

New Dean for Faculty of Education



In September Professor Roger Moltzen was appointed the Faculty's new Dean.

In his new role Prof. Moltzen will be responsible for the strategic management of the Faculty and maintaining and building the Faculty's profile nationally and internationally.

Prof. Moltzen has a long association with the Faculty of Education and the education sector. After gaining

his teaching qualification through Waikato, he taught in primary and intermediate schools and held school principalship positions.

In 1988 he was appointed a senior lecturer at the Faculty (formerly Hamilton Teachers' College) and has taught in areas such as special education, inclusive education, teaching, learning and the curriculum and human development. In 2005 he was awarded the Prime Minister's Supreme Tertiary Teaching Excellence Award. This prestigious national accolade recognised the calibre of Professor Moltzen's teaching expertise.

Prof. Moltzen brings to his current position a wealth of leadership experience. During his time at the Faculty he was the Deputy Dean, the Chairperson of the Department of Human Development and Counselling and the Director of Special Education programmes. He also chairs and advises on various Faculty and university committees.

Within the education community Prof. Moltzen is highly respected for his contribution to the profession. Nationally and internationally he is known for his extensive knowledge of gifted education and talent

development, special education, inclusive education and tertiary teaching. He has spoken at numerous events and published widely on these topics. During his career he has supported various organisations and editorial boards committed to gifted and talented education. His professional affiliations are also prevalent and he is currently New Zealand's delegate for the World Council of Gifted and Talented Children, a member of the European Council of High Ability and patron of the New Zealand Association of Gifted Children.

As the new Dean, Prof. Moltzen is keen to continue enhancing the Faculty's strong research culture. His own experience includes leading numerous Ministry of Education research and development contracts. "The Faculty of Education is highly regarded nationally and internationally for the quality of its teaching, research, and professional learning and development programmes. Many new opportunities exist for us to build on this work and to enhance our reputation as a world leader in education. It is a privilege to have the opportunity to lead the Faculty into this exciting future."

Former Dean in new role as University's Deputy VC

In August, the Faculty farewelled its Dean, Professor Alister Jones, who left to undertake his new position as the University's Deputy Vice-Chancellor.

In this role Prof. Jones will be responsible for research development, the academic curriculum, quality assurance and will continue to progress teaching and research collaborations at national and international levels.

He will also be responsible for the University's engagement with the Bay of Plenty including its current academic programmes and the potential development of a new physical infrastructure there.

Vice-Chancellor Professor Roy Crawford says Professor Jones has established and maintained an excellent record for innovation and is

a key academic leader in the University. "I am confident he will extend his influence and expertise for the benefit of the whole university."

During his 4.5 year tenure as the Faculty's Dean, Prof. Jones secured substantial external contracts in research, curriculum and teacher development. He also provided guidance during the Faculty's 50th Celebrations in 2010. This included hosting an APEC meeting.

Prior to being the Dean, Prof. Jones was a Research Professor and Director of the Wilf Malcolm Institute of Educational Research.

His main research interests include science and technology education and he was awarded a NZ Science and Technology Medal for his significant contribution to the development of technology education.



Prof. Alister Jones

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PRESTIGIOUS AWARD FOR SCIENCE LEARNING HUB

An innovative University of Waikato website connecting scientists with schools has won a prestigious telecommunications award.

The Science Learning Hub won the Education category at the Telecommunications Users Association NZ (TUANZ) 2011 Innovation Awards in Auckland recently. The awards honour innovation across the New Zealand telecommunications sector and is attended by the who's who of the telecommunications' industry.

The judges commented that the Science Learning Hub showcases New Zealand to the world, increases the level of science awareness and is a driver for high quality content delivery. They added "it is a shining example of collaboration in the highly competitive educational environment."

Project Co-Director Professor Alister Jones added, "This award is recognition of a long-term vision to connect school science with cutting-edge New Zealand science."

