HANDS-ON EXPERIENCE IN CLASSROOMS, EARLY CHILDHOOD CENTRES, AND INDUSTRY. MAKE CONNECTIONS BETWEEN THE THEORY YOU LEARN IN LECTURES AND EVERYDAY PRACTICE.

2021

GAIN THE KNOWLEDGE TO CRITICALLY AND CREATIVELY CARVE YOUR OWN PATH IN THE WORLD OF EDUCATION.

SUMMER SCHOLARSHIPS — 5 PROJECT OPPORTUNITIES!

NAU MAI, HAERE MAI, AND WELCOME TO THE FACULTY OF EDUCATION AT VICTORIA UNIVERSITY OF WELLINGTON

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

EDUCATION

3 SUBJECT AREAS

- EDUCATION
- TEACHER EDUCATION
- EDUCATIONAL PSYCHOLOGY

EXCEPTIONAL RESEARCH-LED TEACHING AND LEARNING

PUT YOUR STUDY INTO PRACTICE
Important notice: Victoria University of Wellington uses all reasonable skill and care to ensure the information contained in this document is accurate at the time of being made available. However, matters covered by this document are subject to change due to a continuous process of review, and to unanticipated circumstances. The University therefore reserves the right to make any changes without notice. So far as the law permits, the University accepts no responsibility for any loss suffered by any person due to reliance (either whole or in part) on the information contained in this document, whether direct or indirect, and whether foreseeable or not.
Victoria University of Wellington has been awarded five stars plus overall in the QS Stars university ratings system. In addition, the University received five stars in all eight categories on which it was evaluated.
It is said that the experts in education accompany the learners on their journey. Some wish to be teachers in early childhood, primary, or secondary education, while for others it is the science of learning, educational psychology, and a critical understanding of society that attracts, rather than being the teacher in a classroom or a traditional place of learning. You may wish to use your knowledge to work with youth, in industry, business, or in caring professions. For me, it has always been a mix of all these things as I seek to understand with others how and why we learn and teach at different periods in our lives.

The questions are multiple and the answers are just as numerous, generating new questions: What is motivation? Why do some learn more easily than others? What makes a great teacher? What is science and how can it be taught? Why do we play? What is brain development? What is IQ? How do we read, write, and add? How do we address equity and disparity? How do we plan and undertake problem-based learning? What is the connection between education and wellbeing?

In a phrase, ‘lifelong learning and teaching from cradle to grave’ is a shared endeavour.

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

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

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

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

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

Professor Stephen Dobson
Dean, Wellington Faculty of Education
ADMISSION AND ENROLMENT

UNDERGRADUATE UNIVERSITY ENTRY

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

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

The Student Recruitment and Orientation team can help you if you have any questions about entrance to your chosen programme of study.

www.wgtn.ac.nz/admission

TEACHER EDUCATION QUALIFICATION ADMISSION

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

Referees

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

Personal declarations

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

■ Health and disability: To identify anything that may place children in your care at risk or inhibit your performance as a student teacher, you need to declare any medical, psychological, or learning difficulty or disability that could limit your participation in a teacher education programme. These declarations also enable us to provide appropriate support to help you succeed in your programme.

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

Selection meeting

Before you are accepted into any teacher education qualification, you are required to take part in a selection meeting. Two of our academic staff will participate in each interview discussion to assess your oral communication and listening skills and how you interact with others. You will be asked to introduce yourself in te reo Māori, and to share your understanding about teaching and education, including your commitment to Te Tiriti o Waitangi partnership.

Assessing that you have suitable levels of literacy and numeracy skills before you begin a teacher education programme is a requirement of the Teaching Council of Aotearoa New Zealand. These assessments are an important part of the selection process. You are strongly encouraged to prepare for these assessments, which reflect the literacy and numeracy standards required for University Entrance.

When you attend the selection meeting, you will be asked to complete a form giving the University permission to obtain a police check. This is required for all students who will spend time in schools or early childhood centres as part of their study.
You must be able to attend a selection meeting in Wellington. For more information, email education@vuw.ac.nz or phone the Wellington Faculty of Education on 04 463 9500.

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

Admission to teacher education qualifications requires demonstration of English language competency; for example, a minimum academic IELTS test score of 7.0 in each of the four categories assessed. If English is not your first language, you should seek further advice from Wellington Faculty of Education Student and Academic Services Office, and submit the results of an approved test with your application.

Go to www.wgtn.ac.nz/english-language-institute or email lals@vuw.ac.nz or phone 04 463 5600 for more information about undertaking an IELTS test.

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


**Te reo Māori competency**
New Zealand registered teachers are expected to develop proficiency in te reo Māori. By the end of the programme you are expected to use language effectively at a minimum of level 3–4 of the curriculum. While support for this is provided through our programmes, you are strongly advised to enter the programme at level 1–2 of the curriculum.


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

[www.wgtn.ac.nz/enrol](http://www.wgtn.ac.nz/enrol)

**MORE INFORMATION**

**Enrolment**
Enrolment Office
[0800 04 04 04](tel:0800 04 04 04)
[enrolment-enquiries@vuw.ac.nz](mailto:enrolment-enquiries@vuw.ac.nz)

**Qualifications and entrance criteria**
Student Recruitment and Orientation
[0800 04 04 04](tel:0800 04 04 04)
[course-advice@vuw.ac.nz](mailto:course-advice@vuw.ac.nz)

**Qualifications and selection meetings**
Wellington Faculty of Education Student and Academic Services Office
[04 463 9500](tel:04 463 9500)
[education@vuw.ac.nz](mailto:education@vuw.ac.nz)

**Wellington University International**
[04 463 5350](tel:04 463 5350)
[international@vuw.ac.nz](mailto:international@vuw.ac.nz)
The mind is not a vessel to be filled, but a fire to be kindled, or so said the philosopher Plutarch more than 2,000 years ago. Some would argue that, for many students, the fires remain unlit. From a range of disciplinary perspectives, the study of Education explores not only how the desire for learning is kindled, but it also addresses the ‘big questions’: Does schooling promote equality or perpetuate social disadvantage? What sort of values should young people learn from adults? What is the purpose of education for the young? How can education make a difference for marginalised or disadvantaged groups?

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

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

Major requirements

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

The BA in Education is administered by the Wellington Faculty of Humanities and Social Sciences.
From a young age, I knew that I wanted to play a role in education. As I am interested in supporting young people with their learning, I have sought out opportunities to engage with children through school liaison roles, nannying, and being an au pair. These opportunities, in addition to some very supportive and inspiring secondary school teachers, have developed my interest in teaching as a profession.

I am particularly interested in the topics of youth and life challenges, and chose to study Education to gain insight into how to support students both in and outside the classroom. I believe that the things I have learnt over the course of my BA are invaluable and will provide me with a well-rounded knowledge base with which to enter the education sector.

Victoria University of Wellington was a good fit, offering the best range of courses for the subjects that interested me. I also love the city of Wellington—its beauty and the culture. I’ve lived here all my life and wanted to study here too.

