience 2
- TEACH230 Te Reo Matatini me te Pāngarau 2
- TEACH231 Ngā Marautanga Whānui – Pūtaiao
- TEACH232 Ngā Marautanga Whānui – Hauora
- TEACH233 Ngā Marautanga Whānui – Ngā Toi
- TEEDU200 Concepts in Teaching and Learning 2
- TEEDU201 Cultural Dimensions of Education Te Hononga Tangata

300 level
- TEPRO310 Professional Experience 3 (30 points)
- TEACH330 Te huarahi whaimāramate Pāngarau
- TEACH331 Ngā Marautanga Whānui – Hangarau
- TEACH332 Ngā Marautanga Whānui – Tikanga ā-iwi me te Toitūtanga
- TEACH333 Te huarahi whaimārama Te Reo Matatini
- TEEDU300 Concepts in Teaching and Learning 3

Option papers

In addition, students will take three option papers, 30 points at level 100/200 and 15 points at level 200/300. Option papers are designed to enable students to explore an area of interest in any faculty of the University.
Conjoint degree programme – Primary
Refer to page 33.

Graduate Diploma of Teaching – Primary
The GradDipT (Primary) is a 153 point programme involving one-year of intensive study for students with a bachelors degree or higher qualification. It consists of compulsory Professional Education and curriculum teaching papers including three teaching practica. The GradDipT (Primary) programme prepares students to teach in all primary curriculum areas from years 0-8 and to develop professional understanding about teaching and learning. Education policies and their impact on schooling and teachers’ practice are also examined. It begins with a Summer School paper and continues through two semesters. The programme is available only to graduates who meet strict selection criteria.

Location
Hamilton and supported online.

Required papers
- TEPS761 Professional Practice and Inquiry 1: Teaching, Learning and the Inclusive Curriculum
- TEDE764 Professional Practice 1: Practicum
- TEAL761 Education in the Arts
- TEPC761 Social Studies and Māori Education
- TEMS761 Science Education and Technology Education
- TESP762 Professional Practice and Inquiry 2: From Theory to Practice in Learning, Teaching and Assessment
- TEDE765 Professional Practice 2: Practicum
- TESP762 Health and Physical Education
- TEAL762 English Education
- TEMS762 Mathematics Education
- TEPS763 Professional Practice and Inquiry 3: Teaching and Education Reform in New Zealand
- TEDE766 Professional Practice 3: Practicum

Practicum
There will be at least 14 weeks of full-time practicum, in three blocks, at three different levels, and in three different schools. This is to ensure experiences across a range of schools in different socio-economic and cultural contexts. School placements for teaching practice occur in February, June/July and from mid-October to mid-December. Weekly placements in a local school provide opportunities for practical teaching experience and reflection.

Master of Teaching and Learning
Refer to page 41.
# Conjoint degree programmes

**Associate Dean Teacher Education**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverley Cooper</td>
<td>TC.2.75</td>
<td>07 838 4382</td>
<td><a href="mailto:beverley.cooper@waikato.ac.nz">beverley.cooper@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

**Programme co-ordinators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Richard Calderwood</td>
<td>TT.6.05B</td>
<td>07 838 4466  extn 7737</td>
<td><a href="mailto:richard.calderwood@waikato.ac.nz">richard.calderwood@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Kerry Earl</td>
<td>TT.6.05B</td>
<td>07 838 4466  extn 7737</td>
<td><a href="mailto:kerry.earl@waikato.ac.nz">kerry.earl@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

**Practicum co-ordinators**

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>Joan-Marie Kay</td>
<td>TC.2.57</td>
<td>07 838 4466  extn 6213</td>
<td><a href="mailto:joan-marie.kay@waikato.ac.nz">joan-marie.kay@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Primary</td>
<td>Clark McPhillips</td>
<td>TC.2.69</td>
<td>07 838 4466  extn 9636</td>
<td><a href="mailto:clark.mcphillips@waikato.ac.nz">clark.mcphillips@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

**Programme administrators**

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Lynnette Lopez-Raman</td>
<td>TC.2.60</td>
<td>07 838 4466  extn 7852</td>
<td><a href="mailto:lynnette.lopez-raman@waikato.ac.nz">lynnette.lopez-raman@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Secondary</td>
<td>Corinne Nicholson</td>
<td>TC.2.74</td>
<td>07 838 4663</td>
<td><a href="mailto:corinne.nicholson@waikato.ac.nz">corinne.nicholson@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>
Primary or Secondary

This is a 30-paper, 540-point full-time programme where two degrees are studied in a minimum period of four years:

• Bachelor of Teaching – majoring in Professional Education
• Bachelors degree majoring in a teaching subject.

