



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

2017
Teacher Education
Handbook



TE KURA TOI TANGATA
FACULTY OF EDUCATION

Welcome to Waikato

The University of Waikato is one of the world's leading universities, and 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 is a world-ranked institution providing state-of-the-art facilities for staff and students. The recently completed Law Building and award-winning Student Centre provide excellent spaces for teaching and learning.

Research is the lifeblood of the University and we continue to produce research and researchers who are providing answers to some of the key problems being faced by industries, governments and nations around the world. We have six research institutes which enable our postgraduate students to contribute to regional, national and global research.

Our graduates are committed to making a real difference for their employers. Our Curriculum Enhancement Programme will see us designing and delivering a more future-focused curriculum that is responsive to changing student, employment and societal needs. This includes components that mirror real-life situations, which helps create graduates who are work-ready and attractive to employers.

Data released in early 2016 by Universities New Zealand show the value of investing in a degree; a typical graduate earns about \$1.6 million more over their working life than a non-graduate, and those with masters or honours degrees were earning about 9% more than bachelor level, and those with a PhD were earning 22% more than masters or honours level.

Whatever your journey, 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 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 and Master of Teaching and Learning 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

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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. For any Sport and Leisure Studies papers, consult the *Sport and Leisure Studies Handbook*. For postgraduate programmes, consult the *Postgraduate Studies in Education Handbook*. Information is correct at time of publication (2016). 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.

Academic rationale and goals

Rationale

Te Kura Toi Tangata Faculty of Education's teacher education programmes are based on an inquiry approach to education that views teaching as a holistic, multidimensional, complex, ever-changing, disciplined and ethical activity.

Quality teaching is underpinned by a number of key principles. Teaching is essentially relational, involving 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. As an ethical activity, teaching requires commitment to a duty of care to learners and their communities, and also to the profession itself.

Teaching engages all forms of thinking at a high level, including reason, reflection, intuitive insight, creativity and problem-solving. For effective practice and development it demands both humility and self-belief. Teacher learning involves deep critical reflection and constant attention to research informed improvement in practice. Teaching is contextual, culturally and historically situated and inevitably coloured by the stories, explanations, theories and values that are dominant at any one time. 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.

Teacher education involves engagement in an ongoing problem-solving and developmental process. Programmes provide student teachers opportunities to develop the ability to understand, interpret and critique theories about learning, to plan professionally and act in ways which demonstrate beliefs and knowledge that are informed by research, ethical standards, and reflections on their personal experience. Student teachers participate in programmes that offer them ongoing opportunities to reflect on and reconsider the suitability of their practice for serving the interests of all their learners. Effective programmes enable student teachers to build knowledge and critically examine their own beliefs and teaching, review educational policy from multiple perspectives and to continue asking questions about purposes, processes and equity of educational outcomes.

The teacher education programmes are consistent with the overarching themes of the University of Waikato's Vision and Strategic Plan. They offer:

Excellence

Research informed teaching; clear pathways to advanced study.

Distinctiveness

Well-established relationships with schools/early childhood services providing staff with opportunities for action research and student teachers with clear links between theories and practice of learning and teaching; cross sector experiences enabling graduates to meet New Zealand's bicultural commitments and work within its diverse communities.

International connectedness

Reciprocal arrangements held with overseas tertiary institutions; involvement of staff in the international community of scholars.

In essence, the intention is that Te Kura Toi Tangata Faculty of Education's teacher education programmes, set within the University's Vision and taking into account legislative requirements, will give student teachers the ability to have a clear view of their own identity and the capacity to contextualise and use their body of learned knowledge as teachers.

Goals

Te Kura Toi Tangata Faculty of Education's teacher education programmes will prepare competent, knowledgeable and critically reflective beginning teachers who are committed to ongoing engagement in their own lifelong learning. With growing independence, they will be able to provide meaningful learning experiences which optimise achievement for all students across a range of school and early childhood contexts.

