



THE UNIVERSITY  
OF AUCKLAND

FACULTY OF EDUCATION

Te Kura Akoranga o Tāmaki Makaurau  
Incorporating the Auckland College of Education

# 2010

## The Faculty of Education Graduate Diploma in Teaching Programmes



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# Use your degree to go teaching



Graduate Diploma in Teaching qualifications are specifically designed for graduates who want to enter into a career in teaching. If you already have an undergraduate degree you could become a qualified teacher and be eligible for provisional teacher registration after just one year of full-time study.

Teachers come from a wide range of backgrounds and offer their own unique perspectives to teaching and learning. Teaching is an opportunity to share your wealth of knowledge and skills with children and young people and really make a difference in their learning. Teaching also offers you flexibility, job security, a wide range of promotion prospects, opportunities for travel and challenge.

If you like working with children or young people and would like to play a part in shaping their minds and encouraging their learning, then teaching is a career you should consider.

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.

## Why study with us?

If you want a credible, high quality qualification where you'll gain the skills, knowledge and professional base to become an effective teacher – then you've come to the right place.

You will benefit from gaining your qualification from New Zealand's leading university, the only university in New Zealand to feature in the top 1% of the world's universities.\*

You will study at the University's Faculty of Education, one of the largest teacher education providers in the country. The widely respected Auckland College of Education and The University of Auckland's School of Education amalgamated in 2004 to form the Faculty of Education. The faculty combines the strengths of both of these institutions giving us research-led expertise as well as almost 130 years' experience as quality teacher and professional education specialists.

Studying to become a teacher at The University of Auckland's Faculty of Education allows you to learn in an open and supportive environment from leaders in education.

- You'll 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.

## Postgraduate study and professional development

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

The faculty offers a wide range of professional development opportunities including postgraduate programmes to help you further advance your knowledge and skills to get ahead in your career. Your connection with us does not end when you graduate and we have a supportive Alumni network.

We're with you every step of the way and have strong links with the community we serve. Very few education providers can match the full spectrum of services we offer.

\*Source: Times Higher Education World University Rankings 2008

## Study locations

### Epsom Campus

74 Epsom Avenue, Epsom, Auckland  
Phone: +64 9 623 8883 or 0800 61 62 63

The Epsom Campus is the main campus for the Faculty of Education. All programmes featured in this brochure can be studied at this campus. Located less than 10 minutes' drive from the CBD and the City Campus, Epsom Campus is also a short walk away from the cafés and shops of Mt Eden village. There's car 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. Class sizes tend to be small and there are plenty of study spaces, computer rooms, student support services and facilities. 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

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.

Some of our Graduate Diploma in Teaching (Secondary) curriculum subject courses may include study at the City Campus.

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 13, NQ Block, Room NQ227  
Alexander Crescent, 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. Curriculum courses are undertaken via flexible learning mode (where available) or at Epsom Campus. Contact the faculty for further information.

### Tai Tokerau Campus

13 Alexander Street, Whangarei  
Phone: +64 9 470 1000

You can study core courses within the Graduate Diploma in Teaching (Secondary) at Tai Tokerau Campus. Compulsory (core) courses are taught on campus and the curriculum programme (selected options) is offered through flexible learning mode. Flexible learning mode involves study guide material, regular internet contact with students and lecturers, and occasional on-campus workshops at Epsom Campus in Auckland.

The Tai Tokerau Campus is within walking distance of the centre of Whangarei and offers a small, friendly and supportive learning environment with approximately 120 students enrolled at the campus.

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

### 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.

This option is only available for the Graduate Diploma in Teaching (Early Childhood Education) and for some curriculum courses within the Graduate Diploma in Teaching (Secondary). In most cases, flexible learning mode students can undertake their practicum components in the region where they live (subject to school/centre availability).

