

## The Faculty of Education Teaching programmes for graduates



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# Welcome to the world of teaching

Our one-year teaching qualifications for graduates are specifically designed for people who already hold an undergraduate degree and want to enter into a career in teaching.

Teaching is an opportunity to work with children and young people and really make a difference in their learning. You can share your wealth of knowledge and skills and play a part in shaping their minds and encouraging their learning. Teaching can also offer you flexibility, job security, a wide range of career prospects, opportunities for travel and more.

Teachers come from a wide range of backgrounds and offer their own unique perspectives to teaching and learning. Whether you are looking to change career or have always planned to become a teacher at some point, our qualifications will prepare you for an exciting, challenging and rewarding career where no two days are the same.

Depending on which sector you would like to teach in, we have options for early childhood, primary and intermediate/middle school, and secondary school teaching. Whilst most undergraduate degrees will qualify you to apply to study the early childhood or primary programmes, to enter the secondary programme you will need subjects in your first degree that are taught in New Zealand secondary schools.

In partnership with Teach First New Zealand, The University of Auckland also offers the Postgraduate Diploma in Teaching (Secondary Field-based) – a two-year programme that comprises part-time study and part-time teaching.

We invite you to study with us.



## Why study with us?

The University of Auckland is highly regarded for its quality programmes and leading research, and offers excellent facilities and resources.

The University of Auckland is New Zealand's leading university. It is ranked as the top university in New Zealand based on the three major international ranking systems.\* Our strong international reputation means our qualifications are recognised and respected overseas.

The Faculty of Education is one of the largest teacher education providers in the country and ranked top in New Zealand and 37th out of the world's universities for the best place to study education\*\*. We offer you a credible, high quality qualification where you'll gain the skills, knowledge and professional base to become an effective teacher.

- You will learn in a welcoming and supportive environment and have access to a wide range of support services including academic and pastoral support.
- Our research-led teaching means that you will be taught the most effective ways of teaching from faculty staff who are recognised leaders in educational research.
- You'll have ample practical experience from working in a range of settings under the supervision of qualified and registered teachers during practicum.

\*See [www.auckland.ac.nz/leadinguniversity](http://www.auckland.ac.nz/leadinguniversity)

\*\*Source: 2012 QS World University Rankings

### Postgraduate study and professional development

Professional development is crucial in the field of education. After completing your teaching qualification there are many options available to you to further advance your skills and to support your professional and career development.

The faculty offers a wide range of postgraduate programmes that enable you to hone your knowledge and skills, undertake research and work in specialist areas of teaching. Teacher support services and professional development programmes are also provided through the faculty's many services and centres such as Team Solutions, Early Childhood Professional Support and the Centre for Educational Leadership.

The faculty has a supportive alumni network for graduates, and we have strong links with the community we serve.

## Study locations

### Epsom Campus

74 Epsom Avenue, Epsom, Auckland  
Phone: 0800 61 62 63 or +64 9 923 1969

The Epsom Campus is the main campus for the Faculty of Education. All programmes featured in this brochure are offered at this campus. Located 10 minutes' drive from the CBD and the City Campus, it is a short walk away from the cafés and shops of Mt Eden village. There's parking on campus and regular bus services run to and from Mt Eden/Epsom and the city.

Epsom Campus is a close-knit and multicultural campus with around 5,000 students. There are plenty of study spaces, computer rooms, student support services and facilities. The Sylvia Ashton-Warner Library at Epsom Campus is one of the most extensive teacher education libraries in New Zealand. The campus also has tennis courts, a swimming pool, sports centre, marae and early childhood centres.

### City Campus

22 Princes Street, Auckland City  
Phone: 0800 61 62 63 or +64 9 923 1969

The City Campus is located in the heart of Auckland City with major bus and train transport routes servicing the University precinct. The City Campus has a cosmopolitan setting and caters for more than 32,000 students university-wide.

Even if you are studying at another campus you may also access facilities located at the City Campus including the University's main gym and recreation centre, library, and other student services.

### The University of Auckland at Manukau Institute of Technology

Gate 11, NQ Block, Room NQ227  
Otara Road, Otara, Manukau City  
Phone: +64 9 968 8765 ext 7361

You can study the compulsory (core) courses within the Graduate Diploma in Teaching (Secondary) at Manukau Institute of Technology through The University of Auckland at Manukau programme. This allows people living near this campus to complete some courses closer to home. The rest of the programme (curriculum courses) is studied at Epsom Campus. Some curriculum courses may be able to be studied via flexible learning mode (online distance learning). Contact the faculty for further information.

### Tai Tokerau Campus

13 Alexander Street, Whangarei  
Phone: 0800 61 62 63 or +64 9 923 1969

The Tai Tokerau Campus is within walking distance of the centre of Whangarei and offers a small, friendly and supportive learning environment with approximately 180 students enrolled at the campus.

Students studying the Graduate Diploma in Teaching (Early Childhood Education) by flexible learning mode who live in Northland can access facilities at the Tai Tokerau Campus eg, library and student learning support.

The Graduate Diploma in Teaching (Secondary) will not be offered at Tai Tokerau Campus in 2014, but core courses will be offered at this campus in 2015 with selected curriculum courses available through a mixture of flexible learning mode and face-to-face teaching.

### Flexible learning mode

If you live out of Auckland or cannot make it to campus for regular lectures and study, then flexible learning mode is a study option for you to consider. This involves study guide material, regular internet contact with students and lecturers, and some on-campus sessions at Epsom Campus in Auckland.

As a full programme, this option is only available for the Graduate Diploma in Teaching (Early Childhood Education). In most cases, flexible learning mode students can undertake their practicum components in the region where they live (subject to school/centre availability). Some courses within the Graduate Diploma in Teaching (Secondary) are offered by flexible learning mode as well.