Programmes are available for teaching in secondary schools, middle schools or primary schools. There is a choice from the following specialist degrees:

• Bachelor of Arts (BA)
• Bachelor of Science (BSc)
• Bachelor of Social Sciences (BSocSc)
• Bachelor of Health Sport and Human Performance (BHSHP).

Location

• Hamilton.

Bachelor of Teaching degree (BTchg)

Major: Professional Education (18 papers, 270 points)

Papers are studied that teach the practice of teaching and how to teach. The required papers in the primary programme prepare students to teach all primary curriculum areas. In the secondary programme there is a focus on specialist curriculum areas.

Subject degree (BA, BSc, BSocSc, BHSHP)

Major: Chosen subject (18 papers, 270 points)

Papers are studied that provide subject content to deepen knowledge of specific curriculum areas. For example papers in; Accounting, Asian and European Languages, Biology, Chemistry, Dance, Drama, Economics, English, Geography, History, Māori, Mathematics, Media Studies, Music, Physical Education, Physics, Science and Social Studies are available.

Programme structure

There is a choice of a Year 1 to 8 (full primary), a Year 7 to 10 pathway or a Year 7 to 13 programme. Each year during the four-year full-time programme, papers are completed to satisfy the regulations for the completion of both degrees concurrently. Students are required to pass all practicum components of the programme and associated work before proceeding to the next year of study. Students work closely with the programme co-ordinator to ensure the completion of a balanced, useful and transportable qualification. It is possible to continue studies in Professional Education by completing an honours or masters degree or complete an advanced degree in a specialist subject.

Professional experience

Professional experiences are completed throughout the programme to enable theory to be put into practice and provide opportunities for reflection and evaluation.

Required papers

The structure of the conjoint programme is dependent on the prior learning and the student’s selected subject degree. This is negotiated individually with the programme co-ordinators. Required papers consist of the papers required for the BTchg in the relevant sector.
### BTchg (Primary) required papers

Refer to page 28.

### BTchg (Secondary) required papers

#### 100 level
- **TEEDU100**  Concepts in Teaching and Learning 1
- **TEEDU101**  The Aotearoa New Zealand Educational Context
- **TEEDU102**  Learning and Development Across the Lifespan
- **TEACH110**  Literacy and Mathematics
- **TEACH101**  Being a Teacher in Aotearoa
- **TEACH102**  Aotearoa Curriculum in Action
- **TEPRO120**  Professional Experience 1

#### 200 level
- **TEEDU200**  Concepts in Teaching and Learning 2
- **TEEDU201**  Cultural Dimensions of Education Te Hononga Tangata
- **TEACH220**  Curriculum Year 7-10
- **HMDEV201**  Adolescent Development
- **TEPRO220**  Professional Experience 2

#### 300 level
- **TEEDU300**  Concepts in Teaching and Learning 3
- **TEACH320**  Curriculum Year 11-13
- **HDCO322**  Motivation and Behaviour Difficulties: Strategies for Educators
- **TEPRO320**  Professional Experience 3 (30 points)
## Secondary Teacher Education

### Associate Dean Teacher Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverley Cooper</td>
<td>TC.2.75</td>
<td>07 838 4382</td>
<td><a href="mailto:beverley.cooper@waikato.ac.nz">beverley.cooper@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Programme leaders

#### Master of Teaching and Learning

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Richard Hill</td>
<td>TC.3.32B</td>
<td>07 838 4466 extn 7818</td>
<td><a href="mailto:richard.hill@waikato.ac.nz">richard.hill@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

#### Te Toi Arareo Māori Medium

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margie Hohepa</td>
<td>TT.3.06B</td>
<td>07 838 4466 extn 7874</td>
<td><a href="mailto:margie.hohepa@waikato.ac.nz">margie.hohepa@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karaitiana Tamatea</td>
<td>TT.3.06</td>
<td>07 838 4466 extn 7814</td>
<td><a href="mailto:karaitiana.tamatea@waikato.ac.nz">karaitiana.tamatea@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Programme co-ordinators

#### Graduate Diploma of Teaching Hamilton and MMP

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judy Bailey</td>
<td>TC.4.03</td>
<td>07 838 4466 extn 7742</td>
<td><a href="mailto:judy.bailey@waikato.ac.nz">judy.bailey@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

#### Graduate Diploma of Teaching Tauranga

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Simon Taylor</td>
<td>WIND V Block</td>
<td>07 557 8745</td>
<td><a href="mailto:simon.taylor@waikato.ac.nz">simon.taylor@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

#### Conjoint Degree

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Richard Calderwood</td>
<td>TT.6.05B</td>
<td>07 838 4466 extn 7737</td>
<td><a href="mailto:richard.calderwood@waikato.ac.nz">richard.calderwood@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

#### Practicum/professional experience

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan-Marie Kay</td>
<td>TT.2.57</td>
<td>07 838 4466 extn 6213</td>
<td><a href="mailto:joan-marie.kay@waikato.ac.nz">joan-marie.kay@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

### Programme administrator

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrine Nicholson</td>
<td>TC.2.74</td>
<td>07 838 4366</td>
<td><a href="mailto:corinne.nicholson@waikato.ac.nz">corinne.nicholson@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>
Conjoint degree programme – Secondary

Refer to page 33.