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 (two years part-time study option also available)

**Taught at:** Epsom Campus. Some courses also taught at The University of Auckland at Manukau Institute of Technology, City Campus, Tai Tokerau Campus and through flexible learning mode (see study locations section p6)

**Points per programme:** 120

## Highlights

- Strong emphasis placed on practical experience in classrooms (two seven-week practicums in schools).
- Qualifies you for Q3+ (a higher salary level that recognises your previous qualification).
- Specialise in areas of interest and qualification.
- TeachNZ scholarships available for areas of demand.

## What you'll learn

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

Curriculum courses allow you to specialise in areas of interest and qualification including art, performing arts (drama, dance, music), social sciences (history, geography, social studies), economics and accounting, te reo Māori, English, media studies, classical studies, international languages, mathematics and statistics, science (biology, chemistry, physics), environmental science, physical education and health, and technology. Some curriculum areas can be completed as a special topic, e.g. horticulture and philosophy. Curriculum choices must be supported by a prior qualification. We will work closely with you to identify your options.

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



## Programme structure

### GradDipTchg(Sec)

**Points per programme: 120** - made up of 60 points of compulsory courses in the areas of education, professional studies and practicum and 60 points from teaching subjects (curriculum courses).

#### Compulsory courses:

- 30 points: Educational practice EDPRAC 608 A and B (or EDPRAC 605, 606)
- 30 points: Education professional studies EDPROFST 612 A and B

Note: EDPRAC 605 and 606 are only available for applicants who hold a Limited Authority to Teach (LAT). If this applies to you please contact the faculty for further information.

**Curriculum courses** - these are selected according to your previous qualification:

- 60 points from EDCURSEC 601 - 690

#### Overview of compulsory courses

**EDPRAC 608 (30 Points)**  
**EDPRAC 608A (15 Points)**  
**EDPRAC 608B (15 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 teach inclusively and purposefully in complex environments? Requires demonstration of informed and ethical pedagogy.

*Restriction: EDPRAC 603, 604*

*To complete this course students must enrol in EDPRAC 608 A and B, or EDPRAC 608*

**EDPROFST 612 (30 points)**  
**EDPROFST 612A (15 points)**  
**EDPROFST 612B (15 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.

*Restriction: EDPROFST 610 & EDPROFST 611*

## Indicative curriculum courses

The curriculum courses you choose need to be aligned to your undergraduate qualification. For example, you can't 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 what you are best qualified to teach.

The table below lists the indicative subjects available in 2010 (based on 2009 subjects available at Epsom Campus).

**Note:** In addition to Epsom Campus some subjects may be taught at City Campus or by flexible delivery.

### Curriculum Subjects

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

\*Information and communication technology (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.

Note: For detailed descriptions of curriculum courses refer to The University of Auckland Calendar. Availability of courses and location is dependent on student numbers and staff availability.

## How the year is organised

### Semester One

#### School Term One

##### (beginning March to mid-April)

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 geography, 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

##### (early May until late June)

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. During this time you will return to your practicum school for a further six weeks of working closely with experienced teachers in your curriculum areas, supported by your lecturers. You will begin to teach under the guidance of your associate teachers.

### Semester Two

#### School Term Three

##### (mid-July to late September)

The Term Two pattern is repeated in a different school. The second school placement is also seven weeks duration but the first five weeks occur in Term Three and the final two weeks in Term Four.

#### School Term Four

##### (mid-October to November)

You will spend the first two weeks of Term Four in the same school. You will teach and perform all the duties expected of a beginning teacher. On your return to campus, you will complete your second semester courses and your preparation for becoming a beginning teacher.

### 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 core courses and curriculum courses are available at Epsom Campus.

Note: Students enrolled in Geography, History and 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 core courses can be studied at this location.

Curriculum courses are undertaken via flexible learning mode (where available) or at Epsom Campus.

#### Tai Tokerau Campus (Whangarei):

Compulsory core courses can be studied at this location. Some curriculum courses are offered at this campus and the rest through flexible learning mode (where available) or at Epsom Campus. Tai Tokerau campus students must be available to attend a two day induction course at Epsom Campus in Auckland in the final week of February.

#### Flexible learning mode

Some curriculum courses may be offered through flexible learning mode. This involves study guide material, regular internet contact with students and lecturers, and occasional on-campus workshops at Epsom Campus in Auckland.