In the future, I plan to complete Master’s study in primary teaching and then go on to teach in schools both in New Zealand and overseas. I’d love to travel the world as a teacher!
BACHELOR OF ARTS WITH HONOURS IN EDUCATION

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

Overview
The Bachelor of Arts with Honours (BA(Hons)) comprises:

- 90 points from EDUC 401–488
- a compulsory research project (EDUC 489).

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

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

🌐 www.wgtn.ac.nz/postgraduate/humanities
Talofa lava. I am a lecturer within the School of Education. I teach in the Bachelor of Arts in Education undergraduate courses and the Master of Education postgraduate courses. I am also an academic mentor for the Master of Teaching programme.

Education is about opportunity and lifelong learning, and our courses provide students with the opportunity to share experiences, critique education, and rethink education. I am a firm believer in building strong relationships with students to engage in critical talanoa (conversations) about education, to support communication of ideas confidently, and to work alongside students for a positive university experience. Being of Samoan descent, I believe in supporting students through using my own Pacific values to teach through fa’aaloalo (respect), and alofa (love), through service.

My research areas include Pacific education, multi-ethnic education, identity, Pacific boys’ education, and sense of belonging within secondary schools. I enjoy teaching and taking my opportunity to learn from my students through talanoa and to have fun while we learn together.

O le ala ile pule o le tautua.
The pathway to leadership is through service.
POSTGRADUATE STUDY IN HIGHER EDUCATION LEARNING AND TEACHING

The Postgraduate Certificate and the Postgraduate Diploma in Higher Education Learning and Teaching (PGCertHELT and PGDipHELT) are Master’s-level postgraduate programmes designed to help new and experienced tertiary-level teaching staff and other teaching-related staff (such as librarians, lab demonstrators, and student learning support professionals) to become more reflective and successful in practising and supporting learning and teaching within a research-based programme.

The focus of the PGCertHELT is professionalism of teaching and supporting learning in higher education. The PGDipHELT focuses on the scholarship of learning and prepares you for future study in higher education at Master’s or doctoral level.

Overview

The 60-point certificate is made up of two 30-point courses:
- HELT 501 Foundations in Higher Education Learning and Teaching
- one other HELT course.

Graduates may progress to research-focused study by continuing to the PGDipHELT.

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

More information

Centre for Academic Development

04 463 6416
www.wgtn.ac.nz/phelt

POSTGRADUATE STUDY IN EDUCATION

Postgraduate qualifications are designed to enable education professionals to engage in further study relevant to their work and to undertake thesis research in an area of interest.

Those interested in beginning their postgraduate study can embark on a postgraduate certificate or postgraduate diploma. Credit transfer may be available if you have completed postgraduate study with another institution.

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

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

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

The programmes are nested within the 180-point Master of Education (MEd), which can be completed entirely by coursework or by a combination of coursework plus a dissertation or thesis.

You are encouraged to consider enrolling in the MEd, but you can choose to enrol in the postgraduate certificate or postgraduate diploma as a first step into postgraduate study.

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

Overview and duration

- Certificate: 60 points of coursework taken full time over half a year or part time over one to two years
- Diploma: 120 points of coursework taken full time over one year or part time over two years
MASTER OF EDUCATION

The Master of Education (MEd) is an advanced postgraduate qualification comprising 180 points of study that can be completed entirely by coursework or by a combination of coursework and a thesis or dissertation. The coursework may be completed wholly or partially by distance learning.

We offer courses in a range of areas, including:

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

Overview

You must complete EDUC 503 and an additional 150 points from courses EDUC 500–599, EPSY 530, EPSY 531, EPSY 534.

The MEd may be awarded with merit or distinction.

Duration

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

Qualification goals

Graduates of the MEd will:

- show evidence of advanced knowledge about a specialist field of inquiry or professional practice
- demonstrate mastery of sophisticated theoretical subject matter
- evaluate critically the findings and discussions in relevant research material
- research, analyse, and argue from evidence
- work independently and apply knowledge to new situations
- engage in rigorous intellectual analysis, criticism, and problem-solving.
As deputy principal of a primary school and with a passion for learning, I was keen to return to study at Victoria University of Wellington and complete my Master of Education. With a particular interest in educational leadership and curriculum development, I was delighted to find courses that met my needs and interests. As I had studied at the University previously, I was aware of the high standard of education offered and the regard in which the University is held both nationally and internationally.

I have loved every minute of my time at the University. The staff are highly knowledgeable and inspiring and the environment on campus is positive and inclusive. The course content has enabled me to make connections between historical, social, and political factors and to look at the ‘big picture’ concerning education in New Zealand. I have found the theoretical aspects particularly interesting and they have increased my understanding of how these theories shape and influence what we as educators think and do.

My learning journey at Victoria University of Wellington has been enriching both professionally and personally. Thanks to the wonderful staff and students who make it such a great place to study.
MASTER OF ARTS IN EDUCATION

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

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

Overview
The MA in Education consists of a 120-point thesis (EDUC 591).

The MA may be awarded with merit or distinction.

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

Enrolment
Contact the Wellington Faculty of Humanities and Social Sciences
✉ fhss-enquiries@vuw.ac.nz
📞 04 463 5745
🌐 www.wgtn.ac.nz/master-of-arts
MASTER OF SECONDARY SCHOOL LEADERSHIP

The Master of Secondary School Leadership (MSSL) programme focuses on the specific leadership needed in secondary schools. This qualification is suitable for teachers and middle or senior managers in secondary schools who aspire to be secondary school principals and wish to gain a Master’s-level qualification that includes mentoring, guidance, placement observation, investigations, and project work.

Features

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

The programme is delivered by the Wellington Faculty of Education and Wellington School of Business and Government, with input from experienced secondary principals.

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

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

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

Overview

The MSSL comprises:

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

Duration

- Part time: up to five years

Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>MSSL 501 Developing Leadership Capacity</td>
<td>15</td>
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<tr>
<td>MSSL 502 Shaping the Future</td>
<td>15</td>
</tr>
<tr>
<td>MSSL 503 Leading Learning and Teaching</td>
<td>15</td>
</tr>
<tr>
<td>MSSL 504 Managing the Organisation/Systems</td>
<td>15</td>
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<tr>
<td>MSSL 505 Partnerships and Networks</td>
<td>15</td>
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<tr>
<td>MSSL 506 Leading Evidence-Based Practice</td>
<td>15</td>
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<tr>
<td>MSSL 507 Culturally Responsive Leadership</td>
<td>15</td>
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<tr>
<td>One approved elective from the MBA or MEd schedule</td>
<td>15</td>
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</tbody>
</table>

**EITHER**

- MSSL 508 Research Project 60 points

**OR**

- MSSL 509 Implementation Project 60 points
My journey into secondary school leadership was very much one of opportunity. As a teacher, all I ever hoped to do was make a difference and although my goal was never to become a principal, I soon realised that my scope of influence may have meant that I needed to follow the path I was lucky enough to have put before me. I am passionate about equitable education for all students and ensuring that school systems and processes are aimed at providing students with fair opportunities to succeed.