Graduate Diploma of Teaching – Secondary

This professionally oriented qualification is awarded on the successful completion of a one-year intensive, 120-point programme enabling graduates to become skilled and reflective beginning teachers in New Zealand secondary or composite schools.

Locations

- Hamilton
- Tauranga
- Online/Mixed Media Presentation.

Graduate Diploma of Teaching – Secondary (Tauranga)

This programme is also offered at the University of Waikato in Tauranga, Windermere Campus.

The principles and requirements are the same as the Hamilton programme with the structure and delivery designed to meet the needs of students in the Bay of Plenty. Some papers could involve block courses or travel to the Hamilton campus.
Graduate Diploma of Teaching – Secondary
(Online/mixed media presentation)

This programme is also taught using Mixed Media Presentation (distance delivery) where geographic remoteness, or existing employment as an LAT teacher, makes it impossible for students to attend a University of Waikato campus. There are compulsory on-campus components.

Required Papers

The GradDipT (Secondary) programme comprises eight compulsory papers: three required papers (outlined below), three papers based on secondary teaching curriculum subjects, and two practicum placements.

**TEPS703 Teaching, Learning and the Curriculum 1**
This paper examines the concept of curriculum generally and in terms of New Zealand requirements and community contexts. Major issues for all teachers such as assessment, qualifications, and school organisation are also explored.

**TEPS704 Teaching, Learning and the Curriculum 2**
This paper focuses on how students in schools learn what affects their ability and inclination to learn and ways of meeting their learning needs effectively in diverse school settings.

**TEPS735 Professional Issues for Secondary Classrooms**
This paper explores issues facing teachers in classroom, school and community situations. It is also designed with some flexibility to consider issues of pressing concern to the student group.

Practicum

**TEDE701 Professional Practice 1: Practicum**
**TEDE702 Professional Practice 2: Practicum**

Practicum, which integrates theoretical and practical components, is an integral part of the programme. Placement in two different secondary schools for teaching practice, provides opportunities to develop and demonstrate teaching skills as well as experience aspects of the broader role of teachers in school life. A total of 14 weeks practicum is completed over the year.

Assessment

All papers are graded apart from practicum papers which are assessed on a pass/fail basis and extensive feedback is provided on each student’s work. It is anticipated that students selected for this programme will have the potential and self-motivation to become learning leaders. In order to gain the diploma, passes must be achieved in all eight papers.
Graduate Diploma of Teaching and Graduate Diploma in Engineering (Technology Teaching)

Graduate Diploma of Teaching with a Graduate Diploma in Tourism and Hospitality Management (Teaching)

These two-year, 240-point pathways are available to career choice candidates who hold industry qualifications and have had significant work experience. Candidates complete both diplomas concurrently over two years and the structure is negotiated with programme co-ordinators.

Locations
- Hamilton
- Tauranga
- Online/Mixed Media Presentation* (There are compulsory on-campus components for some papers).

Individual programmes are negotiated with the programme co-ordinator and the other contributing faculties.

*For the GradDipT and GradDipEng(Technology Teaching) programmes at least one semester must be completed on campus in Hamilton in year two.

Bachelor of Education (Technology)

The Bachelor of Education (BEd) offers academic pathways for technology teachers and aspirant technology teachers to gain a four-year, 480-point degree. The BEd degree meets the G3+ or Q3+ qualification group for salary purposes. The pathways involve the approval of exemptions based on candidates’ qualifications and experience, and support the Ministry of Education’s initiative to provide study awards and scholarships for teachers and for those people who want a career change from trades person to teacher.

The BEd (Technology) pathways are designed to meet the needs of several groups. Experienced tradespeople who hold a NZQA level 6 trade/technology qualification(s) will be required to complete 290 points at 100, 200, and 300 levels in Professional Education and Technology, including papers in technological practice and technological knowledge to complete the BEd.

Location
- Hamilton.