These goals will be achieved through programmes that:

- Assist student teachers to examine and develop further their own beliefs about learners and learning, teachers and teaching.
- Develop student teachers' disciplinary, curriculum and pedagogical content knowledge, and engage them in a suitable range of research and evidence-based teaching approaches aimed at enhancing learning outcomes for all learners.
- Expose student teachers to the dynamic realities of learning environments by immersing them in relevant models of effective teaching, learning, assessment, and organisation and through the use of innovative approaches to the provision of teacher education.
- Support student teachers to develop effective strategies for management of the various contexts in schools and early childhood services in order to optimise learning.
- Develop effective partnerships between the university and school and early childhood settings, so as to provide appropriate practicum experiences for student teachers.
- Develop student teachers' independent and collaborative professional and ethical practices through the study of the broader contexts in which schools, early childhood services and teachers operate.
- Foster respectfulness towards colleagues, a commitment to enhancement of the teaching profession and a sense of service to the community as a whole.
- Emphasise the development of critically reflective, adaptive, creative, flexible, curious, resilient and caring, education practitioners who are respectful of and responsive to learners.
- Prepare student teachers with knowledge of te reo Māori me ona tikanga Māori, along with a capacity to teach effectively in schools and/or early childhood settings in ways that support Māori development priorities and are consistent with the Treaty of Waitangi.
- Interweave theory and practice and are research informed, intellectually challenging, stimulating, inspiring, and rigorous.
- Provide appropriate focus on developing student teacher capabilities in literacies, mathematics and Information Communication Technology (ICT) practices relevant to teaching in schools and early childhood settings.
- Meet the differing learning needs of student teachers while they are developing preparedness to take responsibility for their own professional learning.
- Recognise that learner populations are increasingly diverse and require inclusive, equitable, differentiated and personalised approaches to teaching, learning and assessment.
- Are informed by but not limited to the Education Council New Zealand requirements embodied in their 'Graduating Teacher Standards: Aotearoa New Zealand.'

Key contacts

Teacher Education contacts

Te Kura Toi Tangata Faculty of Education

Phone: 07 838 4500

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

TBC TC.2.32

Kaiurungi

Karaitiana Tamatea TT.3.06 mtamatea@waikato.ac.nz

Faculty Manager

Tania Heke TC2.30 taniaw@waikato.ac.nz

Centre for Teacher Education

The Centre for Teacher Education 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 practices 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.

Director and Associate Dean Teacher Education

Beverley Cooper	TC.2.75	bcooper@waikato.ac.nz
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Programme Leader (Māori Education)

Ngārewa Hāwera	TL.4.12	ngarewa@waikato.ac.nz
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Programme Leader (Early Childhood)

Rosina Merry	TC.2.58	rosinam@waikato.ac.nz
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Programme Leader (Bachelor of Teaching Primary)

Anthony Fisher	TT.2.09	afish@waikato.ac.nz
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Programme Leader (Master of Teaching and Learning)

Richard Hill	TC.3.32B	r.hill@waikato.ac.nz
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Manager Academic and Student Administration Office

TBC

Further information about the Centre for Teacher Education may be found at waikato.ac.nz/education

Student recruitment, advice and support

Academic and Student Administration Office – Enrolment into teaching programmes and degree upgrades for teachers.

Email:	teach@waikato.ac.nz
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Mentoring Support – Personal and academic support for Māori students.

Shirley Tuteao	TC.1.02	maorimentor@waikato.ac.nz
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Innovation and Technology Team Manager – All matters relating to computer support.

Paul Cowan	TC1.21	plite@waikato.ac.nz
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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	TC3.29	cmclachl@waikato.ac.nz
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School Manager

Hayley Scrimgeour	TC3.30	hayleys@waikato.ac.nz
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Te Oranga School of Human Development and Movement Studies

Head of School

Associate Professor Sally Peters	TT.5.01B	speters@waikato.ac.nz
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School Manager

Karen Harris	TT5.01A	kharris@waikato.ac.nz
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Te Whiringa School of Educational Leadership and Policy

Head of School

Professor Martin Thrupp	TT.6.01	thrupp@waikato.ac.nz
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School Manager

Sussi Bell	TT6.14	sussi@waikato.ac.nz
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Student information

The information in this section of the handbook is supplementary to the contents of the *2017 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 *2017 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

Tēnā koutou katoa, Talofa lava, Kia orana, Malo e lelei, Fakaalofa lahi atu, Taloha ni, Nisa bula vanaka, Fakatalofa.

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	extn 7831 or 021 115 2260	shirlt@waikato.ac.nz
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Mentors

TC.1.02A	extn 6203	maorimentor@waikato.ac.nz
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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 fulltime 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 8.