The Master of Secondary School Leadership programme gave an opportunity for real insight into the opportunities and challenges of being a principal through thorough examination of my own values, mentoring from experienced principals, and examination of relevant literature. It is designed to support you in your current leadership role so you are able to apply the learning to your immediate setting. The discussions and professional reflection that take place within the student cohort is an incredibly helpful way of developing an idea of the kind of leader you aspire to be. I would highly recommend that anyone interested in becoming a principal of a secondary school consider this programme.
DOCTOR OF PHILOSOPHY IN EDUCATION

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

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

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

Other areas may also be considered and enquiries are welcome.

Overview
This qualification comprises a thesis that demonstrates a capacity for independent research and the ability to make a substantial and original contribution to knowledge and understanding in your field of study.

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

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

Enrolment
There are three enrolment deadlines each year: 1 March, 1 July, and 1 November.

Applications are reviewed against these requirements:
- a written proposal and completion of application requirements
- valid experience and qualifications
- availability of suitable supervision by staff in the Wellington Faculty of Education or the wider university.

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

www.wgtn.ac.nz/fgr
Whaowhia te kete mātauranga.  
*Fill the basket with knowledge.*

Although I have a love of learning, I had thought that upon the completion of a Master of Education at Victoria University of Wellington, my academic learning journey would be complete. The idea of completing a PhD interested me, but I felt that I didn’t have the capacity to undertake a doctorate. However, through the encouragement and ongoing support of two lecturers who believed in me, I am now doing just that.

The focus of my PhD is how kaupapa Māori approaches can encourage young children to play outdoors and therefore experience greater wellbeing. I am very fortunate to have two inspiring supervisors to guide and support my learning. Due to their individual strengths and areas of speciality, they provide the ideal balance to support my learning and development.

Undertaking a PhD has undoubtedly been the best decision for me and my whānau. I am challenged and stimulated, continually growing as a person, and am incredibly grateful to have the opportunity to wake up each day and undertake research in the field I am passionate about.
DOCTOR OF EDUCATION

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

Overview

The coursework component of the EdD will usually be undertaken part time over two years and will lay the foundation for the thesis. You will be paired with your thesis supervisor from the start of the programme as the coursework will lead to your fully developed research proposal.

You will move through the programme with a cohort of other education practitioners so you can share knowledge and strengthen relationships in the educational community.

Duration

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

Schedule

<table>
<thead>
<tr>
<th>Part 1</th>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
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</tr>
<tr>
<td>EDUC 601 Critical Study of a Professional Issue</td>
<td>30 points</td>
<td></td>
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<tr>
<td>EDUC 602 Framing Research in Professional Contexts</td>
<td>30 points</td>
<td></td>
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<tr>
<td>Year 2</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 603 Tools of Inquiry</td>
<td>30 points</td>
<td></td>
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<tr>
<td>EDUC 604 Research Proposal</td>
<td>30 points</td>
<td></td>
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<tr>
<td><strong>Part 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 691 Thesis</td>
<td>240 points</td>
<td></td>
</tr>
</tbody>
</table>

Enrolment

There are three enrolment deadlines each year: 1 March, 1 July, and 1 November.

Applications are reviewed against these requirements:

- completion of application requirements
- valid experience and qualifications
- availability of suitable supervision by staff in the Wellington Faculty of Education or the wider university.

More information

The Wellington Faculty of Graduate Research is the first contact point for all students interested in enrolling in an EdD at Victoria University of Wellington.

ℹ️ [www.wgtn.ac.nz/fgr](http://www.wgtn.ac.nz/fgr)
Hāpaitia te ara tika pūmau ai te rangatiratanga mō ngā uri whakatipu.

Foster the pathway of knowledge to strength, independence, and growth for future generations.

I am passionate about education: adding value where I can and assisting children to reach their full potential and find success in every aspect of their lives. This has been the reason I have pursued higher education and have remained committed to being a lifelong learner.

After many years of teaching, I was ready for a new challenge, and so completed a Master of Education. Through that study, I was inspired to dig deeper into the aspects of teaching and learning that kept me awake at night—hence I enrolled in the Doctor of Education programme and began my own research project. I love being part of the programme. The cohort model is highly collaborative and gives you the opportunity to explore your topic of interest with other like-minded people. I’m excited to be able to drive my own learning, and to research a topic that is highly relevant to me and my learning community. If you have a vision for making a positive difference in the field of education, the Doctor of Education is for you.
EDUCATIONAL PSYCHOLOGY

Educational psychologists are professionals with an in-depth understanding of psychology, education, and learning. Roles in this field are varied and multidimensional and offer the opportunity to support others to learn and live. When studying with the Wellington Faculty of Education, there is the opportunity to practise and develop skills under the expert guidance of world-class researchers and practitioners in the field. Our team, which includes two educational psychology practice advisers, is also available to support the ongoing professional development and continuing competence programme for registered psychologists.

EDUCATIONAL PSYCHOLOGY PATHWAY

Undergraduate

- An undergraduate degree with a major in Education and Psychology

Postgraduate

- Master of Educational Psychology (see page 26)
- Postgraduate Diploma in Educational Psychology Practice (see page 28)

BACHELOR OF ARTS IN EDUCATION AND PSYCHOLOGY

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

This major provides you with the foundational knowledge needed to continue with postgraduate study in Educational Psychology (or Psychology, with approval) and become a registered educational psychologist. Educational psychologists are concerned with improving the learning of individuals who are experiencing social, emotional, or learning difficulties that cause problems within a range of community and educational settings (for example, schools, classrooms, and early childhood education centres).
A BA major in Education and Psychology (EDPS) starts with first-year courses offering an introduction to human development and learning as well as courses in psychology. As you move into the second and third years, you will gain a deeper understanding of education and learning and of developmental, behavioural, and cognitive psychology.

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

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

Students planning to continue to the Postgraduate Diploma in Educational Psychology Practice are required to have at least 45 points at 200 or 300 level in Psychology. Students who are considering postgraduate study in Psychology should complete a Psychology major.

Students cannot enrol in a double major in Education and Psychology (EDPS) and Psychology (PSYC) or in Education and Psychology (EDPS) and Education (EDUC).

**Major requirements**

- EDUC 141; PSYC 121 or PSYC 122; STAT 193 (or MATH 177 or QUAN 102)
- EDUC 243 and EDUC 244; PSYC 232; 15 further points from PSYC 200–299
- 20 points from EDUC 300–399; PSYC 325
- 15 further points from EDUC 300–399 or PSYC 300–399
For as long as I can remember, I have had a passion for kids. I have always been fascinated about how they learn, develop, and interact with the world. The Education and Psychology major has helped me grow this passion and challenged me to think about things from different perspectives that I would never have thought of before.