Required papers
- TEEDU100  Concepts in Teaching and Learning 1
- TEEDU101  The NZ Education Context
- TEEDU102  Learning and Development Across the Lifespan
- TEACH100  Literacy and Mathematics 1
- TEACH101  Being a Teacher in Aotearoa
- TEACH102  Aotearoa Curriculum in Action
- TEEDU200  Concepts in Teaching and Learning 2
- TEEDU201  Cultural Dimensions of Education: Te Hononga Tangata
- TEEDU300  Concepts in Teaching and Learning 3
Primary stream

TEPRO110  Professional Experience 1
TEPRO210  Professional Experience 2
TEPRO310  Professional Experience 3 (30 points)
TEACH210  Literacy and Mathematics 2
TEACH211  NZ Curriculum in Action Science
TEACH212  NZ Curriculum in Action Health and Physical Education
TEACH213  NZ Curriculum in Action The Arts
TEACH310  Evidence based practice Mathematics
TEACH311  NZ Curriculum in Action Technology
TEACH312  NZ Curriculum in Action Social Science and Sustainability Agents of Change
TEACH 313  Evidence based practice in English

Technology specific

HMDEV201  Adolescent Development
TEACH221  Technology Education 7-10
SCTED320  Technological Knowledge
SCTED321  Technological Practice
HMDEV322  Motivation and Behaviour Strategies for Educators
TEACH321  Technology Education 11-13


Teacher Education Refresh programme

This programme is approved by Education Council New Zealand for teachers who have failed to gain a full practising certificate within six years. For further information (education.waikato.ac.nz/qualifications/choose-a-subject/teacher-education-the-faculty/teacher-education-refresh-programme).
# Postgraduate programmes

**Associate Dean Teacher Education**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverley Cooper</td>
<td>TC.2.75</td>
<td>07 838 4382</td>
<td><a href="mailto:beverley.cooper@waikato.ac.nz">beverley.cooper@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

**Programme leaders**

**Master of Teaching and Learning**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Richard Hill</td>
<td>TC.3.32B</td>
<td>07 838 4466 extn 7818</td>
<td><a href="mailto:richard.hill@waikato.ac.nz">richard.hill@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

**Māori Medium**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>TT.3.06B</td>
<td>07 838 4466 extn 7874</td>
<td><a href="mailto:margie.hohepa@waikato.ac.nz">margie.hohepa@waikato.ac.nz</a></td>
</tr>
<tr>
<td>Karaitiana Tamatea</td>
<td>TT.3.06</td>
<td>07 838 4466 extn 7814</td>
<td><a href="mailto:karaitiana.tamatea@waikato.ac.nz">karaitiana.tamatea@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>

**Programme administrator**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrine Nicholson</td>
<td>TC.2.74</td>
<td>07 838 4366</td>
<td><a href="mailto:corinne.nicholson@waikato.ac.nz">corinne.nicholson@waikato.ac.nz</a></td>
</tr>
</tbody>
</table>
Master of Teaching and Learning MTchgLn

This intensive one-year 180-point programme for highly motivated graduates leads to provisional registration as a New Zealand primary school or secondary school teacher.

This programme will develop students’ critical understanding of research based pedagogical approaches, learning theory and content knowledge to effectively teach diverse learners in New Zealand schools.

Practical classroom experiences are a required component of this programme.

Location
• Hamilton.

Required papers

Primary
TEDE531 Teaching in the New Zealand Context
TEDE532 Diversity and Inclusion
TEDE513 The New Zealand Curriculum 1
TEDE514 The New Zealand Curriculum 2
TEDE515 Evidence-based Inquiry
TEDE516 Extended Evidence-based Inquiry

Secondary
TEDE531 Teaching in the New Zealand Context
TEDE532 Diversity and Inclusion
TEDE523 The New Zealand Curriculum 1
TEDE524 The New Zealand Curriculum 2
TEDE525 Evidence-based Inquiry
TEDE526 Extended Evidence-based Inquiry

Te Toi Arareo Māori Medium – Primary
TEDE541 Ngā āhuatanga o ngā kura reo Māori
TEDE542 Te kaupapa rangahau pakirehua
TEDE543 Te puāwaitanga o te reo
TEDE544 Marau 1 (Kura tuatahi)
TEDE546 Marau 2 and Pakirehua (Kura tuatahi)
TEDE548 Marau 3 and Pakirehua (Kura tuatahi)

Te Toi Arareo Māori Medium – Secondary
TEDE541 Ngā āhuatanga o ngā kura reo Māori
TEDE542 Te kaupapa rangahau pakirehua
TEDE543 Te puāwaitanga o te reo
TEDE545 Marau 1 (Wharekura)
TEDE547 Marau 2 and Pakirehua (Wharekura)
TEDE549 Marau 3 and Pakirehua (Wharekura)
# Postgraduate studies

On completion of your teacher education programme there are many opportunities for continuing your study. Please consult Te Kura Toi Tangata Faculty of Education website: [waikato.ac.nz/education](http://waikato.ac.nz/education)

<table>
<thead>
<tr>
<th>Associate Dean Academic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>TC.2.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrator</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracey Rowan</td>
<td>TC.2.46</td>
</tr>
</tbody>
</table>
Bachelor of Teaching with Honours BTchg(Hons)

This programme is for high-performing students or teachers who have completed a Bachelor of Teaching degree. It aims to enrich professional preparation through in-depth studies of various aspects of teaching.

