



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

## Graduate Diploma of Teaching (Primary) Programme - Supported online



**TE KURA TOI TANGATA**  
FACULTY OF EDUCATION

## Introduction

This information is intended for schools that have agreed to host a student participating in the Graduate Diploma of Teaching (Primary) at the University of Waikato. This programme is delivered using a combination of distance and on-campus approaches. Students who are accepted into the programme require a base school that will give them access to the classroom and to a mentor or co-ordinating teacher who will advise and guide them through their teacher education programme. If you agree to support our student, your commitment will involve the following:

- (i) A one day a week placement for the duration of the university year excluding practicum and school and university holidays
- (ii) A three-week practicum in February and a four-week practicum in June. (A six-week practicum in October will be completed at another school) See page 5 for further details.

## Background

The Graduate Diploma of Teaching (Primary) has been available on-campus at the University of Waikato for a number of years. It has been a very successful one-year programme and our graduates are highly sought after. In 2016 the on-line programme was introduced in order to meet the needs of students who are living in more isolated areas and who are unable to participate in the Hamilton programme.

The programme has four principal components; on-line study, compulsory on-campus study blocks, school based activities, and three teaching practica. Students work from home for the majority of the year, communicating with university staff and colleagues through Moodle (the teaching platform), email, phone and other digital access they may choose to set up.

Practical tasks that are requirements of the programme are completed either during the on-campus blocks or in each student's base school. These tasks are completed under the supervision and guidance of the co-ordinating

teacher (CT) and with the support and guidance of the Te Kura Toi Tangata Faculty of Education (FEDU) lecturers.

*Please note that the term 'co-ordinating teacher' refers to the classroom teacher of the student's one day per week placement. When the students are on practicum, the teacher is referred to as the 'associate teacher'. The reason for this differentiation is the way in which each role is funded.*

## Becoming a Base School

The selection of students for the Graduate Diploma of Teaching takes place each year between June and December. Applicants are asked to provide the Faculty of Education with written confirmation from a school they would like to be based in for the year.

A student seeking a base school will provide you with a Base School Confirmation Form to complete. If you have any concerns or queries about this, please contact the programme co-ordinator or the administrator. (See contact details on page 6.) Once this process is complete, you will receive contact from the programme administrator.

*Please note that it is **not** appropriate for a student to be based in a school where a close family member is employed, or where the student is a member of the Board of Trustees. Please communicate with the programme co-ordinator if there is any uncertainty around this as there can be the potential for a conflict of interest.*

## The Co-ordinating Teacher's Role

The co-ordinating teacher has a varied role in supporting the student. It involves the following:

- (i) acting as a mentor for their student
- (ii) modelling good practice based on the requirements of New Zealand 2007 curriculum
- (iii) providing the student with resources and

planning suggestions

(iv) helping build the student's knowledge of the New Zealand curriculum

(v) supporting, encouraging and guiding the student's practice by providing feed-back and feed-forward wherever appropriate

Throughout the year the student will have specific tasks to complete for each of their papers. It will be important that the co-ordinating teacher provides opportunities for these requirements to be met. Developing knowledge about curriculum is a significant component of the co-ordinating teacher's role. As the programme prepares graduates for teaching in all areas of the New Zealand primary school, the co-ordinating teacher should provide the student with a range of teaching opportunities in a variety of learning areas and situations.

## Reimbursement to the school

Whilst the role of a co-ordinating teacher is not provided for in the Collective Employment Agreement, there is reimbursement from the Faculty of Education. Currently there is a fee of \$580 plus GST payable for supporting an online graduate student throughout the year. The University of Waikato pays this fee to the school in August or September. Where a student does not fully complete the programme or has a reduced or part-time workload for the year, a pro-rata payment will be made to the school.

The school will be asked to provide bank account and GST details in order to become an approved University of Waikato vendor. An email request will be made to the school to invoice Te Kura Toi Tangata Faculty of Education for the payment. The principal may choose to negotiate with staff how the funds will be allocated and how they will be used. Some schools use the funds for professional development for the co-ordinating teacher, others have used it as additional funding for the co-ordinating teacher's classroom.

*Please note that **Associate Teachers** are paid directly for a fulltime practicum as per the approved rate in the Collective Employment Agreement.*

## Communication

Communication between the co-ordinating teacher, the Faculty of Education and the student is a key factor in the success of this programme. It is important therefore that effective systems are established to ensure that clear and accurate information is communicated between all parties.

The Faculty of Education will provide the base school with the information and expectations we have for the student's practice and experience. It is the student's responsibility to identify their school-based requirements and to keep their co-ordinating teacher as well informed as possible.

Early in each semester it would be useful to develop an overview or long-term plan of the student's workload. It would also be useful to set up a regular meeting time between the co-ordinating teacher and the student to discuss teaching requirements and the student's progress.

## The Student Teacher

As a pre-service teacher, the student is expected to act and present themselves as a professional member of staff. During in-school days, the student is required to be involved in all activities normally expected of teaching staff. This may include sharing duty, attending meetings and where possible, helping with extra-curricular activities.

As a member of staff, students are expected to behave professionally. This includes being punctual, keeping similar hours of work to the co-ordinating teacher, being committed, well prepared, and always mindful of protecting the confidentiality of personal information relating to students and staff. Students will be involved

in many professional conversations in which children, schools and teachers are discussed. They must understand and respect the importance of behaving in a professional manner in all situations.