I chose the Education and Psychology major as I have always known that I want to end up doing something with children, but I wasn’t quite sure what I wanted to do. I love the flexibility this major gives, as there are so many opportunities and pathways that can come from it. This major has also allowed room for me to take other courses that spark my interest. The teaching staff involved are all so knowledgeable and passionate about their field of work, and it is truly inspiring as a student to learn from people who hold such a wealth of knowledge. Learning from people who have actual experience in things you are learning is such a valuable resource.
MASTER OF EDUCATIONAL PSYCHOLOGY

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

The programme will prepare you to:

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

Schedule

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<th>Part 1</th>
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<tr>
<td>EDUC 503 Research Methods in Education</td>
<td>30 points</td>
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<td>EPSY 512 Culturally Centred Educational Psychology Practice in Aotearoa New Zealand</td>
<td>30 points</td>
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<td>EPSY 514 Educational Psychology Assessment</td>
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<td>EPSY 530 Evidence-Based Practice in Education</td>
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<td>EPSY 531 Learning and Motivation</td>
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<th>Part 2</th>
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<tr>
<td>EPSY 515 Applied Behaviour Analysis for Educators</td>
<td>30 points</td>
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<td>EPSY 532 Child and Adolescent Mental Health</td>
<td>15 points</td>
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<td>EPSY 533 Applied Research Project</td>
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<td>EPSY 534 Promoting Positive Behaviour for Learning and Wellbeing</td>
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<td>EPSY 535 Exploration of Counselling Theory and Practice Issues</td>
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The courses are delivered either by weekly or block workshops and lectures. The applied research project is supervised by an academic staff member.

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

Duration

A candidate must complete the MEdPsych within four years of first enrolling in the programme.
The Master of Educational Psychology appealed to me because it offered a chance to combine my undergraduate major in Psychology and minor in Education to learn new and interesting ways of supporting young people. Working with others to facilitate positive changes in their lives is an exciting career prospect, and a great fit for me as I find working with others deeply rewarding.

I found that the block course structure of the MEdPsych papers took a while to get used to when I first enrolled. However, now halfway through the course, I’m familiar with this type of timetable and have benefited from it as I’m able to work during the week as a teacher aide at a primary school. Overall, I have thoroughly enjoyed this course and learnt a variety of new skills and concepts in areas I haven’t studied before. In particular, learning about applied behaviour analysis and different forms of assessment were subjects that I found really interesting and useful for my professional development.

Following the MEdPsych, I hope to complete the Postgraduate Diploma in Educational Psychology Practice and become a registered psychologist.
POSTGRADUATE DIPLOMA IN EDUCATIONAL PSYCHOLOGY PRACTICE

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

This qualification offers:

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

Overview

The programme comprises:

■ four courses (all of which are practical and field based)
■ practicum of 1,500 professional practice hours (required for registration as a psychologist).

Duration

■ Full time: one year

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

Enrolment

To gain entry into the PGDipEPP, you will need a B+ average grade across all MEdPsych courses and to have completed at least 45 approved points at 200 or 300 level from relevant courses in Psychology with an average grade of B or above.

As this is a limited-entry programme, you will need to go through an interview process in the previous year.

Scholarships

You can apply for scholarships offered by the Ministry of Education for the internship year.
I have recently joined Victoria University Wellington, as a practice adviser on the Educational Psychology Internship programme.

I support the interns as they work towards their professional qualification that leads to registration as educational psychologists. This is a pivotal year in their training and I feel privileged to be able to support them.

I began my career as a teacher and special needs coordinator and worked overseas for many years before returning to New Zealand to complete my training and register as an educational psychologist. I worked for the Ministry of Education for a number of years before returning to teaching in the role of deputy principal and special education needs coordinator. In more recent years, I have set up a private practice and engage in contract work.

My professional interests include behaviour assessment, analysis, and support; learning assessment and interventions; working with clients managing the effects of traumatic brain injury; supporting clients experiencing post trauma stress; positive psychology; and mindfulness and acceptance commitment therapy.

I am enjoying this new role as practice adviser and having the opportunity to give back to a profession I love by supporting those who are just beginning their journey as educational psychologists.
UNDERGRADUATE PREPARATION FOR TEACHER EDUCATION

Studying for an undergraduate degree provides an excellent pathway into teaching in early childhood centres and primary and secondary schools.

To equip yourself to be the best teacher you can be, think carefully about your choice of courses in your degree. Think of your university education as a complete journey towards preparing yourself to teach.

Demonstrating a commitment to Te Tiriti o Waitangi partnership is an important part of being a teacher. Student teachers are required to use te reo Māori by the time they graduate. This includes the ability to cope with a variety of routine situations when talking to speakers of te reo Māori and use familiar language with some flexibility. We highly recommend courses such as MAOR 101 and MAOR 102 to help you develop this proficiency.

We also recommend including courses from the following list as elective options in your undergraduate degree, whichever sector of the education system you are interested in working in:

- Academic writing (for example, WRIT 101)
- Education, particularly child and youth development (for example, EDUC 101, EDUC 141)
- New Zealand history (for example, HIST 112), as New Zealand history will be taught at every level of the compulsory curriculum
- Mathematics education (for example, EDUC 136) is especially useful for primary teaching as it introduces the mathematical knowledge needed to understand and teach mathematics effectively
- Pacific studies (for example, PASI 101, SAMO 111)
- Science knowledge (for example, SCIS 101)
- Statistics (for example, STAT 193) as it is important in primary and secondary education to be able to analyse assessment data to inform your teaching.

If you have particular strengths or interests that are relevant to education, it is good to include courses that develop these in your undergraduate degree—for example, teaching subjects such as art history, geography, history, languages, mathematics, music, sciences, and technology, and areas impacting on learning and education such as anthropology, cultural studies, philosophy, policy, psychology, sign language, and sociology.

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

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

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

During your study, taking part in extracurricular activities with children, such as helping with sports teams or homework or other clubs, is also great preparation for teaching.
Early childhood teachers are among the most influential members of the community. The teaching and care they offer lay the foundation for success in education and in life. Teachers have the opportunity to deeply affect the children in their care. The programmes offered by the Wellington Faculty of Education give graduates the skills to take on this responsibility with confidence and to enjoy the excitement, creativity, and fun of working with young children.

The Faculty offers two pathways to train as an early childhood teacher:

- Bachelor of Education (Teaching) Early Childhood—a three-year full-time undergraduate qualification for students without a university degree
- Graduate Diploma of Teaching (Early Childhood Education)—a one-year full-time graduate-level qualification for students who already have a university degree (see page 36).

**BACHELOR OF EDUCATION (TEACHING) EARLY CHILDHOOD**

The Bachelor of Education (Teaching) Early Childhood (BEd(Tchg)EC) is for students who wish to gain a degree-level qualification in early childhood teaching. The programme takes three full years to complete and is taught through blended delivery, which includes online and campus-based activities. The BEd(Tchg)EC timetable allows students some flexibility for part-time employment in early childhood centres.