All courses developed for flexible learning mode model the conventional lecture-based courses in that students are enrolled into a class and a lecturer is assigned to that class. They differ from a conventional lecture-based course in that students study at a distance from the main campus using a variety of technologies. A "flexible" course may comprise all or some of the following:

- Printed study material
- Readings (CD or printed)
- Online study resources and information (including: activities and discussion rooms)
- Face-to-face sessions
- Audio and video conferencing
- Videos

# Graduate Diploma in Teaching (Secondary)

Does your undergraduate degree link to secondary school subjects? By studying this one-year graduate diploma, you will be able to teach your curriculum subject(s) at secondary school level. Use your passion for your subject areas and inspire your students on their own educational journey.

## Quick facts

**Full-time:** 1 year (part-time study options also available. Note that practicum placements are full-time blocks)

**Taught at:** Epsom Campus. Core courses are also taught at The University of Auckland at Manukau Institute of Technology.

(Note: Not offered at Tai Tokerau Campus in 2014)

**Points per programme:** 120

## Highlights

- Strong emphasis placed on gaining practical experience in schools and classrooms.
- Learn the curriculum for your subject area(s) and the essential wider skills and understanding needed to be an effective teacher.
- TeachNZ scholarships may be available for areas of demand (see pg. 14).

## What you'll learn

You'll receive thorough preparation for your role as a professional educator, including 14 weeks' practical teaching experience (practicum) in two different schools.

The programme is delivered via workshops, group tutorials, lectures and practicum – helping you to gain a wide base of knowledge during your studies.

## Semester One

### School Term One

You will be comprehensively introduced to curriculum in your specialist subject, adolescent development, developing a teaching philosophy through critical reflection, theories and ideas on supporting diverse populations of students and classroom practice. These courses are taught by expert lecturers who have had extensive secondary school experience in their field. For students enrolled in history or classical studies, part of the course will involve working with staff in subject departments at the University. You will spend a week in a school where the focus is on learning about the complexity of the school environment and working with associate teachers across curriculum areas. This experience is linked closely to your on-campus work.

### School Term Two

You will continue to work with your curriculum, education and professional inquiry lecturers on campus as you develop your expertise and personal philosophy for and about teaching. You will return to your practicum school for a

further six weeks, working closely with experienced teachers in your curriculum areas and supported by your lecturers. You will begin to teach under the guidance of your associate teachers.

## Semester Two

### School Term Three

You will begin your Semester Two courses and undertake practicum in a different school. The second school placement is also for seven weeks.

### School Term Four

Returning to campus, you will complete your second semester courses and your preparation for becoming a beginning teacher.

## Programme structure

This programme consists of 120 points made up of:

- 60 points from compulsory (core) courses in the areas of education professional studies and practicum: EDPROFST 612 A and B, EDPRAC 608 A and B.

AND

- 60 points from teaching subjects (curriculum courses) - these are selected according to your previous qualification: EDCURSEC 601 – 690.



*"Since completing this qualification, I have been teaching in a high school as a fabrics and design teacher. I am sole charge of my technology speciality. This has its many challenges, but also its rewards.*

*"This job is about people, and therefore it is never the same. That's what I love about it. The Technology curriculum area is a vital and creative part of applying knowledge into a context that is student driven.*

*"I chose to study at The University of Auckland because of its good reputation and because of advice I received from people who were already teachers. I had a fantastic subject lecturer, who modelled excellent teaching practice. She inspired us to be creative and innovative teachers, which has definitely shaped us to be dynamic, current and believe in ourselves. In all other classes the lecturers were also superb. My studies reaffirmed my love of learning and I met some great people, who I now consult with on a regular basis for collegial support in our curriculum area."*

*Jessie Brodie graduated with a Graduate Diploma in Teaching (Secondary). She also holds a Bachelor of Design, majoring in textiles.*

## Curriculum Courses

The curriculum courses you choose need to be aligned to your undergraduate qualification (ie, be supported by a prior qualification). For example:

- You could elect to take Science with a view to becoming a science teacher if you already have a degree in Science.
- If you have a degree in Fine Arts, you could elect to take Art and Art History.
- You cannot elect to take Science with a view to becoming a science teacher if you have a Fine Arts degree.

We will work with you to identify your options and what you are best qualified to teach. Some curriculum areas can be completed as a special topic, eg, horticulture and philosophy.

### Curriculum Subjects available at The University of Auckland in 2014:

Accounting	Dance	German	Latin	Samoan
Art	Drama	Geography	Māori	Science
Art History	Drama in English	Graphics and Design	Mathematics and Statistics	Social Studies
Biology	Economics	Health Education	Media Studies	Spanish
Business Studies	Education Outside the Classroom	History	Music	Teaching English to Speakers of Other Languages (TESOL)
Chemistry	English	Information and Communication Technologies (ICT) *	Physics	Technology
Chinese	Environmental Education	Japanese	Physical Education	
Classics	French	Junior Commerce	Religious Education	

\*Information and Communication Technologies (ICT) is not taught separately as a subject as this is integrated through all areas. The course that has a specific link to ICT teaching is EDCURSEC 690 Multi-disciplinary Approaches.

For detailed descriptions of curriculum courses refer to information in The University of Auckland Calendar.

Note: This list is for Epsom Campus delivery. Some of these subjects may also be taught at Tai Tokerau Campus or by flexible delivery. Not all curriculum courses for secondary subjects are offered each year. Availability of courses and locations is dependent on student numbers and staff availability.