The Hub promotes student interest and engagement in science by providing contemporary, contextualised resources online for teachers of Years 5–10. It features interactive thinking tools and multimedia collections, including videos, interactives and timelines. The website provides a unique link between science research organisations, educational research and science teachers. Students are able to access the latest world-class research and can learn about everything from tsunamis, icy ecosystems to cycling aerodynamics.

The site's project manager, Di Hartwell says winning the TUANZ award is an honour that recognises the efforts of all those involved. The Science Learning Hub was established in 2007 and is a national project. The University's Wilf Malcolm Institute of Educational Research manages the project, which receives funding from the Ministry of Science and Innovation. The University works in association with CWA New Media, New Zealand Universities, Crown Research Institutes, science organisations, companies and the Royal Society of New Zealand.

Setting the Hub apart is the relationship with New Zealand's leading science researchers who actively participate in the content creation. The Hub demonstrates science in context – how contemporary scientists solve real-world problems that are relevant to students' lives. Educational research shows that this approach improves engagement and motivation in science learning. The Hub also provides advice, support, quality assurance and professional development for teachers.

To visit the NZ Science Learning Hub: <http://www.sciencelearn.org.nz/>

For further information about TUANZ:

<http://www.tuanz.org.nz/content/default.html>

University Pathways

Waikato Pathways College offers a variety of programmes and opportunities to support a range of learners.

The new Director of the College, Chelsea Blickem, explains the College caters for international students, students with English as an additional language, adult learners and people in the community.

The College's bridging courses include foundation science and maths, and programmes to improve skills for university, such as note-taking and essay writing.

The College provides a number of English language programmes. The Certificate of Attainment in English Language (CAEL) provides international students with English language and helps prepare students for university study. This certificate also meets the English language entry requirements to enter University programmes.

The General English programme is available throughout the year, and there are a range of English language short courses for international groups from overseas universities. Such groups often request specific activities and specialised curriculum, and the College works across the university to provide these groups with the right 'flavour' of English. International students can sit the IELTS test within the College, which is an accredited IELTS Testing Centre.

For people interested in teaching English as a second language the College delivers the Certificate in English Language Teaching to Adults (CELTA). This internationally recognised qualification provides a sound basis for language teaching.

The College delivers two further programmes for students who are embarking on tertiary study. The Certificate in University Preparation (CUP) programme is designed for students who have completed Year 13 but who have not met the entry requirements to enter tertiary study. The Certificate is part of an articulation agreement with WINTEC. The Certificate of Attainment in Foundation Studies (CAFS) is for students with English as an additional language and is designed to prepare students for university and meets academic entry requirements for university entry.

The Centre for Continuing Education within the College is committed to providing community and adult education in Hamilton and within the Waikato. There are a range of general and specialist interest classes and events held throughout the year, from language to arts to philosophy, and more practical classes such as flax-weaving and dog obedience. The Hamilton Community Centre of Music operates in conjunction with the Centre and provides Saturday music tuition. All events and classes are advertised throughout the year on the University's Events Calendar (<http://events.waikato.ac.nz/>). For more information about the College go to: <http://www.waikato.ac.nz/pathways/>

New look website

If you have not seen the Faculty's new look website check it out at:

www.waikato.ac.nz/education

Keep up to date with the latest events occurring at the Faculty by making us your Facebook friend:

<http://www.facebook.com/EducationWaikato>



The Connecting Curriculum, Connecting Learning Project

The *Connecting Curriculum, Connecting Learning* project is a qualitative TLRI study (funded through NZCER) that focussed upon integration and the arts, that is, when the arts feature in cross-curriculum units of study in primary classrooms. In particular the project scrutinized: the connections children and teachers make between the arts and other curriculum areas; the influence such connections have upon children's engagement and learning; and the opportunities children have for shared decision-making and ownership when negotiating curriculum. Curriculum integration, mantle-of-the-expert, and inquiry learning were approaches that informed the project.