As graduates are required to have a working knowledge of a range of early childhood education centres, students undertake 24 weeks of teaching experience during the three years of the degree.

### Goals

Graduates of Wellington Faculty of Education initial teacher education programmes will be agents of change for children and young people’s education and wellbeing. They will work from a commitment to Te Tiriti o Waitangi and social and ecological justice to enable learners to transform their complex, diverse, and changing worlds.

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

Successful completion enables graduates to teach in a range of early childhood education services and to be eligible for provisional teacher certification with the Teaching Council of Aotearoa New Zealand.

**BEd(Tchg)EC graduates will:**

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

There are teaching experience placements in each year of the programme. For students employed in early childhood centres, there is an opportunity to complete one practicum in Year 2 in their own centre. Teaching experiences enable students to see how theory and practice interlink in the development of quality teachers.
Becoming an early childhood teacher is one of my greatest goals in life—to positively impact children’s education journeys from an early age. As a teacher, I want to ensure that every child from every background can experience a learning environment that is inspiring and nurturing, where they can develop a foundation for lifelong learning and make a positive contribution to our community.

Although choosing Victoria University of Wellington meant leaving my friends and family behind in Auckland, it was the best choice for me. I was able to experience living in our capital and learning from some of the best lecturers in our field. Getting to know my colleagues and working collaboratively with them has also been a joy and pleasure. I’ve found that the BEd(Tchg)ECE programme delivers a good combination of theoretical studies and practical experiences, thoroughly preparing me for my future work in the profession.

I am so excited to use this qualification to teach in an ECE setting that shares my values of learning through play in natural environments, and expression of creativity through arts and crafts.
My professional involvement in early years education began in the late 1970s. I criss-crossed between teaching in early childhood care and education and primary school settings in Aotearoa and England, taught for several years in pre-service and postgraduate teacher education, and was involved in a number of professional development and research projects. I find inspiration in teaching and research that focuses on a pedagogy of inquiry and creativity and approaches to early years curriculum and assessment that engage critically with policy and practice. I also have a strong ongoing interest in exploring the use of visual and video technologies in research and teaching. For me, this is part of a wider commitment to finding ways to increase our understanding of what matters to young children and their families. I value the opportunities I have in my role in the Wellington Faculty of Education to work in such a rich field of study, among such great colleagues and with such diverse groups of students.
GRADUATE DIPLOMA OF TEACHING
(EARLY CHILDHOOD EDUCATION)

This one-year programme is appropriate for applicants with an undergraduate degree or New Zealand primary teaching qualification.

The aim of the graduate diploma is to equip beginning teachers to work effectively within the diversity of early childhood education services that involve young children and their families and whānau.

The programme prepares teachers to deliver the curriculum within the framework of *Te Whāriki*.

Minimum entry requirements are a three-year Bachelor’s degree and demonstration of an appropriate disposition to teach. Candidates will be selected based on their academic qualifications, skills, and experience, referee reports, performance at a selection meeting, and a satisfactory police check.

See pages 6–7 for further information about admission and enrolment. Some scholarships may be available. See page 58 for further information.

**Goals**

Graduates of Wellington Faculty of Education initial teacher education programmes will be agents of change for children and young people’s education and wellbeing. They will work from a commitment to *Te Tiriti o Waitangi* and social and ecological justice to enable learners to transform their complex, diverse, and changing worlds.

Successful completion enables graduates to teach in a range of early childhood education services and to be eligible for provisional teacher certification with the Teaching Council of Aotearoa New Zealand. Graduates of this qualification can be recommended by their employing centre for full registration after two years (and up to five years) of satisfactory teaching.

Graduates will:

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

**Overview**

This qualification is offered as an online programme of study. Online study comprises a mix of online resources, discussions, and self-directed study. To support their study, students also learn through a professional learning community, supported by an academic mentor. Participants will be required to attend two campus-based learning sessions in Wellington at the beginning and end of the year. The qualification has an expected work load of 40 to 50 hours per week to complete the coursework and associated study. Courses are taught between February and November.

**Teaching experience**

There are three blocks of supported teaching experience, enabling students to see how theory and practice interlink in the development of quality teachers. The second and third blocks are preceded by weekly days in centres. These days in centres give students the opportunity to meet their associate teacher, other members of the teaching team, and the children prior to commencing the full-time placement.
After 10 years working in an office, it was time to make my life count: to get out into the world and make a difference. Early childhood education is a deeply rewarding career and Victoria University of Wellington’s passionate and engaging lecturers have further ignited my passion for teaching.

The Graduate Diploma of Teaching (Early Childhood Education) is a very well-constructed and thought-out qualification. I have been guided through a process of discovery, with each topic building on and supporting the other. Right from the start, it was clear exactly what was required of me and when, which was very important to me being a busy mum of two. I have been thoroughly supported by lecturers and tutors on this journey as I have worked my way through the broad range of tasks designed to link theory and practice in early childhood education. The time out in centres has been invaluable, providing the opportunity to pull all my skills and knowledge together and put them to the test as a real teacher. The graduate diploma is a holistic qualification thoroughly preparing me for my life as an early childhood educator.
TEACHING—
PRIMARY OR SECONDARY

Teaching is a rewarding career. Our teacher education qualifications give the knowledge needed to excel in the classroom, to teach, inspire, and enjoy working with future generations.

The Faculty offers two pathways to train as a primary or secondary teacher:

- **Graduate Diploma of Teaching (Primary or Secondary):** one-year full-time qualification for students who already have a university degree. Students enrol in either the Primary or the Secondary programme. Study can be online or on campus.

- **Master of Teaching and Learning (Primary or Secondary):** one-year full-time qualification for students who have a strong undergraduate degree. Students enrol in either the Primary or the Secondary programme. Places in these programmes are strictly limited, and early enrolment is advised. For more information, see pages 47 and 50.

**GRADUATE DIPLOMA OF TEACHING (PRIMARY)**

This full-time one-year qualification is open to applicants who have an undergraduate degree and wish to teach at primary level. It is designed to prepare confident and competent beginning teachers who are able to make a positive difference to those they teach. It covers the full range of curricula offered in primary schools.

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

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

See pages 6–7 for further information about admission and enrolment. Some scholarships may be available. See page 58 for further information.

**Goals**

Graduates of Wellington Faculty of Education initial teacher education programmes will be agents of change for children and young people’s education and wellbeing. They will work from a commitment to Te Tiriti o Waitangi and social and ecological justice to enable learners to transform their complex, diverse, and changing worlds.

Successful completion enables graduates to teach in primary and intermediate schools throughout New Zealand and to be eligible for provisional teacher certification with the Teaching Council of Aotearoa New Zealand. Graduates of this qualification can be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.
Overview
The programme is offered on campus and online. The requirements and content are the same for both modes of delivery. Participants should expect to spend 40 to 50 hours on coursework and study each week. Campus students complete some aspects of their programme online. Online participants are required to attend two campus-based learning sessions in Wellington at the beginning and end of the programme. To support their study, students learn through a professional learning community, supported by an academic mentor. Courses are taught between February and November.