## 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.

Within this programme you will have extended periods of practical experience in two different schools.

**Practicum One:** Takes place in March for one week, returning to the same school in May/June for six weeks.

**Practicum Two:** Takes place in August/September for five weeks, returning to the same school in October for two weeks.

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.

## Career opportunities

You'll 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 management skills to assist you to be confident in the classroom from day one.

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

You can continue with your professional development and maximise your career and salary prospects by completing a postgraduate diploma. You could then go on to study at masters and doctoral level. Other options include areas of interest such as TESSOL (Teaching English in Schools to Speakers of Other Languages), Special Education or Literacy Education. See our postgraduate prospectus for more information.

## How the year is organised (2010)

### Graduate Diploma in Teaching (Secondary)

Lectures	1 March - 26 March
Practicum 1A	29 March - 1 April
Mid-Semester Break	2 April - 18 April
Lectures	19 April - 30 April
Practicum 1B	3 May - 11 June
Lectures	14 June - 25 June
Inter-Semester Break	26 June - 18 July
Lectures	19 July - 20 August
Practicum 2A	23 August - 24 September
Mid-Semester Break	25 September - 10 October
Practicum 2B	11 October - 22 October
Lectures	26 October - 19 November

Note: Current at time of publication but changes may occur.



*"I've always wanted to teach. I've had some amazing teachers in my life, and history and drama are topics that I'm really keen on. I've found an Arts degree to be an ideal basis for learning about society, history and the human condition, and this has been my path to becoming a history teacher. The Faculty of Education is a really supportive place. The lecturers, tutors and support staff have all been really approachable and if you ask for help you will receive it. I have no illusions that teaching can also be stressful and demanding so I've planned my subject range to be versatile enough to help me stick with this career."*

**Oly Morgan** holds a Bachelor of Arts with a major in History and a minor in Music. On successful completion of the Graduate Diploma in Teaching (Secondary) he will be qualified to teach History, Drama and Social Studies.

# 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 (two years part-time study option also available)

**Taught at:** Epsom Campus

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

## Highlights

- Strong emphasis placed on practical experience in schools.
- Qualifies you for Q3+ (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'll 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, small group tutorials, lectures and field experience – 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, or up to two years part-time. See p10 for Semester One start date.

This programme consists of 160 points made up of:

- 30 points from EDPROFST 608
- 30 points from EDPRAC 607

AND

- 10 points from EDPROFST 601
- 90 points from the curriculum courses EDCURRIC 603-606; 608-612

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 (30 Points)**

**EDPROFST 608A (15 Points)**

**EDPROFST 608B (15 Points)**

## Learning and Teaching in New Zealand

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.

*To complete this course students must enrol in EDPROFST 608 A and B, or EDPROFST 608*



**EDPRAC 607(30 Points)**  
**EDPRAC 607A(15 Points)**  
**EDPRAC 607B (15 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.

*To complete this course students must enrol in EDPRAC 607 A and B, or EDPRAC 607*

**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 603 (10 Points)**

**Arts Education**

Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art. Addresses such questions as: Why are the arts important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we monitor and assess achievement?

**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 605 (10 Points)**

**Language and Literacy Education 1**

Develops knowledge, skills and dispositions necessary for planning, teaching and assessment for learning in the language and literacies curricula. Addresses such questions as: What do teachers need to know, and to be, to teach diverse learners in the junior school? What resources, strategies and approaches maximise literacy achievement so that all

children identify themselves as competent and confident communicators.

**EDCURRIC 606 (10 Points)**

**Language and Literacy Education 2**

Deepens knowledge, skills and dispositions about language, literacy and biliteracy necessary for integrated planning, teaching and assessment. Addresses such questions as: What resources, strategies and approaches will support independence in oral, written and visual literacy, including information processing. What does a teacher need to know to ensure achievement for literacy learners in the middle and upper primary school?