Entry to the programme is based on the academic performance achieved in the Bachelor of Teaching and above average practicum. Practising teachers applying for this programme must also submit a CV and an attestation about their teaching performance from a senior colleague. Students who complete this qualification will be eligible to apply for selected masters degrees. Those who achieve at least second-class honours (first division) may be eligible to apply for doctoral studies.

Programme structure

The BTchg(Hons) consists of 120 points at 500 level including DSOE556, an independent study of at least 30 points and two further 500 level papers for the Master of Education as listed in the Postgraduate Studies in Education Handbook.

The programme normally comprises one year of full-time study, but can be taken part-time.

Masters, Doctor of Education EdD, Doctor of Philosophy PhD

For further information about Te Kura Toi Tangata Faculty of Education postgraduate programmes (eg 180 point masters degree, Doctor of Education, Doctor of Philosophy), please consult Te Kura Toi Tangata Faculty of Education website: waikato.ac.nz/education
Conceptual framework for Teacher Education programmes

The Faculty of Education's Teacher Education programmes are based on an inquiry approach to education that views teaching as a holistic, multidimensional, complex, dynamic, disciplined and an ethical activity. We aim to prepare caring, knowledgeable and critically reflexive beginning teachers who are committed to ongoing engagement in their own lifelong learning. The ultimate aim is a research informed adaptive expert who understands what it means to work within and across communities of teachers who, as professionals, are focused on continuous improvement (Timperley, 2012) and who are committed to provide meaningful learning experiences, which optimise achievement for all students.

Teaching is contextual, culturally and historically situated and inevitably coloured by the stories, explanations, theories and values that are dominant at any one time. Teaching engages all forms of thinking at a high level, including reason, reflection, intuitive insight, creativity and problem-solving. Teacher learning involves deep critical reflection which requires constant attention to research informed improvement in practice. Teachers need to have critical self-awareness and be able and willing to offer explanation of their own position in respect of these influences, culturally constructed viewpoints and principles. We encourage our students to critically examine the inherent values in their practice as well as how their practice will lead to change, a commitment to quality and respect for differences. Critical reflection involves taking in the broader historical, socio-political, and moral context of schooling. "By taking the broader context of schooling, reflective practitioners come to see themselves as agents of change, capable of understanding not only what is, but also working to create what should be" (Jay & Johnson, 2002, p. 79). We encourage our students to endeavour to challenge, negotiate and renegotiate their beliefs and practices.

The principles presented below which underpin the conceptual framework are designed to graduate beginning teachers who can make a difference for all learners in our increasingly diverse classrooms. They are developed with an understanding that approaches must prepare beginning teachers for the diverse and challenging educational, cultural, and societal environment we are facing.
Teachers as change agents

Teacher education programmes at the University of Waikato emphasises our strong commitment to education for social justice. All educators need to believe that schools can be sites for social transformation. Teachers are agents of social change and play a crucial role in making a more just society (Fullan, 1993). Teachers play a critical part in shaping students’ belief in their sense of self-efficacy: ability, responsibility and skill in initiating and completing actions and tasks. Whatever pedagogies are employed and whatever activities are organised, classroom practices contribute to a young person’s sense of self efficacy and to the construction of positive feelings about being able to cope with the world of school (Bruner, 1996) and in turn the global community. We recognise that neither we nor our students can understand society or education without understanding questions of diversity. Issues of equality and inequality require continuing conversation and ongoing attention. We aim to prepare student teachers with an expansive vision of and commitment to systemic change and leadership. Diversity and difference will be valued and seen as sources of strength and resource that can create a generative and inclusive educational space. We will support student teachers to build teaching programmes from difference rather than accommodate for difference (Bishop & Glynn, 1999).

As culturally responsive agents, working from constructivist and sociocultural perspectives, student teachers will draw on students’ differences to construct learning activities that will extend beyond the classroom and the school to draw on and value knowledge found in the families and communities of the students. In doing this, they will need to understand their own frame of reference and how that shapes their views and responses and to demonstrate a commitment to social justice.

Our programmes also emphasise the importance of dispositions in advancing the issues of social justice in education. These dispositions include appreciation of human diversity and respect for individual differences, commitment to personal and intellectual growth for self and others, and commitment to expression and practice of democratic values in teaching and beyond.