Teaching experience
There are three blocks of supported teaching experience, enabling students to see how theory and practice interlink in the development of quality teachers. The second and third blocks are preceded by weekly days in schools. These days in schools give students the opportunity to meet their associate teacher, other members of the teaching team, and the students prior to commencing the full-time placement.

Pathway planning
Students planning to undertake the Graduate Diploma of Teaching (Primary) should embrace opportunities to study a broad base of curriculum areas. To check that your undergraduate degree choices are aligned with the New Zealand Curriculum school subjects, go to www.nzcurriculum.tki.org.nz for more information. See page 30 for more information about undergraduate preparation for teacher education.

New Zealand Certificate in Religious Studies—Primary or Secondary
The Wellington Faculty of Education provides opportunities for students to complete a nationally recognised certificate in Christian Studies, which is offered through the Catholic Theological College. Although this sits outside a teacher education programme of study, a teaching experience in a Catholic school is included. The delivery of the qualification has been customised to suit the University’s timetable. The certificate enables graduates to teach the religious education curriculum in Catholic and other state integrated schools. Graduates with the certificate are highly sought after for employment in those schools. Go to www.ctc.ac.nz/programmes/nzccs-re for further information.
As a child, I found learning difficult due to a developmental delay. However, by the age of seven, I was helping new entrant pupils with basic reading and handwriting. In later years, after working as a teacher aide, I realised how important it was for me to pursue this meaningful profession. However, because I still lacked confidence, I did not pursue degree study and instead started my tertiary learning at Te Wānanga o Aotearoa, completing three diplomas in Te Reo Māori.

Completing that study gave me confidence, and it was then an easy decision to come and study at Victoria University of Wellington, because of its reputation for the high standard of not only the initial teacher education programmes but also all the programmes offered. The help given by the lecturers and by the learning support team encourages me to come back every year and succeed in my studies. In turn, this support enables me to develop my students so they grow and progress to become powerful future learners.

When I complete the graduate diploma, my intentions are to have fun and enjoy some engaging learning with the learners of tomorrow.
GRADUATE DIPLOMA OF TEACHING (SECONDARY)

This full-time one-year qualification is open to applicants who wish to become secondary school teachers and have an undergraduate degree that includes school-curriculum-related teaching subjects. It covers a range of curricula offered in secondary schools.

Minimum entry requirements are a three-year Bachelor’s degree in a relevant learning area and demonstration of an appropriate disposition to teach. Candidates will be selected based on their academic qualifications, skills and experience, referee reports, performance at a selection meeting, and a satisfactory police check.

See pages 6–7 for further information about admission and enrolment. Some scholarships may be available. See page 58 for further information.

Goals
Graduates of Wellington Faculty of Education initial teacher education programmes will be agents of change for children and young people’s education and wellbeing. They will work from a commitment to Te Tiriti o Waitangi and social and ecological justice to enable learners to transform their complex, diverse, and changing worlds.

Successful completion enables graduates to teach in secondary schools throughout New Zealand and to be eligible for provisional teacher certification with the Teaching Council of Aotearoa New Zealand. Graduates of this qualification can be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.

Overview
The programme is offered on campus and online. The requirements and content are the same for both modes of delivery. Participants should expect to spend 40 to 50 hours on coursework and study each week. Campus students complete some aspects of their programme online. Online participants are required to attend two campus-based learning sessions in Wellington at the beginning and end of the programme. To support their study, students learn through a professional learning community, supported by an academic mentor. Courses are taught between February and November.

Teaching experience
There are three blocks of supported teaching experience, enabling students to see how theory and practice interlink in the development of quality teachers. The second and third blocks are preceded by weekly days in schools. These days in schools give students the opportunity to meet their associate teacher, other members of the teaching team, and the students prior to commencing the full-time placement.

Teaching subjects (secondary curriculum courses)
Teaching subjects will be allocated during enrolment and are dependent on what has been studied, and the curriculum subjects offered by the Wellington Faculty of Education. One subject is usually a student’s undergraduate major subject, studied to 300 level or studied at postgraduate level. The other subject may be a minor or have been studied to at least 200 level. One teaching subject in high demand may be sufficient for entry to this programme.

Pathway planning
Students planning to undertake the Graduate Diploma of Teaching (Secondary) should check that their undergraduate degree choices are aligned with the New Zealand Curriculum school subject areas. Go to the Ministry of Education website (www.nzcurriculum.tki.org.nz) for more information. See page 30 for more information about undergraduate preparation for teacher education.
With some time to breathe after completing an Honours year in Theatre, graduating with First Class Honours, and tutoring writing, English, and research skills, I knew it was time to come back to university and realise my goal of becoming a secondary school teacher.

New Zealand needs teachers right now. We need empathetic, passionate educators to support and guide our learners to achieve success. The graduate diploma solidifies for me how critical our relationships are with our learners—we need teachers who care about their students and their education equally, so they can best serve their students’ individual needs. Within that premise is a big challenge, but a rewarding one. As teachers, we make a difference in students’ lives and show them they have the power to elicit change as well. It’s an exciting pathway, one where you learn just as much about yourself as you do about education.

I chose the graduate diploma because I want to be there for our tamariki, to support them in their endeavours, to show how valued they are and, most importantly, to prove to them all that they have the ability and capacity to achieve. There is absolutely no career I would rather pursue.
After a few years of working in Auckland, London, and Wellington, I was itching for a change in career. Both my parents were secondary teachers, so it was not surprising that I enrolled in the Graduate Diploma of Secondary Teaching. I completed the online course, which gave me the much-needed flexibility to study and parent my young children. I had lecturers who were affirming, inspiring, and demanding. My placements were incredible experiences and were a real highlight of the course.

This is my eighth year at Wellington Girls’ College and I’m in my dream job. I’m teaching history and social studies and I’m Dean to a wonderful cohort of young people. My graduate degree in Psychology from Victoria University of Wellington has also helped. Every single day, I’m excited about my work. For me, it’s the perfect blend of great people, creativity, and thinking. Teaching is so reflective, and I feel grateful to be in a job where I can always learn something new. There is so much variety too: new pastoral issues to navigate, and new historical contexts to examine. I find teenagers really interesting and it is an absolute privilege to be part of their education.
MASTER OF TEACHING AND LEARNING (PRIMARY)

The Master of Teaching and Learning (Primary) is a full-time 180-point initial teacher education qualification that students can complete over 10 months of study. The programme is an integrated model of theory and practice in which student teachers study about effective teaching practice while based in a school during a year.

The student intake for this programme is usually limited to 35 students. Minimum entry requirements are a three-year Bachelor’s degree in a relevant learning area at a level appropriate for postgraduate study and demonstration of an appropriate disposition to teach.