**EDCURRIC 608 (10 Points)**

**Mathematics and Statistics Education 1**

Develops knowledge and understanding of the nature of mathematics and statistics by addressing questions, related to primary school mathematics and statistics education, such as: What is the purpose and role of mathematics and statistics in the New Zealand Curriculum? What is meant by, thinking mathematically and statistically? What are the components and key concepts in the national curriculum?

**EDCURRIC 609 (10 Points)**

**Mathematics and Statistics Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics and statistics for diverse learners by addressing questions, related to primary school mathematics and statistics education, such as: What are the mathematical and statistical concepts and learning progressions in the national curriculum? What theoretical models best inform understanding? What constitutes effective teaching practices?

**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 612 (10 Points)**

**Technology Education**

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in the Technology Education curriculum. Addresses questions such as: What do teachers need to know about the nature and purpose of the curriculum? How do teachers design quality learning experiences based on the curriculum so that effective learning can occur for a diverse range of learners?

Note: If you are a part-time student, you may be eligible to complete the following course as an additional course to your study. This course has special entry requirements and is subject to availability:

**EDCURRIC 613 (10 Points)**

**Special Topic: Teaching Languages**

Develops and extends the knowledge, skills and attitudes associated with planning, teaching and assessing for learning languages and develops conceptual understandings about bi-/multi-lingualism and bi-/multi-literacy and inter-culturality. Addresses such questions as: How are languages acquired? How are languages lost? What factors assist or impede acquisition? What are optimal conditions for acquisition? What are appropriate resources, strategies and approaches?

**Assessment**

You'll 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.

**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.

The practicum programme is a collaborative



*“Coming to an Open Day at the Faculty of Education made me realise teaching was my niche. I was studying Health Sciences but realised I wanted to work in a profession where I could help people on more of an ongoing basis. I enjoyed studying with other graduate students who were also passionate about becoming teachers.”*

*“I love working with people of different cultures, teaching a range of subjects and working with children and their families. I’m thoroughly enjoying teaching – it’s hard work but so exciting and rewarding and it’s good to be in a job that has meaning. I know the positive impact a good teacher can have and I want to be the person that makes a difference.”*

**Bridget Lawrence** recently graduated with a Graduate Diploma in Teaching (Primary) and now teaches Year 2 students at a primary school in Auckland. She also holds a Bachelor of Ministries.

partnership with a consortium of schools. You are placed in three different schools during the year to experience 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 will be spread across the school year. You must be prepared to travel to schools at your own cost.

Practicum within this programme is structured as follows:

- one day per week (Tuesday) in a school (up to three weeks in total)
- plus
- 3 full-time blocks of practicum (totalling approximately 12 weeks)

This allows you to observe and teach classes in a range of schools. 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 modeling 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.

## Career opportunities

The Graduate Diploma in Teaching (Primary) has a strong reputation in the teaching community, and graduates are in demand. You will be well qualified to teach in primary and intermediate schools in New Zealand and overseas.

You will enter the workforce with a reputable and highly credible qualification from The University of Auckland, with the opportunity to earn a higher starting salary at Q3+ level.

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.

Students in this programme commonly apply for teaching jobs in New Zealand and overseas. However, 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

You can continue with your professional development and maximise your career and salary prospects by completing a postgraduate diploma which can lead on to study at masters and doctoral level. Other options include areas of interest such as TESSOL (Teaching English in Schools to Speakers of Other Languages), Special Education and Literacy Education. See our postgraduate prospectus for more information.

## How the year is organised (2010)

### Graduate Diploma in Teaching (Primary)

Block courses	18 January - 29 January
PRACTICUM	2 February - 15 February
Block courses	16 February - 19 February
Study Week	22 February - 26 February
Lectures + Tuesdays in School	1 March - 1 April
Mid-Semester break	2 April - 18 April
Lectures + Tuesdays in School	19 April - 21 May
Study Week	24 May - 27 May
PRACTICUM	28 May - 2 July
Inter-Semester break	3 July - 18 July
Lectures + Tuesdays in School	19 July - 24 September
Mid-Semester break	25 September - 10 October
PRACTICUM	11 October - 12 November
Lectures	15 November - 19 November

Note: Current 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 (two years part-time study option also available)

**Taught at:** Epsom Compus and nationwide through flexible learning mode

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

## Highlights

- Strong emphasis placed on 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.
- TeachNZ scholarships available (see p14).
- Flexible study options available through online delivery (flexible learning mode) 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 work 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, small group tutorials, lectures and field experience – 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 regions where you live as far as is practical.