Teaching is relational

Teaching and learning involves connectedness with self, others, one's past and situated experiences. It engages the whole person and draws on wisdom, knowledge, abilities, values, beliefs and skills. For effective practice and development teaching and learning demands both humility and self-belief. As an ethical activity, teaching requires commitment to a duty of care to learners and their communities, and also to the profession itself. The programme is underpinned by the belief that knowledge is created through and by social interaction with others. It involves knowing, doing, valuing, and being (Bolstad et al., 2012).
A community of practice

The approach is reinforced by the work of Lave and Wenger (1991) who consider that individuals contribute to the building of knowledge but that it is not resident within a person. Knowledge belongs to and in a community. They have written that it is, “...not so much that the learner acquires structures or models to understand the world, but they participate in frameworks that have a structure. Learning involves participating in a community of practice” (p. 14). Learning may therefore be viewed as being situated within community. Knowledge is constructed in social and situated environments where student teachers learn as they collaborate with peers, faculty, and school-based professionals. And in turn, the student practitioners will understand that their students’ learning is similarly located and produced.

Working as a community of practice and the recognition of the role of social context in learning (Lave & Wenger, 1991) is integral to the programme. The Best Evidence Synthesis on Professional Learning (Timperley, Wilson, Barrar, & Fung, 2007) emphasised the place of social interaction among teachers as peers and those who bring relevant expertise. Challenging group norms, seeking feedback, and seeking clarification are key elements to supporting deep constructs of practice (Timperley, 2012). With a constructivist and sociocultural inquiry approach underpinning the programme learning, assessment activities will aim to honour all students’ backgrounds; they will challenge established models of what it means to be a student and a teacher and, to a certain extent, this will require faculty and mentor teachers to relinquish some of their authority and control. The challenge will be to guide the student teachers to enable them to reconsider and reconstruct their own everyday theories and to integrate their practice with more formal theories (Timperley, 2012).

Working in partnership

Student teachers initially will work in classrooms in pairs. Research has shown that student teachers value and benefit from ready access to feedback from and discussion with a peer (Le Cornu, 2010; Nokes, Bullough, Egan, Birrell, & Hansen, 2008). Pairing offers students ready access to experience of learning as a social process. Student teachers will be encouraged to develop and exercise the skills of adaptive help seeking, that is, to identify and strategically seek help to address their concerns and questions as opportunities to learn (Steed & Poskitt, 2010). This orientation to seeking help is a move from the concept of practice to a fully realized inquiry-based approach. Guiding and assessing practice will be based on a closer partnership among student teachers, faculty lecturers, and mentor teachers so that students become active consumers of assessment information as part of an overall drive to understand and enhance their teaching practice.

Across a number of studies, student teachers have identified their teaching experience as one of the more challenging, positive, and significant aspects of their pre-service teacher education (Groundwater-Smith, Ewing, & Le Cornu, 2006; Hoban, 2005; Le Cornu, 2005). The coherence and integration between ITE course work and practicum, together with the development of relationships during extended practicum periods, and the shared understandings and beliefs between schools and university faculty members that reflect the programme's vision of good teaching, have all been highlighted by international research as essential components of exemplary teacher education programmes (Darling-Hammond, 2006; Le Cornu & Ewing 2008).
Course work and school practicum experience both influence and build student teacher capability. Zeichner (2012) purported that teacher education requires new conceptualisations of practice and new designs for teacher education that realise the equity goals that we share in social justice programmes. Bringing practitioner and academic knowledge together has the potential to create "a transformative space where the potential for an expanded form of learning and the development of new knowledge are heightened" (Gutiérrez, 2008, p. 152). In this programme we think more broadly about schools as being sites for learning to teach and teaching to learn. The critical role of partnership between ITE and schools in preparing student teachers who are ready to take responsibility for their own class cannot be overstated. In recent years, a number of researchers have argued that the influence of practicum roles, relationships, and sites should be re-examined. We agree with Zeichner (2002, 2010) who has long challenged the traditional view of the classroom as the practicum placement site. Zeichner (2010) argued that a non-hierarchical interplay between academic, practitioner, and community expertise will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices. We acknowledge that student teacher learning is shaped and framed by school as well as national policy practices (Cowie, Cooper, & Ussher, 2014). Student teachers will be supported to understand the network of relationships that exist within and across schools, and to appreciate the support these relationships can offer to focus on individual student learning needs. For student teachers to develop as agents of change, they need to be aware of and develop the theoretical tools and practical experiences they need to critique, and build on what they experience. Academic knowledge is often given greater status and privileged over the knowledge mentor teachers bring to initial teacher education. We recognise that neither knowledge source is better; rather, each offers essential insight into teaching and learning practices. Both need acknowledgement and to be given value.