## Overview of compulsory courses

### EDPRAC 608 A and B (30 Points)

#### Professional Learning in Practice

Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in secondary school contexts. Questions include: what does it mean to establish positive professional relationships and to teach inclusively and purposefully in complex environments? Requires demonstration of informed and ethical pedagogy.

### EDPROFST 612 A and B (30 points)

#### Te Whakaako in NZ Secondary Schools

Focuses on adolescent development and learning within the context of implementing the NZ Curriculum. Addresses psychological learning theories, responsive pedagogies, evidence-based assessment practice as well as student motivation and engagement. Explores questions relating to catering for the needs of diverse learners, the Treaty of Waitangi, and the socio-political influences that shape the interconnections between learning and context.

## Practicum

Practicum is critical to understanding what it's really like to be in a school and to teach. This is an opportunity for you to observe a range of teaching approaches, practise your own skills

and discuss relevant issues with practising professionals.

While on practicum you will be in the school every day in order to immerse yourself in the school experience.

On practicum you will be observed and assessed by your associate teachers and a subject specialist lecturer. Practicum placements are available in selected schools across the region. Auckland-based students may request to undertake the second practicum in a school outside the Auckland urban area. You must be prepared to travel to schools at your own cost.

This programme includes extended periods of practical experience in two different schools.

## Assessment

All assessment is internal. Grades are awarded for all courses on an A<sup>+</sup> to D<sup>-</sup> scale except for practicum which is graded with a pass/fail.

The university-based courses use a variety of assessment methods, for example: group work, tests, seminars, essays, units of work including teaching resources and assessment tasks. The use of ICT is incorporated into many of the assessment tasks.

The compulsory practicum component is assessed by associate teachers in schools and

university-based curriculum specialists with wide teaching and mentoring experience.

## Study locations

Where you live and the availability of curriculum courses you will be studying will determine the campus(es) you will study at.

**Epsom Campus:** All compulsory courses and curriculum courses are available at Epsom Campus.

*Note: Students enrolled in History or Classical Studies will have one class per week at City Campus. All other courses in your programme are taught at Epsom Campus.*

**The University of Auckland at Manukau Institute of Technology:** Compulsory courses can be studied at this location (curriculum courses are studied at Epsom Campus).

**Tai Tokerau Campus (Whangarei):** This programme will not be offered at Tai Tokerau Campus in 2014. In 2015, compulsory courses can be studied at this location, with selected curriculum courses available through a mixture of flexible learning mode and face-to-face teaching.



## Career opportunities

You will be able to teach at secondary school level, utilising your undergraduate degree to teach in one essential learning area such as the arts, social sciences, English, mathematics, technology, or other areas.

This programme aims to equip you with curriculum knowledge and to develop your confidence in classroom management.

This qualification can also lead to graduates entering into other related careers such as human resources, training, curriculum development and management.

The faculty enjoys a strong relationship with the school community and invites principals to the campus to meet with graduating students. This presents a great opportunity for our students to make contact with potential employers.

## Further study

With a GradDipTchg you could go on to postgraduate study (eg, Postgraduate Diploma in Education, which offers a number of specialisations). This can lead to study in education at masters and doctoral level. With three years of teaching experience, it is also possible to enter directly into the Master of Professional Studies in Education. See our postgraduate prospectus for more information.

## 2014 Academic year

### Graduate Diploma in Teaching (Secondary)

Introduction Day	28 February
Lectures	3 March - 4 April
Practicum 1A	7 April - 11 April
Lectures	14 April - 17 April
Mid-semester break	18 April - 2 May
Practicum 1B	5 May - 13 June
Lectures	16 June - 27 June
Inter-semester break	30 June - 18 July
Lectures	21 July - 1 August
Practicum 2A	4 August - 8 August
Careers Week	11 August - 15 August
Practicum 2B	18 August - 26 September
Mid-semester break (Faculty of Education)	29 September - 10 October
Lectures	13 October - 21 November

*Note: Dates are correct at time of publication but changes may occur.*

# Postgraduate Diploma in Teaching (Secondary Field-based)

## Quick facts

**Full-time:** 2 years - consisting of part-time school-based teaching and part-time study

**Taught at:** Epsom Campus and placement in schools in Auckland and Whangarei regions

**Points per programme:** 120

## Highlights

- Strong emphasis on school-based practice and culturally responsive teaching
- Expert support over the full two-year programme

This programme, to qualify you to teach at secondary school level in your specialist teaching subject, is offered by the Faculty of Education in partnership with Teach First NZ.

Teach First NZ is an independent not-for-profit organisation that aims to improve student achievement outcomes in areas of socio-economic disadvantage, by attracting and supporting top university graduates to teach in secondary schools serving lower-decile communities. At present Teach First NZ are only recruiting for participants to teach English, Mathematics, Chemistry, Physics, and Te Reo Māori. The programme comprises part-time study and part-time field-based teaching in a secondary school serving a low decile community.

Scholarships for tuition fees are given to all successful applicants who are selected into this programme and participants are paid a salary\* throughout the two-year period of study.

The programme begins with a six-week "residential intensive" that comprises lectures, practical workshops, group and individual assessments, and team-building activities. You will visit schools, work in active classrooms, and undertake supervised teaching opportunities.

Following the intensive, you are placed in a salaried teaching position\* in a secondary school for a two-year placement. You will teach on a reduced class load, and under a 'Limited Authority to Teach' granted by the New Zealand Teachers Council. Consistent with the vision of the programme, you will work within a secondary school serving a lower-decile community. Teach First NZ aims to place participants in a school where they will have the potential to make the greatest impact, while ensuring all schools have the infrastructure and capacity to adequately support and mentor participants.