## Programme Structure

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. See p12 for Semester One start date.

This programme consists of 150 points made up of:

- 135 points from EDCURRIC 630-635, EDPRAC 621-622, EDPROFST 622

AND

- 15 points from EDPROFST 621 OR EDPROFST 624

## Overview of 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 theory, current learning theory, teachers' subject knowledge, planning, assessment and evaluation practices with reference to early childhood curriculum.

### EDCURRIC 631 (15 points)

#### Languages and Culture

Develops knowledge, skills and attitudes associated with the planning, teaching and assessing 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/whanau, 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.



*"I did a degree in tourism management and worked in France and Italy managing holiday parks for ten years before deciding to become a teacher. I taught English at a secondary school in China, but after spending time with my nieces decided that early childhood teaching was for me. I enjoy children's natural inquisitiveness and their passion to learn and that there is the time and space at this level to follow their interest and see where it goes. I feel like I have a sound theoretical base to be an effective teacher and I've had positive feedback from everyone on my choice of career."*

**Stu Hayes** is studying for a Graduate Diploma in Teaching (ECE). He already holds a Bachelor of Arts in Tourism Management.

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 science. 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 as: What does it mean to establish effective professional relationships, practice effectively and teach purposefully in complex environments? Requires demonstration of developing pedagogical practice.

### 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 questions such 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?

*Note: As there is no recognition of prior learning (RPL) given in this programme of study EDPROFST 623 and 624 are alternative courses. Entry into these courses is given by the programme coordinator.*

### EDPROFST 623 (15 points)

#### Special Topic

In exceptional circumstances this course is used as a replacement course and enhances learning at an individual level of the course it replaces.

### EDPROFST 624 (15 points)

#### Professional Knowledge in Early Childhood Education

Portfolio option that addresses learning outcomes content of EDPROFST 621 for recent BEd(Tchg) graduates at discretion of programme coordinator. Addresses such questions as: What does it mean to inquire into my own practice as an early childhood teacher? How can my current practice be informed by integration of research, theory and practical experience?

### Assessment

You'll be assessed internally through assignments and practical work experience in centres. Grades are awarded for all courses on an A+ to D- 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.

### Practicum

You will spend approximately 14 weeks of the study year 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.

### Career opportunities

You'll be qualified to teach in all early childhood services in New Zealand. You will be eligible to apply to become a registered teacher and apply for positions in kindergartens, creches and early childhood centres. This could also lead to leadership and management positions in the future.

You will enter the workforce with a reputable and highly credible qualification from The University of Auckland, 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.

### Further study

You can continue with your professional development and maximise your career and salary prospects by completing a postgraduate diploma which can lead on to study at masters and doctoral level. Other options include areas of interest such as TESSOL (Teaching English in Schools to Speakers of Other Languages),

### How the year is organised (2010)

Graduate Diploma in Teaching (ECE)	
Lectures	26 Jan - 26 Feb
Flexi on-campus block	26 Jan - 29 Jan
PRACTICUM	1 March - 19 March
Lectures	22 March - 1 April
Mid-Semester break	2 April - 18 April
Flexi on-campus block	19 April - 22 April
Lectures	19 April - 30 April
PRACTICUM	3 May - 28 May
Lectures	31 May - 2 July
Inter-Semester break	3 July - 18 July
Flexi on-campus block	13 July - 16 July
Lectures	19 July - 24 Sept
Flexi on-campus block	23 Aug - 26 Aug
Mid-Semester break	25 Sept - 10 Oct
Lectures	11 Oct - 15 Oct
PRACTICUM	18 Oct - 3 Dec

Note: Current at time of publication but changes may occur.