The teacher partners in the study were seven teachers across five primary schools. Two of the classes were Year 3 children and five comprised Year 5/6 children. All of the teachers are experienced practitioners with various positions of responsibility within their respective schools. All have special interests in the arts and integration. The schools vary in composition from low to high decile and from predominantly Pākehā to very multicultural (over 50 different ethnic groups).

The main arts focus was upon drama and visual art, incorporated as part of larger inquiries across science, environmental education, technology and literacy. Noteworthy were the ways in which the integrated units of study fostered student engagement and agency through a range of opportunities for negotiation of curriculum.

In addition to academic outputs from this project there have been substantial practitioner outcomes. A number of teacher partners have presented at conferences on their work in the project. Elicia Pirini, Penny Deane, Whakarongo Tauranga, Michelle Parkes, Coryn Knapper, Lynette Townsend and Gay Gilbert have all presented at national conferences.



Above: Hillcrest Normal School students

In addition, an interview with Gay and Lynette is available on the TKI website at: <http://nzcurriculum.tki.org.nz/Curriculum-stories/School-stories/Mantle-of-the-expert>

Moreover, the project team are currently working on a book for teachers emanating from the study.

There has been ongoing professional development spin-offs for staff in the schools involved. In particular, the integrated approach 'mantle-of-the-expert' has been adopted by the wider school staff at Hamilton's Knighton and Hillcrest schools as a direct result of the teachers' leadership within their respective schools.

This project is an example of a strong and trusting partnership between academics and practitioners examining issues germane to curriculum, pedagogy and student engagement in learning.



Far right: Omanu School student printmaking.

Right: Hillcrest Normal students during a drama lesson.

Left: Project Director - Associate Professor Deborah Fraser (seated) and the team of researchers, from left to right: Graham Price, Barbara Whyte and Viv Aitken.



2012 Application Closing Dates

Teacher Education

Recruitment for the new intake of teacher education students is now well underway. Applications close December 1. There is also an application and selection process.

Counsellor Education

The closing date for the Postgraduate Certificate in Counselling (Counselling Supervision) and the Master of Counselling is October 31, 2011. The Counsellor Education Community Day this year is Tuesday November 8, 2011. RSVP by Nov 1 to: counsellor.ed@waikato.ac.nz

Sport & Leisure Studies (Undergraduate)

Applications for the Bachelor of Sport and Leisure Studies close December 1, 2011.

For further information go to: www.waikato.ac.nz/education

Postgraduate Studies in Education

The closing date for taught 2012 Semester A papers is December 1, 2011. Applicants interested in thesis study may apply at anytime of the year.

Summer School

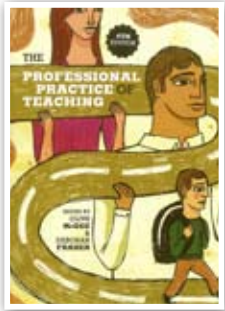
Teachers interested in BTchg degree upgrades can complete the required papers during Summer School.

Scholarships, Awards & Grants

The Faculty offers a variety of scholarships, awards and grants for Masters students, associate teachers, adult literacy educators and professional supervisors.

New Books

To order books contact WMIER or the book's publisher.

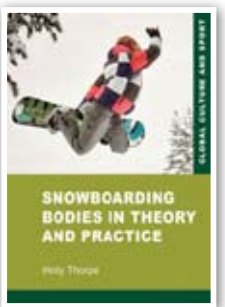


Professional Practice of Teaching (4th edition)

Clive McGee & Deborah Fraser (Eds)

This fully revised 4th edition of the nation's most widely used text on teacher education and its longevity attests to its significant long-term contribution to teachers, students and schools. Major new additions to this 4th edition include teacher's voice and student's voice inserts which provide personalised views on aspects of practice

plus online resources such as helpful weblinks for each chapter and an instructor's companion website with powerpoints. Most of the chapter authors are from the Faculty of Education.