Shorter mid-year and end-of-year intensives continue throughout the two years, bringing the cohort back together as a learning and support network, to share experiences and develop new knowledge. Throughout the two years, you will complete coursework and ongoing professional development to both

inform your teaching and to meet the requirements of the Postgraduate Diploma teaching qualification. As part of the wider Teach First NZ programme, you will take part in leadership development modules to support your growth and development.

The Faculty of Education's main contribution to the partnership is the design and delivery of the programme's academic curriculum and mentor programme. Upon successful completion of the programme you will graduate with a University of Auckland qualification.

*\*Equivalent to that of an untrained/unqualified secondary teacher.*

Please refer to the Teach First NZ website [www.teachfirstnz.org](http://www.teachfirstnz.org) for comprehensive information about this programme. For detailed information on eligibility and selection criteria see [www.teachfirstnz.org/programme/recruitment](http://www.teachfirstnz.org/programme/recruitment)

Applications for this programme must be made directly to Teach First NZ at [www.teachfirstnz.org/applications](http://www.teachfirstnz.org/applications). Please note that applications (Round Two) for the 2014 intake close 2 September 2013. This programme is particularly challenging and requires a great deal of commitment and resilience, so please consider carefully before applying.

# Graduate Diploma in Teaching (Primary)

Primary teaching is a rewarding and enriching career where every day is different. It allows you to play a part in the education of children and develop their love of learning. This programme will equip you with the skills and knowledge base needed to become an effective teacher.

## Quick facts

**Full-time:** 1 year (part-time study option also available. Note that practicum placements are full-time blocks)

**Taught at:** Epsom Campus. Note early start date (see pg. 10)

**Points per programme:** 160 (intensive programme)

## Highlights

- Strong emphasis placed on gaining practical experience in schools.
- Qualifies you for a starting salary at Q3+ level (a higher salary level that recognises your previous qualification).
- Learn the latest teaching techniques, approaches and theories, and how to apply them in school and classroom settings.

## What you'll learn

The Graduate Diploma in Teaching (Primary) will qualify you to teach new entrants through to intermediate school level. It is recognised as an innovative, evidence-based programme that integrates academic and professional knowledge with practice in a classroom.

You will learn about different teaching techniques and gain in-depth knowledge of current curriculum content and practices, which will allow you to develop your own teaching style.

You will gain confidence in communicating with large groups of people, the skills required to work with teams of people and the ability to work with a range of children in a variety of primary and intermediate schools.

You will study the theories of teaching and learning and how to apply them to areas of the New Zealand primary curriculum. You will develop knowledge of the curriculum subjects you will teach and develop your skills in these areas.

On practicum you will learn to integrate theory with practice by spending time in three different schools applying what you are learning.

The programme is delivered via workshops, group tutorials, lectures and practicum – helping you to gain a wide base of knowledge during your studies.

## Programme structure

This is an intensive one-year full-time programme equivalent to 1.3 years of full-time study completed within a 12-month period. Applicants should consider if they are able to take on this high workload commitment before applying.

This programme consists of 160 points made up of:

- 70 points from professional and practicum courses EDPRAC 607, EDPROFST 601, 608

AND

- 90 points from curriculum courses EDCURRIC 604, 610, 611, 621, 622, 628, 629

EDPROFST 608 and EDPRAC 607 are full-year courses and all other courses will be studied in either Semester One or Two depending on your timetable.

## Overview of courses

### EDPROFST 608 A and B (30 Points)

#### Learning and Teaching in NZ

Critically examines the New Zealand Curriculum and implications for effective learning and teaching from a range of perspectives. Addresses questions such as: what do teachers need to know about learners and how they develop and learn, how to use evidence to promote learning, how to develop positive, professional relationships, and how contextual factors influence learning and teaching.

### EDPRAC 607 A and B (30 Points)

#### Professional Practice in Context

Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in primary and middle school contexts. Addresses what it means to establish effective professional relationships and to teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.

### EDPROFST 601 (10 Points)

#### Te Ao Māori

Critically examines the educational and cultural needs and aspirations of Māori learners and communities. Questions include: What is the social, historical and policy context of schooling for Māori? Why is Te Reo and matauranga Māori important and how can it be integrated across learning contexts for all students? What current research contributes to effective pedagogical approaches for Māori students?

### EDCURRIC 604 (10 Points)

#### Health and Physical Education

Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. It will examine such questions as: How are teachers informed in these subjects? How do teachers implement quality learning experiences based on the health and physical education curriculum for effective learning to occur for a diverse range of learners?

### EDCURRIC 610 (10 Points)

#### Science Education

Develops an appreciation of the nature of science which supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning environments based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is achievement determined and monitored?

### EDCURRIC 611 (10 Points)

#### Social Studies Education

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? What do teachers need to know about curriculum requirements, teaching methodologies, management strategies and resources to successfully plan for students' diverse needs?



## EDCURRIC 621 (15 Points)

### Arts, Language and Literacies Education 1

Develops knowledge, skills and understandings necessary to plan, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important in the junior school and beyond? How do teachers design and resource quality programmes in order to encourage children to become confident, competent communicators and to maximise their achievement in these areas?

## EDCURRIC 622 (15 Points)

### Arts, Language and Literacies Education 2

Extends knowledge, skills and dispositions necessary to plan for, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important to middle/senior primary school learning? What resources, strategies and approaches will maximise achievement? How do teachers design quality teaching and learning programmes which encourage children to become competent communicators in these areas?

## EDCURRIC 628 (15 Points)

### Mathematics, Statistics and Technology Education 1

Develops knowledge and understanding of the nature of mathematics, statistics and technology education by addressing questions such as: What is the nature and purpose of mathematics, statistics and technology education in the New Zealand Curriculum?

What are the components, key concepts and learning progressions in the national curriculum? What constitutes effective teaching practices?