# Entry requirements

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 p15 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 and the curriculum courses you choose to 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 your options are. We will work with you to identify your options.

## Additional entry requirements for all applicants

Referees' reports (references) 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 referees' reports and at 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.
- If English or Māori is not your first language then we require that you provide sufficient evidence of your competency in English.
- Personal qualities for your chosen area of teaching.

## 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 Centre
- Te Korowai Atawhai - Māori academic support service
- Pasifika Academic Success Service (PASS)
- International Student Support
- Disability support services
- Health centre
- Speech-language therapist
- Counselling service
- Childcare services
- Careers centre – career planning service
- Cafes and other time-out spaces

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

Faculty of Education Student Centre  
A Block, Gate 3, 74 Epsom Avenue  
Epsom, Auckland

Phone: +64 9 623 8883 or 0800 61 62 63

Email: [education@auckland.ac.nz](mailto:education@auckland.ac.nz)



# Money matters

## Costs

Fees for 2010 will be set late in 2009. For an indication of costs, the tuition fees for 2009 (for a student enrolled full-time in study) are listed in the table below. Some adjustment for 2010 is expected.

Indicative tuition fees		
Please note this table shows the fees for 2009 and provides a guide only. Adjustment for 2010 is likely.		
	Domestic Students	International Students
Graduate Diploma in Teaching (Secondary) <i>full-time 120 points.</i>	5,518	\$18,720
Graduate Diploma in Teaching (Primary) <i>full-time 160 points.</i>	\$6,877	\$23,573
Graduate Diploma in Teaching (Early Childhood Education) <i>full-time 150 points.</i>	\$6,447	\$28,525

In addition to tuition fees, students pay a student services fee and a building levy.

In 2009 the student services fee and building levy were calculated as follows:

Student services fee	\$2.92 per point
Building levy	\$0.60 per point

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

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 2010 are set, updated information will be available at [www.auckland.ac.nz/fees](http://www.auckland.ac.nz/fees)

## Financial assistance

There are various options available to help you fund your university study. Student loans and allowances are available through StudyLink, and the University offers a number of scholarships and awards to help get you started.

## Scholarships and awards

The University of Auckland has a wealth 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 scholarships are targeted at areas of priority for teacher supply, in order to meet increasing demand for teachers in some areas over the next ten years. Currently, these areas are early childhood and Māori medium teachers, secondary teachers of specific subjects and teachers in rural areas. For more information visit [www.teachnz.govt.nz](http://www.teachnz.govt.nz) or call 0800 TEACHNZ.

## Student allowances

The student allowance is a weekly payment to help with a student's living costs while in full-time study on an approved programme. It is available to New Zealand citizens and permanent residents who have held New Zealand residency for at least two years. For more information contact StudyLink on 0800 88 99 00 or visit [www.studylink.govt.nz](http://www.studylink.govt.nz)

## Student loans

To be eligible for a student loan you must be a New Zealand citizen or have been granted permanent resident status. You must be studying full-time for a minimum of 12 weeks, or part-time for a full year, at an approved tertiary institution. You may apply for tuition fees, course related costs (for example, books, stationery and travel) and living costs (living costs are not available to part-time students). Applications for loans should be made at least one month before study begins. Full information is available by contacting StudyLink on 0800 88 99 00 or visit [www.studylink.govt.nz](http://www.studylink.govt.nz)

## Unemployment Benefit - Student Hardship

Student allowances and loans are only available to students during the period of their enrolment. If you are not studying over the summer break, and cannot find a job to support yourself, you may be eligible for the Unemployment Benefit - Student Hardship. You generally need to be eligible for a student allowance during your study to be eligible for the benefit, but there are additional hardship criteria that may be applicable if you don't qualify for the allowance. Full information is available from StudyLink on 0800 88 99 00 or [www.studylink.govt.nz](http://www.studylink.govt.nz)

## Hardship support

The University of Auckland can also offer hardship support assistance for students whose studies are threatened by financial hardship. This includes Student Emergency Fund (SEF) assistance (where appropriate) in the form of a targeted grant. Eligibility criteria apply. Email: [scholarships@auckland.ac.nz](mailto:scholarships@auckland.ac.nz) for a SEF form.