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 *2017 University of Waikato Calendar* calendar.waikato.ac.nz

- Assessment Regulations 2005
- 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

The following are the minimum expectations for student workload:

- 100 level paper (150 total hours)
- 200 level paper (200 total hours)
- 300/700 level paper (200 total hours).

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:

Passing Grade		Failing Grades	
Grade range %		Grade range %	
A+	95-100	D/RP	45-49
A+	90-94	D	40-44
A	85-89	E	0-39
A-	80-84	-	-
B+	75-79	RP	Restricted Pass
B	70-74	P	Ungraded Pass
B-	65-69	IC	Incomplete, applies if a student does not
C+	60-64	-	a) submit an essential assessment item, or
C	55-59	-	b) sit a formal examination
C-	50-54	F	Ungraded fail

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 2005 in the *2017 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 2005 in the *2017 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 fulltime 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.

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

Presentation of written assignments

Written assignments should be presented in a legible form (preferably word-processed) and, except for online assignments, on one side of A4 paper. Assignments should be stapled in the top left-hand corner with the standard cover sheet. They should not be submitted in folders unless otherwise directed.

The standard cover sheet attached to each assignment, or the online declaration, requires students to sign a declaration to say that this is their own work.

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 2005) presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. Any form of plagiarism is a breach of the Student Discipline Regulations 2012. 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.

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 2005 in the *2017 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 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, Head of Schools and the Faculty Manager. 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 *2017 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.

EdLinked

EdLinked is Te Kura Toi Tangata Faculty of Education's electronic portal for both staff and students. The portal provides direct access to information about your enrolled papers, including class notes, course timetables, calendars, electronic resources, podcasts, etc. It also provides access to your student email and document collaboration environment (Gmail and Google Apps), Moodle and iWaikato (edlinked.soe.waikato.ac.nz).

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 web 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. They 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 graduating teacher standards.

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:

- Graduating Teacher Standards: Aotearoa New Zealand (educationcouncil.org.nz/required/gts.stm)
- Code of Ethics for Registered Teachers (educationcouncil.org.nz/required/ethics/codeofethics.stm)
- Good Character and Fit to be a Teacher Policy (educationcouncil.org.nz/required/goodcharacter2007.stm)

Ethical guidelines for practicum

All teachers in schools and centres are operating under the Code of Ethics for Registered Teachers as mandated by the Education Council New Zealand. Students need to be familiar with this code (educationcouncil.org.nz/required/ethics/index.stm).

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
- 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 and practical teaching absences

Absences from practicum 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 teaching practicum 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 practicum in order to meet requirements.

Practicum or practical teaching access

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

Completion of practicum

A pass in the practicum components of each initial teacher education programme is a requirement for continuation in that programme. Mathematics and English papers are prerequisites for practicum in primary programmes.

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. 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 as a teacher. Details about what is required are available from programme leaders, 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 certificate as soon as they receive the Statement of Completion of their qualification. You must gain full teacher registration within six 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 20-paper, 360-point degree is normally taken over three years of fulltime 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, BMPD, BSc, BSocSc, BSpLS

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 30-paper, 540-point programme is normally completed over four years of fulltime 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 37.*

Graduate Diploma of Teaching

The Graduate Diploma of Teaching (GradDipT) qualification is available to students who already hold a bachelors degree. Fulltime 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 37.*

Postgraduate

Master of Teaching and Learning (MTchgLn)

The Master of Teaching and Learning is an intensive one-year programme that prepares students for primary, secondary or Māori Medium 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 39.*

Undergraduate programmes

Early Childhood Teacher Education

Associate Dean Teacher Education

Beverley Cooper	TC.2.75	07 838 4382	bcooper@waikato.ac.nz
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Associate Directors

Early Childhood

Rosina Merry	TT6.03A	07 838 4466 extn 7807	rosinam@waikato.ac.nz
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Māori Education

Ngārewa Hāwera	TL.4.12	07 838 4466 extn 7848	ngarewa@waikato.ac.nz
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Programme Co-ordinators

Graduate Diploma of Teaching

Sara Archard	TT6.02	07 838 4466 extn 7777	sarchard@waikato.ac.nz
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Bachelor of Teaching

Rosina Merry	TT6.03A	07 838 4466 extn 7807	rosinam@waikato.ac.nz
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Practicum