## EDCURRIC 629 (15 Points)

### Mathematics, Statistics and Technology Education 2

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics, statistics and technology education for diverse learners by addressing questions such as: What are the mathematical, statistical and technological concepts and learning progressions in the national curriculum? What constitutes effective teaching practices?

## Practicum

Practicum within this programme is structured as follows:

- One day per week (Tuesdays) in a school (up to three weeks in total).
- plus
- Three full-time blocks of practicum (totalling approximately 12 weeks).

Practicum is critical to understanding what it's really like to be in a school and to teach. This is an opportunity for you to observe a range of teaching approaches, practise your own skills and discuss relevant issues with practising professionals.

The practicum programme is a collaborative partnership with a consortium of schools. You are placed in three different schools during the year, allowing you to observe, experience and

teach in a range of schools from decile one to ten, and a range of class levels from Years One and Two (5 and 6 year olds) to Years Six, Seven and Eight (10 to 13 year olds). These full-time placements are available in selected schools across Auckland and spread across the school year. You must be prepared to travel to schools at your own cost.

You will work alongside experienced associate teachers, teach small groups and build up to taking responsibility for a whole class for three weeks at the end of the year.

While in schools, you have the support of an associate teacher, a senior staff coordinator and lecturers. Associate teachers are responsible for modelling classroom practice, providing opportunities for you to teach, giving feedback and assessing your progress. Faculty lecturers/ University supervisors will also visit you to support your development as a teacher, and to provide feedback.

## Assessment

You will be assessed internally through assignments and practical work experience in schools. Grades are awarded for all courses on an A<sup>+</sup> to D<sup>-</sup> scale except for practicum which is graded with a pass/fail.

A variety of assessment tools are used including group work, tests, seminars, essays, units of work including teaching resources and assessment tasks. The use of ICT is incorporated into some of the assessment tasks, such as creating an e-portfolio.



*"I've always enjoyed working with children and was fortunate to do it through different sport codes. After resigning from my job as a banking consultant I travelled through Europe and America and was lucky enough to get the opportunity to work with children overseas and I loved it.*

*"I spoke to my old primary principal briefly before deciding to study and he strongly suggested I study here. I also chose The University of Auckland because of its reputation in NZ and abroad.*

*"I'm now teaching a Year Two class at Papatoetoe North School. It's so rewarding to see the progress the children are making because I went that extra step. I also like the feeling that the work I'm doing has a purpose. Every week brings on new sets of challenges and allows me to be really creative.*

*"The programme was definitely demanding and stressful at times. I believe the support from fellow students and lecturers who I met that year really got me through those tough times."*

*Eddy Fan graduated with a Graduate Diploma in Teaching (Primary). He also holds a Bachelor of Commerce in Accounting and Finance.*

## Career opportunities

You will enter the workforce with a reputable and highly credible qualification from New Zealand's highest ranking university with the opportunity to earn a high starting salary at Q3+ level.

You will be qualified to teach in primary, middle and intermediate schools in New Zealand and many other countries.

You will also be eligible to apply for teaching positions in secondary schools in areas such as reading and language support. If you have a degree specialising in a subject taught at secondary level you may also be eligible to teach in your specialised area in high schools.

Many students also use this qualification in other areas of employment and as a platform to entering into education-related roles in wider professions.

## Further study

With a GradDipTchg you could go on to postgraduate study (eg, Postgraduate Diploma in Education, which offers a number of specialisations). This can lead to study in education at masters and doctoral level.

With three years of teaching experience, it is also possible to enter directly into the Master of Professional Studies in Education. See our postgraduate prospectus for more information.

## 2014 Academic year

### Graduate Diploma in Teaching (Primary)

Introduction Day	20 January
Full-day Block courses	20 January - 31 January
Practicum 1	3 February - 19 February
Full-day Block courses	20 February - 28 February
Lectures + Tuesdays in School	3 March - 11 April
Block courses/study	14 April - 17 April
Mid-semester break	18 April - 2 May
Lectures + Tuesdays in School	5 May - 23 May
Practicum 2	26 May - 27 June
Inter-semester break	30 June - 18 July
Lectures + Tuesdays in School	21 July - 29 August
Block courses/study	1 September - 5 September
Lectures + Tuesdays in School	8 September - 26 September
Mid-semester break (Faculty of Education)	29 September - 10 October
Practicum 3	13 October - 14 November
Portfolios (EDPRAC 607)	17 November - 21 November

*Note: Dates are correct at time of publication but changes may occur.*



# Graduate Diploma in Teaching (Early Childhood Education)

Do you want to create positive learning experiences for young children? This programme will give you the knowledge and skills to provide quality early childhood education for under-five-year-olds and make a real difference in their development.

## Quick facts

**Full-time:** 1 year (part-time study options also available. Note that practicum placements are full-time blocks)

**Taught at:** Epsom Campus and nationwide through flexible learning mode. Note early start date (see pg. 12 and 13)

**Points per programme:** 150 (intensive programme)

## Highlights

- Strong emphasis placed on gaining practical experience in a variety of early childhood services and centres.
- May qualify you for a higher pay scale as it recognises your previous qualification.
- Flexible study options available through online delivery for flexible learning mode students and lecture-free days in the on-campus programme.

## What you'll learn

You will learn about social and learning contexts specific to early childhood education, giving you a sound balance of theory and practical application crucial to early childhood education. You will learn various skills to enhance babies, toddlers and young children's learning in the arts, science, technology, mathematics and language. You'll learn about different teaching techniques and gain in-depth knowledge of current practices, which will allow you to develop your own teaching expertise and style.

You will gain first-hand experience of teaching through full-time blocks of practical experience (practicum) in kindergartens and early childhood centres (note: these centres will be different to your own workplace if you are already working in an early childhood setting).