In the Waikato Teacher Education programmes there is a combination of increased practicum and stronger partnership of teachers and faculty working together alongside student teachers to focus on the what, how, and why of student learning. Innovation will come from the synergies of the partnership as schools and universities come to better understand the knowledges and expertise each has to offer in support of student teacher learning.

Teaching is culturally responsive

Culturally responsive pedagogies of relations will underpin the programme (Bishop & Berryman, 2009). Understanding what it means to work productively with diverse learners and communities will be integral. The overall focus of the proposed programme will be holistic – on students as learners in a web of relationships (whakawhanaungatanga), with student teachers supported to experience what it means to engage with families and whānau as partners in children’s learning.

Teacher education programmes will require student teachers to reflect on their own beliefs. They will describe from their own experience how identity, language, and culture has had an impact on their lives and their relationships, and will explore how they expect this to influence their interactions with learners. They will examine the Treaty of Waitangi and its implications for New Zealand and how that informs and influences their own culture. Being prepared to be challenged, contributing to discussions about beliefs, attitudes, and values, and being exposed to ideas that are different from their own will be an essential part of the programme. The focus will be mārama: developing an understanding of one’s own identity, language, and culture; developing an understanding of the relevance of culture in New Zealand education; and, developing an understanding of and openness to Māori knowledge and expertise (Ministry of Education, 2011).
When teachers are culturally appropriate and responsive, they positively reject deficit theorising, they focus on what they can do and they are committed to and know how to bring about change in educational achievement (Bishop & Berryman, 2009). Teachers who are culturally aware demonstrate those understandings in the following ways:

- Teachers care for these students, respecting their culture – Manaakitanga
- Teachers have high expectations for the performance of these students – Mana motuhake
- Teachers create a secure, well-managed learning environment – Nga whakapiringatanga
- Teachers can engage in effective teaching interactions – Wananga
- Teachers can use strategies to promote change – Ako
- Evidence from student outcomes informs teachers’ and students’ critical reflection and next learning steps – Kotahitanga.

The programmes are designed to provide powerful supports for student teachers to engage with learners to take evidence-based and data-informed approaches to teaching as a culturally responsive relational practice. The programmes are designed to ensure that student teachers fully understand how particular groups of students engage with/do not engage with school learning, including the learning needs and resources of individuals and their communities. Professional conversations and collaboration with others will be an important means of learning to be a teacher and engaging with divergent beliefs. There will be an emphasis on student teachers using evidence to identify learner strengths and weaknesses to improve their teaching and student learning, and to closing engagement and achievement gaps based on race, ethnicity, poverty, disability, and language barriers. Student teachers will be supported to engage with the school and its wider community, to work collaboratively to address learners’ needs, and to access and build on the resources within children's networks of family and whānau relationships.

Teachers as adaptive experts

Teacher education programmes are designed to challenge student teachers to become metacognitively adept, reflexive, and collaborative professionals who have developed core adaptive expertise capabilities needed for them to be responsive to the strengths and needs of diverse learners. Adaptive experts appreciate their own knowledge, but they also realise how little they know in comparison to all there is to know. They constantly question their own assumptions, and feel comfortable doing so, and they avoid strong emotional attachments to any set of beliefs (Schwartz, Bransford, & Sears, 2005).

Student teachers in the BTchg are capable successful students and capable adult learners who are emergent professionals. Recent New Zealand Teaching and Learning Research Initiatives (TLRI) and Ako Aotearoa studies have highlighted the necessity for adult learners to feel part of a collaborative learning community (Ross, 2011; Zepke & Leach, 2010a, 2010b; Zepke, Leach, Anderson, Ayrton, Butler et al., 2010). Adult learners need opportunities to take increasing responsibility for their own learning, recognise that learning is an ongoing process and that learners make decisions and choices for themselves (Findsen, 1999). The programmes acknowledge the prior knowledge they bring to their initial teacher education study by engaging them with expectations of independence, motivation, the ability to engage with challenging material, and to critique and challenge the concepts and practices presented to them. We will recognise their capacities in the construction of knowledge, their independence, motivations, prior knowledge, support networks, and the diversity of their personal journeys toward the decision to become teachers.
Teacher education programmes are designed to promote and develop the dispositions and the capacity for continuous professional learning; the New Zealand Curriculum aims to develop confident, connected lifelong learners and we aim to develop confident, connected teachers who will be learners lifelong. Timperley (2012) argued that teaching experience should be situated in an inquiry stance and student teachers taught to be "...responsive and adaptive experts who have the promotion of engagement, learning and wellbeing of all student learners as the basis of their professional identity" (p. 4).