Rosina Merry	TT6.03A	07 838 4466 extn 7807	rosinam@waikato.ac.nz
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Programme Administrator

Corinne Nicholson	TC.2.74	07 838 4663	corinne@waikato.ac.nz
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Bachelor of Teaching – Early Childhood

Locations

- Hamilton
- Tauranga (Windermere Campus)

Programme structure

The BTchg (ECE), 360-point programme is an integrated whole and comprises three major components, which span the three years of fulltime study. Students must include at least 240 points above level 100 and at least 80 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

Practicum

All papers in the Early Childhood programme are integrated in the practicum. The practicum, 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

- TEDE111 Professional Practice 1: Practicum
- TEHD100 Human Development for Educators
- TEPS110 Professional Practice 1: Becoming a Teacher
- TEPS112 History, Philosophy and Politics of Early Childhood Education
- TEPS113 Te Tiriti Based Partnerships
- TEPS114 Exploration, Play and Pedagogy
- TEPS115 Children's Wellbeing

200 level

- TEDE211 Professional Practice 2: Practicum
- TEHD220 Developing Inclusive Practices
- TEPS210 Professional Practice 2: The Reflective Practitioner
- TEPS211 International Issues in Early Childhood Education
- TEPS212 Making Sense of the World
- TEPS213 Te Tiriti Based Pedagogies
- TEPS214 Children's Language and Communication
- TEPS216 Integrating the Arts in Early Childhood Education
- TEPS218 Family and Community

300 level

- TEDE311 Professional Practice 3: Practicum
- TEPS310 Professional Practice 3: The Professional Educator
- TEPS311 Belonging and Contribution
- TEPS313 Developing Early Childhood Programmes
- TEPS314 Transition in the Early Years

Option papers

In addition, students will take two 100 level option papers. 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

Three kaupapa Māori papers may be taken as an alternative to three mainstream papers if numbers allow.

Practicum

There will be three blocks of fulltime (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

Beverley Cooper	TC.2.75	07 838 4382	bcooper@waikato.ac.nz
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Programme leaders

Bachelor of Teaching Primary

Anthony Fisher	TT.2.09	07 838 4466 extn 7836	afish@waikato.ac.nz
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Master of Teaching and Learning

Dr Richard Hill	TC3.32B	07 838 4466 extn 7818	r.hill@waikato.ac.nz
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Māori Medium

Associate Professor

Margie Hohepa	TT3.06B	07 838 4466 extn 7874	mkhohepa@waikato.ac.nz
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Karaitiana Tamatea	TT3.06	07 838 4466 extn 7814	mtamatea@waikato.ac.nz
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Programme co-ordinators

Bachelor of Teaching Primary Hamilton

Anthony Fisher	TT.2.09	07 838 4466 extn 7836	afish@waikato.ac.nz
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Bachelor of Teaching Conjoint Programme

Dr Richard Calderwood	TT.6.05B	07 838 4466 extn 7737	richardc@waikato.ac.nz
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Bachelor of Teaching Primary Kākano Rua

Ngārewa Hāwera	TL.4.12	07 838 4466 extn 7848	ngarewa@waikato.ac.nz
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Bachelor of Teaching Primary Tauranga

Barbara Whyte	WIND.V118	07 557 8789	bwhyte@waikato.ac.nz
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Bachelor of Teaching Primary MMP

Wendy Carrs	TC.3.27	07 838 4500 extn 7862	wcarrs@waikato.ac.nz
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Graduate Diploma of Teaching

Louise Milne	TC.4.05	07 838 4680	louisem@waikato.ac.nz
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Practicum

Clark McPhillips	TC.2.69	07 838 4466 extn 7812	clarkemcp@waikato.ac.nz
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Programme administrators

Manager

TBC

Hamilton and Tauranga (Primary)

Lynnette Lopez-Raman TC2.60 07 838 4466 extn 7852 lopezlr@waikato.ac.nz

MMP and Graduate Diploma of Teaching (Primary)

Lesley Meade TC.2.59 07 838 4924 lmeade@waikato.ac.nz

Practicum

Denise Arnesen TC2.72 07 838 4368 darnesen@waikato.ac.nz

Tauranga Administration

Tiruni John WIND.V BLOCK 07 557 8921 tirunij@waikato.ac.nz

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 fulltime study. Students must include at least 240 points above level 100 and at least 80 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.