### If you are studying the on-campus programme:

The programme is delivered via interactive workshops, group tutorials, lectures and practicum – helping you to gain a wide base of knowledge during your studies.

### If you are studying the flexi-mode programme:

You'll learn through study guide material, internet interactions with students and lecturers and up to seven on-campus days (at Epsom Campus, Auckland) per semester in workshops or lectures. Your practicum

placements in early childhood centres will be in the region where you live (as far as is practical and subject to centre availability).

## Programme structure and courses

This is an intensive one-year full-time programme equivalent to 1.25 years of full-time study completed within a 12 month period, or up to two years part-time.

This programme consists of 150 points and comprises the following core courses:

### EDCURRIC 630 (15 points)

#### Early Years Curriculum

Critically evaluates appropriate curriculum for infants, toddlers and young children in early years settings. Integrated approaches to learning and teaching will be emphasised. Addresses, explores and examines questions about complex relationships between curriculum approaches, current learning theory, teachers' professional knowledge, and assessment, planning and evaluation practices with reference to early childhood curriculum.

### EDCURRIC 631 (15 points)

#### Languages and Cultures

Develops knowledge, skills and attitudes associated with the planning, teaching and assessing of languages and literacies. Addresses such questions as: What are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whānau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

### EDCURRIC 632 (15 points)

#### The Arts

Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as: How do specific learning and teaching approaches and strategies motivate and enhance all children's learning?

### EDCURRIC 633 (15 points)

#### Te Ao Māori Early Childhood Education

Develops competence in Te Reo Māori and matauranga Māori. Addresses the needs and aspirations of Māori learners and communities in order to improve educational outcomes. Critically reviews Te Tiriti o Waitangi and Māori pedagogies in relation to teachers' practices. Addresses questions such as: What are the historical and contemporary research and issues for Māori in education?

### EDCURRIC 634 (15 points)

#### Hauora

Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social sciences. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching approaches and resources enhance the well-being and participation of children in a diverse society?

### EDCURRIC 635 (15 points)

#### Exploration

Develops pedagogical content knowledge and understanding in science, mathematics and technology. Considers such questions as: What are key early concepts, processes and possible learning progressions? What constitutes effective learning and teaching approaches to promote children's exploration?

### EDPRAC 621 (15 points)

#### Conceptualising Practice: practicum - block placement in an early childhood centre

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience in early childhood settings. Addresses questions such as: What does it mean to establish effective professional relationships, practice effectively and teach purposefully in complex environments? Requires demonstration of developing pedagogical practice.





*Adeline Kim graduated with a Graduate Diploma in Teaching (Early Childhood Education), which she studied full-time as a flexi-mode student. She also holds a Bachelor of Science (Human Nutrition).*

*"I chose to study at The University of Auckland because of its good reputation. I also liked that there was a flexi option as it allowed me to work around being a full-time student as well as a mum to my then two-year-old son.*

*"The one-year programme was intense and very challenging, but it was well worth it. I never felt alone even though I was a flexi student - there was always help when needed. I also loved the discussions among my community of online classmates.*

*"The passion and dedication of many of my lecturers was inspiring. They were rich with experience and well-versed in their subject areas. I now work part-time and job share with another teacher at Kids Inn Nursery. I am very privileged to work with a team that share common teaching philosophies for the infants and toddlers that we care for. I especially love the generous smiles, love and cuddles that I receive from the children each day. It's priceless."*

### EDPRAC 622 (15 points)

#### **Pedagogy in Practice: practicum - block placement in an early childhood centre**

Refines knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Explores such questions as: What does it mean to be a teacher and manage complexities in order to create and sustain purposeful learning environments? What are the moral, ethical and legal obligations of a teacher? Requires demonstration of effective and ethical pedagogical practice.

### EDPROFST 621 (15 points)

#### **Personal Pedagogy**

Focuses on developing a personal pedagogy specific to early childhood. Critically examines relationships between theories and practices. How does the exploration of play, communication and relationships give rise to provision of purposeful and inclusive early childhood learning environments? What is the impact of sociopolitical issues upon early childhood settings and teachers' practices with infants, toddlers and young children?

### EDPROFST 622 (15 points)

#### **Learning Theories**

Critically examines psychological and sociological aspects of human development and learning. What pertinent theories of learning and development influence pedagogies for infants, toddlers and young children? What knowledge of diverse families and communities is necessary for teachers to work in partnership with parents in Aotearoa New Zealand to enhance children's learning?

#### **Practicum**

You will spend 14 weeks of the programme on full-time practical teaching experience, called practicum, observing and teaching in a range of early childhood education settings. Practicum is critical to get a feel for what it's really like to be an early childhood teacher.

This is an opportunity for you to observe a range of teaching approaches, practise your own skills and discuss relevant issues with practising professionals.

The practicum programme is a collaborative partnership with a consortium of centres where you'll be placed in a number of different centres during the year to experience a range of settings. You must be prepared to travel to centres at your own cost.

Faculty lecturers will also visit you to support your development as a teacher, and to provide feedback.

#### **Assessment**

You'll be assessed internally through assignments and practical work experience in centres. Grades are awarded for all courses on an A<sup>+</sup> to D<sup>-</sup> scale except for centre experience (practicum), which is graded with a pass/fail.

A variety of assessment tools are used including group work, tests, seminars, essays, units of work including teaching resources and assessment tasks. The use of information and communications technology (ICT) is incorporated into some of the assessment tasks.

#### **Career opportunities**

You will be qualified to teach in all teacher-led early childhood services in New Zealand. You will be eligible to apply to become a registered teacher and apply for positions in kindergartens and early childhood care and education centres. This qualification could also lead to leadership and management positions in the future.