Student teachers will learn about their own learning and learning processes to assist the development of the adaptive expertise they need to be effective professional learners across the course of their career – including and especially when they first begin teaching. It is acknowledged that learning is a social process and that learning to teach is complex and requires an examination of beliefs about learning and new ways of thinking about teaching. Student teachers will be supported to reflect on their own learning and learning processes both as a means to enhance their reflexive capacities and to assist them to understand the breadth of their role as teacher. The programmes will facilitate the development of a supportive learning community where risk taking is valued, and engagement with peers and faculty/school staff is encouraged and valued (Loughran, Korthagen, & Russell, 2008; Putman & Borko, 1997).

The focus will be on their engagement with learners, in ways designed to make learning meaningful for all learners. To engage and support the learning of all their students, student teachers not only need to be able to adapt their instruction on the basis of evidence of what and how students are learning, they also need to have awareness regarding how student learning in the subjects they are teaching develops over their time in school. This later understanding is encapsulated in the concept of learning progressions (Duschl, Maeng, & Sezen, 2011). An increasing body of research is documenting how students' learning progresses. Student teachers will be supported to critique and contribute to understandings of student learning progressions in the main concepts of the different curriculum learning areas, and also in the epistemic and ontological underpinnings of the different curriculum areas, in a manner consistent with the aspiration that classroom teachers, and their students, develop the knowledge, capabilities, and dispositions to generate, test, and use knowledge.

A key aspect of creativity is having adaptive expertise (eg, Crawford & Brophy, 2006), or sufficient content knowledge and the ability to use that knowledge flexibly. Adaptive experts’ deep understanding of procedures allows them to find patterns in information that supports adaptation and application of knowledge in novel situations (eg, Ericsson, 1998; Schwartz, Bransford, & Sears, 2005). Moreover, Crawford and Brophy (2006) suggest it is adaptive expertise that engages the problem – solving processes that allow people, and in particular experts, to keep adapting to novel circumstances. If adaptive expertise underlies a child’s ability to think creatively, educators must determine how to best teach or support its development. Being able to successfully adjust to unexpected and frequent changes requires flexible application of prior knowledge. In theory, this will help one develop adaptive skills. These conclusions point toward activities and practices that teachers could build into classroom instruction in order to increase students’ abilities to use information flexibly. In particular, teachers should include learning that is hands-on and experience-based to motivate students, supply sufficient information and experiences so mental models can be formed and used flexibly, and provide variable practice. These pedagogical techniques could help students apply their knowledge flexibly, building adaptive expertise and thus the capacity to be creative.
Teaching is research based and informed

We believe to address the teaching and learning challenges that students in schools present, student teachers must systematically integrate research and evidence-based decision making. This approach is supported by Darling-Hammond (2000) who suggested that we need to “… expand professional [teacher] training to prepare teachers for more adaptive, knowledge-based practice …” (p. 166).

“Teaching for problem solving, intervention and application of knowledge requires teachers with deep and flexible knowledge of subject matter who understand how to represent ideas in powerful ways. They can organise a productive learning process for students who start with different levels and kinds of prior knowledge, assess how and what students are learning, and adapt instructions to different learning approaches” (p. 166).

In the programmes, practical knowledge and research-based knowledge will be interconnected and reciprocal. The inquiry-based approach, and the focus on reflexive practice will position student teachers to questioning assumptions, values and actions and impact on others ie who am I and what kind of person do I want to be, how do I relate to others and what conscious ethical action should I take based on past experiences and what are future possibilities. The emphasis on reflexive practice will also provide the grounding for the student teachers to become teacher researchers as they move into the profession. Improved student achievement is dependent on teachers asking questions about their practice, gathering data and being able to use the data to make sound judgments and decisions. This sits hand-in-hand with understanding and knowing about research.

Media rich and personalised

Developments in technology provide greater connectivity and changing patterns of engagement with information and knowledge generation. In this proposed programme, ICT is integrated into both the learning environment and pedagogical practice. All student teachers will be expected to have a mobile wireless enabled device such as laptop, iPad or tablet. An expectation is that faculty lecturers, mentor teachers, and student teachers will utilise a variety of digital media in all learning activities, including assessment. This integration is aimed to more successfully meet the needs of all participants in the proposed programme and learners in classrooms by (a) providing the equipment needed to develop digital literacy, (b) reflecting the world outside school and into the future, (c) interrupting traditional teaching and learning practices, and, (d) personalising learning.

Ultimately, the programme is about improving children’s learning and achievement and enabling student teachers to recognise that diversity is a rich resource to be valued, one that plays a central role in learning.
References


Campus map