Practicum

There will be at least 18 weeks of fulltime practicum, in three blocks, 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

- TEDE121 Professional Practice 1: Practicum
- TEPS122 Professional Practice and Inquiry 1
- TEHD100 Human Development for Educators
- TEAL120 Learning and Teaching Language and Literacy
- TEMS120 Learning and Teaching Mathematics
- TEMB121 Aronga Māori
- TEAL123 Learning and Teaching the Arts
- TESP122 Learning and Teaching Health and Physical Education
- TEPC120 Environmental and Sustainability Education
- TEPC122 Learning and Teaching Social Studies
- TEMS121 Learning and Teaching Science
- TEMS122 Learning and Teaching Technology

200 level

- TEDE221 Professional Practice 2: Practicum
- TEPS222 Professional Practice and Inquiry 2
- TEPC220 Social Issues in Aotearoa/New Zealand Education
- TEHD220 Developing Inclusive Practices
- TEAL220 Literacy Education
- TEPC224 Working with Cultural/Linguistic Diversity
- TEMS220 Mathematics Education

300 level

- TEDE321 Professional Practice 3: Practicum
- TEPS322 Professional Practice and Inquiry 3
- TEPS320 Curriculum and Assessment: Issues and Strategies
- TEAL321 School Literacy Programmes

Option papers

In addition, students will take four option papers, 15 points at level 100, 40 points at level 200 and 20 points at level 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. These include the required papers for the Bachelor of Teaching qualification and a further five papers specifically designed for Kākano Rua. Some proficiency in te reo Māori is a requirement for entry to the programme.

Two language streams are offered. One provides for students who are proficient in te reo Māori and the other for students who are emergent speakers of te reo Māori.

The required papers are the same as those listed for the BTchg Primary Programme. The following five papers are available only to students enrolled in the Kākano Rua programme and are compulsory:

- TEMB103** Whāriki Tuatahi: Teaching Māori
- TEMB201** Whāriki Tuarua: Teaching Māori
- TEMB202** Whāriki Tuatoru: Teaching Māori
- TEMB220** Marau Māori 2: Curriculum for Māori
- TEMB320** Marau Māori 3: Curriculum for Māori

Conjoint degree programme – Primary

Refer to page 31.

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 fulltime 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 39.

Conjoint degree programmes

Associate Dean Teacher Education

Beverley Cooper	TC.2.75	07 838 4382	bcooper@waikato.ac.nz
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Programme co-ordinator

Dr Richard Calderwood	TT.6.05B	07 838 4466 extn 7737	richardc@waikato.ac.nz
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Practicum co-ordinators

Secondary

Joan-Marie Kay	TC.2.57	07 838 4466 extn 6213	jm kay@waikato.ac.nz
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Primary

Clark McPhillips	TC.2.69	07 838 4466 extn 7812	clarkmcp@waikato.ac.nz
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Programme administrators

Primary

Lynnette Lopez-Raman	TC.2.60	07 838 4466 extn 7852	lopezlr@waikato.ac.nz
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Secondary

Corinne Nicholson	TC.2.74	07 838 4663	corinne@waikato.ac.nz
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Primary or Secondary

This is a 30-paper, 540-point fulltime 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 Māori and Pacific Development (BMPD)
- Bachelor of Science (BSc)
- Bachelor of Social Sciences (BSocSc)
- Bachelor of Sport and Leisure Studies (BSpLS)

Location

- Hamilton

Bachelor of Teaching degree (BTchg)

Major: Professional Education (15 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, BMPD, BSc, BSocSc, BSplS)

Major: Chosen subject (15 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 fulltime 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.

Practicum

Practicum 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

- TEPS170 Introduction to Teaching and the Curriculum (Year 1)
- TEMB150 Te Tirohanga Māori (Year 1)
- TEPS172 The Adolescent Within a School Context
- TEDE171 Professional Practice 1: Practicum
Two 100 level curriculum papers

200 level

- TEPS272 Adolescence: Aspects of Learning
- TEPC224 Working With Cultural/Linguistic Diversity
- TEPS273 Classroom Management for Secondary Schools
- TEDE271 Professional Practice 2: Practicum
One 200 level curriculum paper
One 200 level Teacher Education elective paper

300 level

- TEPS320 Curriculum and Assessment: Issues and Strategies
- TEDE371 Professional Practice 3: Practicum
One 300 level Teacher Education elective paper