You will enter the workforce with a reputable and highly credible qualification from New

Zealand's leading university, with the opportunity to earn a higher salary at Q3+ level at kindergartens and at centres covered by the NZEI consenting parties agreement for early childhood centres.

Students in this course commonly apply for teaching jobs in New Zealand and overseas. Some of our graduates have also used this qualification in other areas of employment and as a platform to entering into education-related roles in other professions. For more about careers in Early Childhood Education see [www.education.auckland.ac.nz/ece-careers](http://www.education.auckland.ac.nz/ece-careers)

### Further study

With a GradDipTchg you could go on to postgraduate study (eg, Postgraduate Diploma in Education, which offers a number of specialisations). This can lead to study in education at masters and doctoral level. With three years of teaching experience, it is also possible to enter directly into the Master of Professional Studies in Education. See our postgraduate prospectus for more information.

## 2014 Academic year

### Graduate Diploma in Teaching (ECE) - On-campus delivery

Introduction Day	28 Jan
Full-day Block courses	29 Jan - 28 Feb
Lectures	3 March - 28 March
Practicum 1A	31 March - 17 April
Mid-semester break	18 April - 2 May
Practicum 1B	5 May - 30 May
Lectures	3 June - 4 July
Inter-semester break	7 July - 18 July
Lectures	21 July - 29 Aug
Study break	1 Sept - 5 Sept
Lectures	8 Sept - 26 Sept
Mid-semester break (Faculty of Education)	29 Sept - 10 Oct
Practicum 2	13 Oct - 28 Nov

*Note: Dates are correct at time of publication but changes may occur.*

## 2014 Academic year

### Graduate Diploma in Teaching (ECE) - flexi mode delivery

Introduction Day	28 Jan
On-campus full-day Block courses	28 Jan - 31 Jan
Online learning and study	3 Feb - 21 Mar
On-campus full-day Block courses	24 Mar - 28 Mar
Practicum 1A	31 Mar - 17 Apr
Mid-semester break	18 Apr - 2 May
Practicum 1B	5 May - 30 May
Online learning and study	3 June - 4 July
Inter-semester break	7 July - 11 July
On-campus full-day Block courses	14 July - 18 July
Online learning and study	21 July - 15 Aug
On-campus full-day Block courses	18 Aug - 22 Aug
Online learning and study	25 Aug - 29 Aug
Study break	1 Sept - 12 Sept
Online learning and study	15 Sept - 26 Sept
Mid-semester break (Faculty of Education)	29 Sept - 10 Oct
Practicum 2	13 Oct - 28 Nov

*Note: Dates are correct at time of publication but changes may occur.*



# Entry requirements

The following pages contain information for the Graduate Diploma in Teaching programmes only. For the Postgraduate Diploma in Teaching (Secondary Field-based) visit [www.teachfirstnz.org](http://www.teachfirstnz.org)

Interest in The University of Auckland Graduate Diploma in Teaching (ECE, Primary and Secondary) is high. We strongly recommend that you submit your application for your chosen programme, in full, as early as possible and well before the application closing date. The faculty may choose not to interview all applicants. See pg. 15 for application closing dates and details on the application process.

## Academic prerequisites

The academic prerequisite for a Graduate Diploma in Teaching is an approved undergraduate degree or equivalent. Overseas qualifications need to be assessed by the University for equivalence with New Zealand degree qualifications.

## Additional prerequisites

### Graduate Diploma in Teaching

**(Secondary):** In addition to the above, each curriculum course has entry requirements. Your previous degree must link to secondary school subjects taught from Years 9-13 and the curriculum courses you study must be aligned to your qualification. For example, you could elect to take science with a view to becoming a science teacher if you already have a degree in Science. If you have a degree in Fine Arts, you could elect to take art and/or art history. Contact the faculty if you are unsure what subjects you may be able to study and teach. We will work with you to identify your options.

## Additional entry requirements for all applicants

Referees' reports (references), a literacy and numeracy assessment and an interview are part of the selection process.

Teaching is a demanding profession. We need to make sure that you have thought seriously about the reasons you want to become a teacher and identify the strengths that you would bring to teaching.

These qualities are assessed by your referees' reports, literacy and numeracy assessment and an interview.

The following selection criteria are used:

- Written and spoken communication in English. The teaching environment places a high demand on accuracy and clarity of communication in English.
- Personal qualities for your chosen area of teaching.

**English language requirements:** Applicants who have English as an additional language and are not a graduate at degree level (Level 7 or higher) from a New Zealand or Australian higher education institution will need to provide an Academic IELTS assessment. The Academic IELTS assessment must have a minimum score of at least 7.0 or higher in each of the IELTS modules. If you have studied at secondary school in New Zealand for at least two years, and have eight, Level 2 NCEA University Entrance literacy credits (four credits in reading and four credits in writing), you would be exempted from the ITE Academic IELTS requirement.

## New Zealand Teachers Council (NZTC) criteria

To be admitted to this programme, students must demonstrate the potential to meet the New Zealand Teachers Council criteria for provisional registration. This includes language proficiency and being "of good character and fit to be a teacher".

The Teachers Council requires the following declarations at registration time:

**Declaration of criminal convictions:** The New Zealand Teachers Council requires all applicants for teaching to consent to disclosure of criminal convictions. Our application form for teaching programmes asks you to indicate whether you have any criminal convictions. Furthermore, before any applicant can be accepted into this programme an official police statement concerning absence or otherwise of criminal convictions will be obtained.

**Declaration of health conditions:** The Teachers Council also requires all applicants for teaching to declare whether they have a medical condition that may affect their fitness to be a teacher.