Other emergency hardship support may also be accessed through the faculty and students' association. Contact the Epsom, Tai Tokerau Students' Association (ETTSA) administrator for an application form.

## Work, study and practicum

Before committing to a part-time (or full-time) job, you should find out whether you are expected to undertake practicum or professional placements as part of your study. These are usually full-time commitments and 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.

## 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.*

# How to apply

## 1. Enquire

Visit [www.education.auckland.ac.nz](http://www.education.auckland.ac.nz) or contact our student advisers for any information you need.

**Phone:** +64 9 623 8883 **Email:** [education@auckland.ac.nz](mailto:education@auckland.ac.nz)

**Faculty of Education Student Centre:** A Block, Gate 3, 74 Epsom Avenue, Epsom, Auckland



## 2. Apply (make sure you apply as early as possible)

Do you have internet access, or can you come on to campus? (Make sure you apply by the closing date.)



### Yes

- Visit [www.auckland.ac.nz](http://www.auckland.ac.nz)
- Click on "Apply Now".
- Complete the online application for Entrance to the University indicating the programme(s) of your choice

### No

**Phone:** 0800 61 62 63

**Email:** [studentinfo@auckland.ac.nz](mailto:studentinfo@auckland.ac.nz)

The ClockTower Call Centre will forward the required information to you.

## 3A. For Entrance to the University

Receive acknowledgement letter



Provide requested details for Entrance to the University



Log on as instructed to track processing of application



Admissions Office verifies your eligibility for Entrance to the University (may depend on NCEA results) etc.



Entrance not granted



Entrance granted

**Consider Foundation Certificate.  
Contact the Faculty of Education.**

## 3B. For selection into Faculty of Education programmes

Download and submit Supplementary Information Form from [www.education.auckland.ac.nz](http://www.education.auckland.ac.nz) under Quick Links



Provide all Supplementary Information for programme selection



Attend interview as requested (note the faculty may not interview all candidates)



Selected



Not selected

You will receive an offer of place in the programme (may be conditional on your Entrance to the University being granted)



Accept or decline within 10 working days



Complete enrolment as advised by faculty



Pay your fees



**Congratulations. You are now a student at The University of Auckland.**

## Closing date for applications

Applications for admission into 2010 programmes close on 8 December 2009. 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. There may also be a mid-year intake in 2010 for some programmes. Applications for admissions into 2010 mid-year programmes close on 1 June 2010. Applications received after the closing dates may be considered if there are places available.

Please contact the Faculty of Education for updated information.

*Please make sure you complete both 3A and 3B of the application process concurrently*

**Faculty of Education**

The University of Auckland  
Private Bag 92602  
Symonds Street, Auckland 1150

**Phone:** +64 9 623 8883

**Freephone:** 0800 61 62 63

**Fax:** +64 9 623 8950

**Email:** [education@auckland.ac.nz](mailto:education@auckland.ac.nz)

**Web:** [www.education.auckland.ac.nz](http://www.education.auckland.ac.nz)

**International students**

Contact: Auckland International  
The University of Auckland  
Private Bag 92019, Auckland  
New Zealand

**Phone:** +64 9 373 7513

**Fax:** +64 9 373 7405

**Email:** [int-questions@auckland.ac.nz](mailto:int-questions@auckland.ac.nz)

**Web:** [www.auckland.ac.nz/international](http://www.auckland.ac.nz/international)

**Faculty of Education****Epsom Campus**

74 Epsom Ave, Epsom, Auckland

**Phone:** +64 9 623 8883

**Tai Tokerau Campus**

13 Alexander Street, Whangarei

**Phone:** +64 9 470 1000

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

Gate 13, NQ Block, Room NQ 227,  
Alexander Crescent, Otara, Manukau City

**Phone:** +64 9 968 8765 ext 7361