Secondary Teacher Education

Associate Dean Teacher Education

Beverley Cooper	TC.2.75	07 838 4382	bcooper@waikato.ac.nz
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Programme leaders

Master of Teaching and Learning

Dr Richard Hill	TC.3.32B	07 838 4466 extn 7818	r.hill@waikato.ac.nz
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Māori Medium

Associate Professor

Margie Hohepa	TT3.06B	07 838 4466 extn 7874	mkhohepa@waikato.ac.nz
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Karaitiana Tamatea	TT3.06	07 838 4466 extn 7814	mtamatea@waikato.ac.nz
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Programme co-ordinators

Graduate Diploma of Teaching Hamilton and MMP

Judy Bailey	TC.4.03	07 838 4466 extn 7742	jlbailey@waikato.ac.nz
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Graduate Diploma of Teaching Tauranga

Dr Simon Taylor	WIND V Block	07 557 8745	simont@waikato.ac.nz
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Conjoint Degree

Dr Richard Calderwood	TT.6.05B	07 838 4466 extn 7737	richardc@waikato.ac.nz
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Practicum

Joan-Marie Kay	TT.2.57	07 838 4466 extn 6213	jmkey@waikato.ac.nz
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Programme administrator

Corrine Nicholson	TC.2.74	07 838 4366	corinne@waikato.ac.nz
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Conjoint Degree Programme – Secondary

Refer to page 31.

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

100 level

- TEDE171 Professional Practice 1: Practicum
- TEMB150 Te Tirohanga Māori
- TEMS146 Technology Education Y7-10
- TEPS170 Introduction to Teaching and the Curriculum
- TEPS172 The Adolescent Within a School Context

200 level

- TEDE271 Professional Practice 2: Practicum
- TEMS246 Technology Education Y11-13
- TEPC224 Working With Cultural/Linguistic Diversity
- TEPS272 Adolescence: Aspects of Learning
30 points at 100 level in approved papers*
- TEPS273 Classroom Management for Secondary Schools
40 points at 200 level in Professional Education
80 points at 200 level in approved papers*

300 level

- TEDE371 Professional Practice 3: Practicum
- TEMS340 Technological Knowledge
- TEMS341 Technological Practice
- TEPS320 Curriculum and Assessment: Issues and Strategies
40 points at 300 level in Professional Education
40 points at 300 level in approved papers*

**Choose from: Biology, Chemistry, Electronics, Engineering, Materials and Process Engineering, Education, Materials and Process Engineering, Mechanical Engineering, Tourism Management, and Computing.*

Postgraduate programmes

Associate Dean Teacher Education

Beverly Cooper	TC.2.75	07 838 4382	bcooper@waikato.ac.nz
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Programme Leaders

Master of Teaching and Learning

Dr Richard Hill	TC.3.32B	07 838 4466 extn 7818	r.hill@waikato.ac.nz
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Māori Medium

Associate Professor

Margie Hohepa	TT3.06B	07 838 4466 extn 7874	mkhohepa@waikato.ac.nz
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Karaitiana Tamatea	TT3.06	07 838 4466 extn 7814	mtamatea@waikato.ac.nz
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Programme Administrator

Corrine Nicholson	TC.2.74	07 838 4366	corinne@waikato.ac.nz
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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

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 & Pakirehua (Kura tuatahi)
- TEDE548 Marau 3 & Pakirehua (Kura tuatahi)

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 & Pakirehua (Wharekura)
- TEDE549 Marau 3 & 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

Associate Dean Academic

Associate Professor

Wendy Drewery

TC2.44A

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Administrator

Tracey Rowan

TC2.46

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traceyr@waikato.ac.nz

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, and 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 fulltime 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 or contact the Postgraduate Studies Associate Dean Academic or Administrator.