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

Goals
Graduates of Wellington Faculty of Education initial teacher education programmes will be agents of change for children and young people’s education and wellbeing. They will work from a commitment to Te Tiriti o Waitangi and social and ecological justice to enable learners to transform their complex, diverse, and changing worlds. Graduates of the Master of Teaching and Learning (Primary) will be critical teachers who can draw on high levels of theory and classroom evidence to develop the learning progress for each child they teach.

Successful completion enables graduates to teach in primary and intermediate schools throughout New Zealand and to be eligible for provisional teacher certification with the Teaching Council of Aotearoa New Zealand. Graduates of this qualification can be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.

Overview
Students will spend the equivalent of 22 weeks in schools in the Wellington area. Throughout the academic year, students will have timetabled classes on campus and be placed in a school, where they will spend four half days a week developing their teaching practice, under the guidance of an accomplished teacher and academic mentor from the Wellington Faculty of Education. During the second trimester, students spend eight weeks full time in their placement school. Throughout the year, there will be opportunities for students to explore different school-based learning contexts. To support their study, students learn through a professional learning community, supported by an academic mentor. Courses are taught between February and November.

Pathway planning
Students planning to undertake the Master of Teaching and Learning (Primary) should embrace opportunities to study a broad base of curriculum areas. To check that your undergraduate degree choices are aligned with the New Zealand Curriculum school subjects, go to www.nzcurriculum.tki.org.nz for more information. See page 30 for more information about undergraduate preparation for teacher education.
My teaching and research roles are all about making a difference for Māori communities, specifically in education. I am an enduring advocate for the integral inclusion of mātauranga, reo, and tikanga Māori in our classrooms and other learning environments. My overall focus is Māori education, with experience in science, technology, digital learning, place-based education, and education for sustainability.

My current projects include examining culturally sustaining pedagogy for Māori learners, and exploring Māori and Pacific Island students’ experience of teacher education.

Before becoming an academic, I was a primary school teacher in Māori-medium classrooms at both kura kaupapa Māori and English-medium schools. I now work with teacher trainees and practising teachers in examining how they can best support Māori student success and acknowledge our commitment to Te Tiriti o Waitangi in schooling. I think it is imperative for teachers and educators to continuously engage with theory and practice to ensure they make a real difference in their communities. I love being part of a university that provides a range of pathways for continuing education to happen, and I am especially interested in supporting Māori and Pacific Island postgraduate students.
Lalaga le siso’omaga mo se lumana’i manuia.
Weave an environment for a better future.
What better way to establish an environment for a better future than to become a teacher?

It was not until after two years of voluntary service for my church that I realised I wanted to find myself in a position to help others. To me, there is no greater help than being able to unlock the doors of opportunity for youth and children through education.

The feeling of accomplishment and success has been unreal, and the relationships I formed with past teachers who have had an impact on my learning are a big reason why I wanted to become a teacher.

The Master of Teaching and Learning programme has broadened my knowledge on pedagogical strategies and behaviour that will help me with my goal in wanting to become an effective teacher. Being able to be involved in a school all year long and root myself into the school culture and dynamics has given me a greater reason for wanting to become a teacher.

Education has become the key to growing our communities and improving the lives of our young people and generations to come.
MASTER OF TEACHING AND LEARNING (SECONDARY)

The Master of Teaching and Learning (Secondary) is a 180-point initial teacher education qualification that students can complete over 10 months of study. The programme is an integrated model of theory and practice in which student teachers study about effective teaching practice while based in a school during a year.

The student intake for this programme is usually limited to 35 students. Minimum entry requirements are a three-year Bachelor’s degree in a relevant learning area at a level appropriate for postgraduate study and demonstration of an appropriate disposition to teach.

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

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

Goals

Graduates of Wellington Faculty of Education initial teacher education programmes will be agents of change for children and young people’s education and wellbeing. They will work from a commitment to Te Tiriti o Waitangi and social and ecological justice to enable learners to transform their complex, diverse, and changing worlds. Graduates of the Master of Teaching and Learning (Secondary) will be critical teachers who can draw on high levels of theory and classroom evidence to develop the learning progress for each child they teach.

Successful completion enables graduates to teach in secondary schools throughout New Zealand and to be eligible for provisional teacher certification with the Teaching Council of Aotearoa New Zealand. Graduates of this qualification can be recommended by their employing school for full registration after two years (and up to five years) of satisfactory teaching.

Overview

Students will spend the equivalent of 22 weeks in schools in the Wellington area. Throughout the academic year, students will have timetabled classes on campus and be placed in a school, where they will spend four half days a week developing their teaching practice, under the guidance of an accomplished teacher and academic mentor from the Wellington Faculty of Education. During the second trimester, students spend eight weeks full time in their placement school. Throughout the year, there will be opportunities for students to explore different school-based learning contexts. To support their study, students learn through a professional learning community, supported by an academic mentor. Courses are taught between February and November.

Pathway planning

Students planning to undertake the Master of Teaching and Learning (Secondary) should check that their undergraduate degree choices are aligned with the New Zealand Curriculum school subject areas. Go to the Ministry of Education website (www.nzcurriculum.tki.org.nz) for more information. See page 30 for more information about undergraduate preparation for teacher education.
Tēnā koutou e pīkoko ana ki te whangai i ngā rangatira o āpōpō. Ka nui te mihi, ka nui hoki te mahi i mua i a tātou. Greetings to all who are eager to teach the leaders of tomorrow. I greet you all, there is a lot of work ahead for us.

I chose to become a mainstream kaiako reo Māori to keep learning and enjoying te reo Māori every day. We are so in need of passionate, quality teachers. Being a teacher means being a supportive adult for rangatahi, and it is something that comes with huge satisfaction. Victoria University of Wellington’s Master of Teaching and Learning programme works so well to prepare student teachers, by matching them with a teacher mentor in a secondary school or kura for the whole year. This level of practical engagement in teaching is awesome. You develop strong relationships with mentors, the school, rangatahi, and your university lecturers. I dare you to take a risk and be rewarded, just as I was by leaving my government job for the world of education.
The School of Education undertakes research-led teaching in a range of areas, including curriculum, education policy and its implementation, educational psychology, pedagogy, and education studies. Staff are focused on improving education across all sectors, through teaching at undergraduate and postgraduate level, undertaking educational research, and providing service to the wider community.

Teaching and research emphases in the School include:

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

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

Leading a staff with such a strong sense of purpose and commitment to equity in education is very exciting and challenging. As the head of school, I see my role as creating an environment where staff and students can reach their potential. Our teaching and research contributes to the very complex and future-focused world of education as well as drawing on the rich heritage of Aotearoa, its history, and cultures.
My own areas of research interests are in the area of learning for students who have English as an additional language. I supervise postgraduate students, including international doctoral students. I also contribute to our Master of Education courses. Understanding education systems beyond New Zealand has been a continuing mission for me, both in my research and practice.