## Student services and support

The University of Auckland offers you excellent campus facilities and student support services including:

- Faculty of Education Student Centre
- Students' Association
- Extensive library services
- Online learning
- Computer, internet, email and printing facilities
- Student Learning
- Academic Success Centre
- Te Korowai Atawhai - Māori academic support service
- Pasifika Success
- International Student Support
- Disability support services
- Health centre
- Speech-language therapist
- Counselling service
- Childcare services
- Careers Services
- Cafés and other student relaxation spaces

Visit [www.education.auckland.ac.nz/student-support](http://www.education.auckland.ac.nz/student-support) for more information on the student services and support we offer.

## School/centre visit prior to interview

It is important that you visit a school or an early childhood centre prior to your interview to get a better understanding of the sector you are interested in. There will be questions at the interview relating to your visit and observations. Visits are to be made at your own arrangement.

## Disclaimer

*Although every reasonable effort is made to ensure accuracy, the information in this document is provided as a general guide only for students and is subject to alteration. All students enrolling at The University of Auckland must consult its official document, the current Calendar of The University of Auckland, to ensure that they are aware of and comply with all regulations, requirements and policies.*

*Publication printed May 2013.*



# How to apply

## First you need to apply

Go to [www.apply.auckland.ac.nz](http://www.apply.auckland.ac.nz) and complete the Application for Admission. If you haven't already, you'll be asked to sign up for a new account. It's easy, and you'll soon be underway in making your application.

It is advisable to apply for the programmes that you might wish to study well before the closing date.

You will receive an acknowledgement email asking you to provide certified documents (and in some cases to complete other requirements\*) before your application can be assessed. You may need to attend a literacy and numeracy assessment and/or interview as requested. (Note: the faculty may not invite all applicants to an interview).

You can check your application status online at any time. Documents can take 3-4 weeks to process during peak admission periods. Some of your documents might take longer to process than others.

Your final offer of a place depends on two things: your admission to the University and your assessment by the relevant faculty.

If your application is successful, we'll email you an offer with instructions on how to accept the offer.\*\*

Applications for the PGDipTchg(SecFB) must be made directly to Teach First NZ. Applications (Round Two) for the 2014 intake close 2 September 2013. For all application and financial information visit [www.teachfirstnz.org](http://www.teachfirstnz.org)

## Next you need to enrol

Once you've accepted an offer of place in a programme, you can find out what courses you should enrol in at [www.education.auckland.ac.nz/enrolment](http://www.education.auckland.ac.nz/enrolment). If you need some help with the enrolment process, visit [www.auckland.ac.nz/enrolment](http://www.auckland.ac.nz/enrolment) for an online tutorial.

Next you need to make sure you pay your fees. You'll find all the details at [www.auckland.ac.nz/fees](http://www.auckland.ac.nz/fees)

\*For some programmes, you may be required to submit supplementary information (eg, a police consent form) or to attend an interview.

\*\*If you are not offered a place in the programme(s) of your choice, you will receive an email outlining alternative options.

## Closing dates for applications for admission in 2014

GradDipTchg (Secondary)	1 October 2013
GradDipTchg (Primary) GradDipTchg (ECE)	1 November 2013

Due to the high demand for Faculty of Education programmes in recent semesters, we strongly recommend that applications are submitted, in full, as early as possible. Late applications submitted may be considered after the closing date if places are available.

# Fees and money matters

## Costs

Fees for 2014 will be set late in 2013. For an indication of costs, the tuition fees for 2013 (for a student enrolled full-time in study) are listed in the table below. Some adjustment for 2014 is expected.

### Indicative tuition fees

This table shows the fees for 2013. The calculation is approximate and is to be used as a guide only. Adjustment for 2014 is likely. Fees may vary according to course selection.

	Domestic Students	International Students
Graduate Diploma in Teaching (Secondary) <i>full-time 120 points.</i>	\$6,508	\$22,080
Graduate Diploma in Teaching (Primary) <i>full-time 160 points.</i>	\$8,677	\$29,440
Graduate Diploma in Teaching (Early Childhood Education) <i>full-time 150 points.</i>	\$8,135	\$27,600

Fees are charged on a per-point basis, so students taking less than a full-time load of study will pay proportionately lower fees.

In addition to tuition fees, a Student Services Fee is also charged. In 2013 the student services fee was \$5.95 per point. Expect adjustment for 2014.

For a true indication of how much it will cost you to study, take a look at the fees for your programme, then factor in costs such as textbooks, accommodation, transport and other living expenses.

When fees for 2014 are set, updated information will be available at [www.auckland.ac.nz/fees](http://www.auckland.ac.nz/fees)

## Scholarships and awards

The University of Auckland has a wide range of scholarships and awards available to students at all levels of study. Visit [www.auckland.ac.nz/scholarships](http://www.auckland.ac.nz/scholarships) for a full list of scholarships and awards offered.

TeachNZ (Ministry of Education) scholarships are generally targeted at areas of priority for teacher supply. For more detailed information, including scholarship terms and conditions, visit [www.teachnz.govt.nz](http://www.teachnz.govt.nz) or call 0800 165 225.

## Student loans and allowances

Student loans and allowances are administered by StudyLink, a service of the Ministry of Social Development. Visit [www.studylink.govt.nz](http://www.studylink.govt.nz) for eligibility and other details, or phone 0800 88 99 00.

## Work, study and practicum

Before committing to a part-time (or full-time) job, you should take into account the practicum components of your study. These are compulsory commitments taken on a full-time basis, which may affect your ability to work certain hours during parts of the year.

Remember also that it's important to strike a balance between the number of hours you work and the requirements of your university study.



**THE UNIVERSITY  
OF AUCKLAND**

**FACULTY OF EDUCATION**

**Faculty of Education**

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