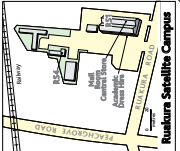
THE UNIVERSITY OF
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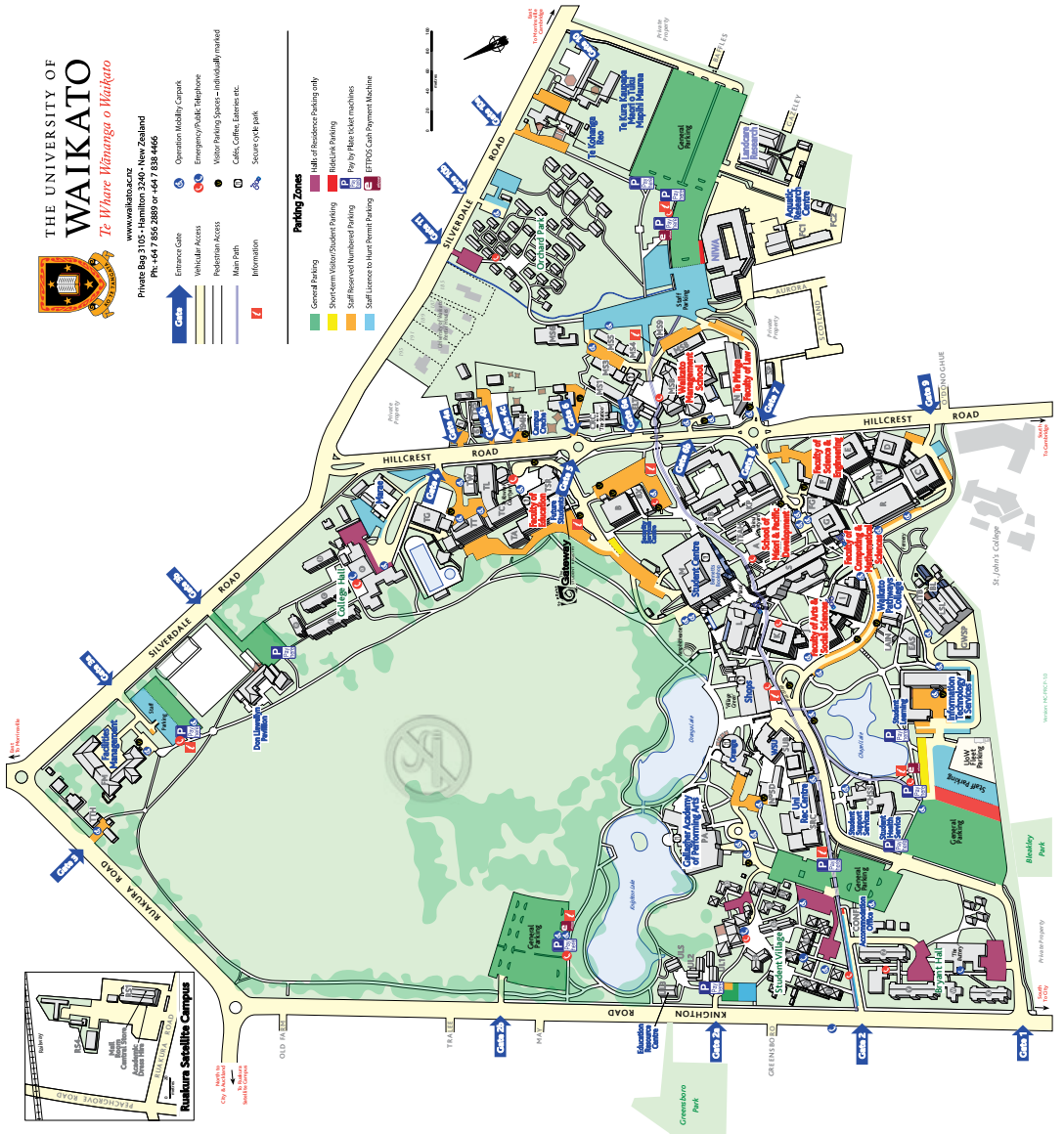
- Crests
- Entrance Gate
- Vehicular Access
- Pedestrian Access
- Main Path
- Information
- Operation Mobility Carpark
- Emergency Public Telephone
- Visitor Parking Spaces – individually marked
- Cafes, Coffee, Espresso etc.
- Secure cycle park

Parking Zones

- General Parking
- Short-term Visitor/Student Parking
- Staff Reserved/Numbered Parking
- Staff Licences to Hunt Permit Parking
- Talk of Residence Parking only
- Motorcycle Parking
- Pay by Meter Ticket machines
- EFTPOS Cash Payment Machine



Notes:
• Red arrows indicate the location of the main entrance to the building.
• Blue arrows indicate the location of the main entrance to the building.





THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

WHERE THE WORLD IS GOING
TE AHUNGA O TE AO

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