Further key attributes that students should develop include:

- Independence – being able to complete tasks independently as part of their study programme or as part of their responsibilities in the classroom and in the base school.
- Initiative – having an awareness of the systems and management procedures required in running a classroom, and developing an ability to assist without constant direction and support from their co-ordinating teacher. Students should develop a 'big picture' view of their role in the classroom.
- Reflection – recognising that good classroom practice develops over time and is enhanced by taking time to reflect on each teaching episode and making links between these experiences and the FEDU reading material. In order to reflect on and critique their practice, students need to develop both their curriculum and their pedagogical knowledge.
- Flexibility – being able to adapt to the many changing situations in a classroom and in a school. This is acquired as students develop confidence in their role as a classroom teacher, and develop that 'tool box' of strategies and techniques to work with and manage students.

## The In-School Day

During the in-school or placement day, students should make optimum use of all the time and opportunities available. This is a time when students can:

- Carry out assignment-related teaching practice
- Provide support and assistance to the classroom teacher

- Accept opportunities to become involved in all aspects of school life including staff meetings, duty and other special events
- Study school documents such as policies, long term plans, remembering their confidential nature
- Explore class and school resources
- Consider feedback and feed-forward provided by the co-ordinating teacher
- Be aware of and experiment with different styles of lesson and unit planning
- Meet regularly with the co-ordinating teaching to review the past week and/or preview the tasks for the week ahead

Whilst in school, students should have opportunities to observe and practise a range of teaching techniques. The class programme has to be sufficiently flexible so the student's university requirements can be completed. Discussions with the co-ordinating teacher prior to lessons will ensure the student has prepared an appropriate lesson or series of lessons for either individuals, groups or a whole class. It is also important that students understand the need to plan for the safety of the class as this is a critical element of planning. They should consider potential hazards, eliminate them where appropriate, or isolate and minimise any risk particularly in practical tasks. Student reflections and regular teacher feedback is an important component in the overall process.

## Absences

When the co-ordinating teacher is absent on the student's in-school day, it is reasonable for the student to work with a reliever or in another classroom, providing arrangements are acceptable to all parties. If days are missed by the student they should, where possible, be made up. If the school has concerns about student absences, they should contact the programme co-ordinator or the administrator.

## Student Organisation

School systems such as meeting schedules, the use of the photocopier, duty and lunch orders all need to be explained to the student early in their placement. This will ensure they know what they can use, how equipment should be used and when it is appropriate for them to do so.

Sometimes a student is required to work with children from a specific year group and when this is not that of the co-ordinating teacher's class, opportunities may need to be negotiated with other teachers. There may also be times when another staff member has knowledge or interest in a particular topic and may be able to provide additional assistance to the student.

## Dealing with conflict

There are a number of issues that may cause problems or conflict to arise. In the past this has related to student and teacher absences, a student breach of confidentiality, misinformation being shared, or the requirements of the FEDU. It is important to gain clarification of any issue from the correct source and so early contact with the programme co-ordinator or administrator may prevent the unnecessary escalation of these or other difficulties.

## Liaison visits

Where possible, it is anticipated that a liaison person from the Faculty of Education will visit each base school early in the school year. The liaison person or the programme administration staff will contact the school and student by email or phone with suggested meeting times. It is expected that each student will arrange his or her in-school time to coincide with this visit, **even if it is not their regular in-school day.** If a visit is not possible, the liaison person will contact the student and the school by phone. During the visit, the liaison person will set aside time to meet with the principal, the co-ordinating teacher as well as the student.

## On-Campus Requirements

Students are required to attend three on-campus blocks during the year. These will usually take place on the University of Waikato campus in February, June and August. The purpose of these blocks is to introduce students to the courses that are about to start, and to reflect on those they have completed. It is also a valuable opportunity to establish networks, collegial support and to meet face-to-face with the teaching staff. The final block will generally consist of an Arts intensive.

## Practicum Requirements

Students must complete one practicum in each of the three levels: Junior (years 0 – 3), middle (years 4 – 6) and senior (years 7 – 8). The order is by personal preference, and will depend on the nature of the school and the base class arrangements that are in place.

**Practicum 1 (3 weeks):** This occurs during the student's first three weeks at the base school, in their base school class.

**Practicum 2 (4 weeks):** This occurs in June/July, still in the same base school but at a different class level. Students will have changed their base class at the beginning of term 2 to prepare for practicum 2. See the GradDipT programme overview for further details.

**Practicum 3 (6 weeks):** This occurs at a new school and with students working at a different level.

Specific details of each practicum will be described in a practicum booklet which will be distributed to students during their practicum briefing while on-campus and also made available to the relevant base school staff – usually by post or email.

*Please note that while the student is on practicum, the role of the co-ordinating teaching will change to an associate teacher. In this case the teacher will be remunerated in accordance with*



*the associate teacher pay rates as per the Collective Employment Agreement.*

## Acknowledgements

Te Kura Toi Tangata Faculty of Education acknowledges the tremendous professional support our students receive from the staff in each of the base schools including the principal, Board of Trustees and the wider school community. Without this support the opportunity for graduate students to complete the Graduate Diploma of Teaching would not be possible. We hope that you will join us and share the satisfaction and rewards the programme can offer to all who are involved.



## Contacts

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