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

✉ sedu@vuw.ac.nz
🌐 www.wgtn.ac.nz/sedu
TE KURA MĀORI

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

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

Te Kura Māori is the guardian of mātauranga Māori in the Faculty and offers advice to the School of Education about fostering intercultural understanding and practice. Research, teaching, and professional learning at TKM uphold the principles of the Treaty of Waitangi within the Faculty and across the University.

📞 04 463 5633
✉️ tkm@vuw.ac.nz
🌐 www.wgtn.ac.nz/te-kura-maori

MĀORI STUDENTS

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

✉️ awhina@vuw.ac.nz
🌐 www.wgtn.ac.nz/awhina
Pasifika engagement advisers and mentoring coordinators foster Pasifika learning and teaching communities in an environment that is welcoming, safe, and focused on academic excellence, personal growth, and wellbeing, with Pasifika culture at the core. Our students have access to a mentoring programme for 100-level to 300-level courses, course-specific study sessions, exam-oriented preparation, and workshops that support learning and development as well as meeting cultural needs. Our team is here to help you navigate the crossing into tertiary study and looks forward to welcoming you on board. We have Pasifika spaces at the Kelburn, Pipitea, and Te Aro campuses.

**Pasifika Haos**

15 Mount Street  
Kelburn Campus  
✉️ pasifika@vuw.ac.nz  
🌐 www.wgtn.ac.nz/pasifika
LEADERSHIP PROGRAMMES

WELLINGTON INTERNATIONAL LEADERSHIP PROGRAMME

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

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

WILP also generously supports students on a Wellington Global Exchange Programme with a WILP Global Leader Grant of $1,000.

www.wgtn.ac.nz/international-leadership

WELLINGTON PLUS PROGRAMME

The Wellington Plus Programme is an exciting extracurricular service and leadership development programme. It offers you the opportunity to participate in volunteering and student leadership at the University, service to the local community, and leadership, skills, and career development workshops.

Wellington Plus connects you with your community, raises your awareness of social responsibility, and enables you to build valuable networks—you will develop skills and attributes that make you attractive to employers.

Wellington Plus is free for all current students, is self-directed, and can be tailored to suit your schedule, studies, and interests.

There are two levels of achievement—Certificate and Award. You undertake the programme alongside your degree and successful completion is acknowledged on your academic transcript.

www.wgtn.ac.nz/wellington-plus
Victoria University of Wellington strives to create an environment that values diversity. If you are Deaf, have an impairment, mental distress, injury, medical condition, or specific learning disability that affects your learning, participation, or enjoyment at university, you can get tailored assistance.

We can help you with individualised coaching and planning, exam support, liaising with academic staff, adaptive technology, sign-language interpreting, note-taking assistance, mobility parking, access to ergonomic equipment, and quiet spaces to rest and study.

Contact Disability Services as early as possible before you start study.

**Disability Services**

Level 1, Robert Stout Building, Kelburn Campus

📞 04 463 6070

✉️ disability@vuw.ac.nz

🌐 www.wgtn.ac.nz/disability
Victoria University of Wellington is committed to supporting and encouraging students who embody and display the key attributes of excellence, leadership, and commitment to community, and helping remove the barriers to university study that exist for students facing hardship or disadvantage.

We offer a range of scholarships for all levels of study, from awards for school leavers and undergraduates, to postgraduate and doctoral scholarships to support you in your studies.

www.wgtn.ac.nz/scholarships
WHO TO CONTACT

FACULTY STUDENT AND ACADEMIC SERVICES OFFICE
Your faculty office is your first point of contact for support with anything from enrolment to graduation. Get help choosing your degree, planning your courses, or changing your degree programme.
Level 8, Murphy Building, Kelburn Campus
📞 04 463 9500
✉️ education@vuw.ac.nz
🌐 www.wgtn.ac.nz/education

CAREERS
Contact Wellington Careers and Employment for professional career advice, support with your job search, and to get prepared for future employment.
🌐 www.wgtn.ac.nz/careers

CLUBS AND SOCIETIES
Join a sporting, cultural, social, or political club, group, or association, with more than 170 clubs and societies on campus to choose from.
🌐 www.wgtn.ac.nz/clubs

COUNSELLING SUPPORT
Student Counselling provides professional, confidential counselling appointments across all campuses for any issue that is impacting on your personal or academic success.
🌐 www.wgtn.ac.nz/counselling

DISABILITIES
If you have a temporary or ongoing impairment, get advice and support from Disability Services, including coaching, academic liaison, exam support, note-taking assistance, mobility parking, and access to rest and study rooms.
🌐 www.wgtn.ac.nz/disability

EARLY CHILDHOOD SERVICES
There are two early childhood centres on the Kelburn campus, with high-quality services available for infants and preschool children, both part time and full time.
🌐 www.wgtn.ac.nz/university-kids

FEES AND FINANCIAL ADVICE
Get information and advice about fees, payments, student levies, and dealing with StudyLink. Meet with a student finance adviser for all money matters and how to apply for the Hardship Fund.
🌐 www.wgtn.ac.nz/money

FITNESS AND RECREATION
Enhance your university experience through recreation, fitness, and sports at University Recreation Wellington.
🌐 www.wgtn.ac.nz/recreation

HEALTH SERVICES
Student Health offers confidential healthcare consultations with our team of friendly, professional nurses and doctors. Register with us to receive free routine appointments.
🌐 www.wgtn.ac.nz/student-health
INFORMATION TECHNOLOGY
Get help with computers, printing, and access to your digital tools, as well as basic support and diagnosis for personal laptop issues.

www.wgtn.ac.nz/its

LANGUAGE LEARNING SUPPORT
Access language learning resources for more than 70 languages.

www.wgtn.ac.nz/llc

MĀORI STUDENTS’ SUPPORT
Āwhina
Āwhina is the on-campus whānau for Māori students at the University. We provide holistic support and academic mentoring, and work collectively to share knowledge, achieve academic success, and build strong communities and leaders.

www.wgtn.ac.nz/awhina

Te Herenga Waka
The marae on the Kelburn campus is a gathering place as well as a teaching space. Resources, support, and activities include Te Whanake Mauri Tū Computer Suite, lunches in the wharekai, and whānau housing.

www.wgtn.ac.nz/marae

PASIFIKA STUDENTS’ SUPPORT
Pasifika Haos
Visit Pasifika Haos and use the various study and social spaces, including computer rooms, meeting rooms, and a kitchenette.

www.wgtn.ac.nz/pasifika-haos

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

www.wgtn.ac.nz/pasifika

RAINBOW STUDENTS’ SUPPORT
We offer a range of services and resources for students who identify with diverse sexual orientations and sex and gender identities.

www.wgtn.ac.nz/rainbow

SAFETY
Get help in emergencies.

8888 (if calling from a landline within the University).
04 463 9999 (if calling from outside the University).
0800 842 8888 (if calling from a mobile).

STUDENTS’ ASSOCIATION
Victoria University of Wellington Students’ Association (VUWSA) is a student-led, student-run organisation, providing advice, advocacy, events, and support for all students.

www.vuwsa.org.nz