Snowboarding Bodies in Theory and Practice

Holly Thorpe

This book provides the first in-depth analysis of the global phenomenon of snowboarding culture. Adopting an interdisciplinary and multi-theoretical approach and drawing upon an extensive collection of sources, including interviews and fieldwork conducted in six countries over seven years, it offers fresh insights into the snowboarding culture, including the sport, lifestyle, industry, media, gender relations, travel and tourism, and the physical experience, in both historical and contemporary contexts.



Dancing Across the Page: Narrative and Embodied Ways of Knowing

Karen Barbour

An innovative exploration of understanding through dance, Dancing Across the Page draws on the frameworks of phenomenology, feminism and postmodernism to offer readers an understanding of performance studies that is grounded in personal narrative and lived experience. Through accounts of contemporary

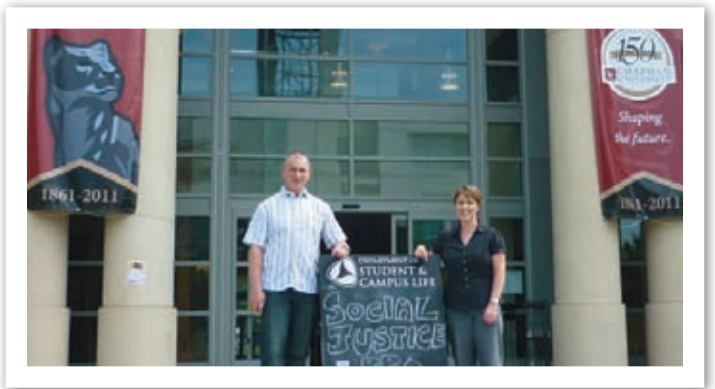
dance making, improvisation and dance education, Barbour explores a diversity of themes, including power, activism, and cultural, gendered, and personal identity. An intimate yet rigorous investigation of creativity in dance, Dancing Across the Page emphasizes embodied knowledge and imagination as a basis for creative action in the world.

Congratulations

The Faculty is delighted to announce the following award winners:

- » Jennifer Charteris for the Peter Freyberg award (for EdD research in curriculum) and;
- » Sheridan Gray for the John Allan award (for Masters research in teaching).

The Faculty would also like to congratulate all new graduates and Faculty of Education staff who have recently completed qualifications.



Emerging Scholars

An opportunity to network with emerging scholars in the United States became a reality for two Waikato Faculty of Education PhD students.

Nadine Ballam and Paul Woller were awarded a travel grant enabling them to attend a conference on education and law at Chapman University's College of Education Studies in September. The California based conference titled "Exploring Difference: Disability And Diversity in Education, Law, and Society," showcased the research of emerging scholars.

The Faculty's Director for the Centre of Postgraduate Studies, Lise Claiborne says Nadine and Paul were chosen from a strong list of applicants. Applicants were assessed on their level of completed PhD data collection, evidence of publication and other awards and also whether their doctoral topic aligned to the conference themes

of diversity, disability and the law.

At the conference the Waikato scholars presented on topics that reflected the themes of their thesis. Nadine's presentation explored how gifted and talented young people from poor and minority backgrounds can defy the odds. Paul talked about educational success while maintaining cultural identity and the intergenerational education experiences of an extended family.

The awarding of the conference grant is an initiative that reflects the partnerships between Chapman and Waikato, which was formalised in 2008 and the institutions commitment to sharing research interests.

New staff

Co-Director NCLANA

- » Prof Diana Coben

Policy Cultural & Social Studies in Education

- » Prof Tina Besley
- » Prof Michael Peters

Professional Studies

- » Dr Karen Guo

Human Development & Counselling

- » Carol Murphy (Tauranga)
- » Dr Maria Kecskemeti

Farewells

- » Debbie Oliver
- » Paul Keown
- » Heather McRae

Important dates

- 19 OCT Marae Graduation
- 20 OCT Founders Graduation
- 7 NOV Summer School starts
- 5 MAR Semester A starts

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