

APPLICATIONS

New Zealand Graduate School of Education is now welcoming applications for the next intake of our two teacher training programmes.

- Postgraduate Diploma in Teaching (Primary)
- Postgraduate Diploma in Teaching (Secondary).

The next intake begins on **22 July 2024**, and applications close on **18 June 2024**.

Our highly practical programmes are taught by face-to-face delivery, at our Centre and in schools in greater Christchurch.



THE ORIGINS

During 1995, three teacher educators together decided there was a need for a high quality alternative to the traditional teacher education programmes. Lois Chick, Kevin Knight and John Langley formed a company to become this new enterprise - New Zealand Graduate School of Education.

The vision was that NZGSE would be an exemplar for other training providers: an organisation that would challenge by example the current practices in teacher education. NZGSE was committed from the beginning to preparing teachers who would be academically well qualified, very skilled practitioners, and prepared to demonstrate the highest standards of professionalism in schools.

THE DEVELOPMENT PHASE

NZGSE's set-up phase extended from October 1995 to September 1996 during which time the many approval processes were completed. By the end of the development phase NZGSE had acquired premises and equipment, was registered as a private training establishment, was accredited to work in the field of teacher education and had a Diploma of Teaching programme recognised by NZQA and the then Teacher Registration Board. In 2005, the programme was renamed Graduate Diploma in Teaching on the recommendation of the New Zealand Teachers Council.

CHANGES OF DIRECTORS

A fourth director – Harry Lim – joined NZGSE in October 1996 to provide more business perspective. John Langley and Harry Lim have now both exited the company. Rod Browning – who was formerly NZGSE's Secondary Programme Leader – was invited to be a Director in 2010 and has now retired from this role.

THE START OF THE TEACHER TRAINING PROGRAMME

New Zealand Graduate School of Education's first teacher training programme began on 1 October 1996 with a small intake of eight students training as primary teachers. They were joined in January 1997 by a further group training to be primary teachers and a new group training to be secondary teachers. Since then new primary and secondary groups have begun in January and July each year. There are normally around 90 teacher interns – NZGSE's term for its student teachers – on the programme training as primary teachers or as secondary teachers. NZGSE is committed to keeping its teacher intern numbers low to ensure an individual focus on training needs.

CEREMONIES

The Official Opening of New Zealand Graduate School of Education was conducted by Hon Wyatt Creech – then Minister of Education – on 6 June 1997. NZGSE held its Inaugural Graduation Ceremony in April 1998 when the Rt Hon David Lange presented 26 teachers with their diplomas. Graduations have been held annually since.

LIAISON WITH SCHOOLS

NZGSE's teacher education model fosters strong professional links with participating host schools. This cooperation has benefits for both NZGSE and the schools. NZGSE teacher interns gain from being treated as full members of the schools' professional teams and NZGSE can contribute to the professional development of the teachers in the schools.

SCHOOL IMPROVEMENT SERVICES

In addition to the teacher training programmes, NZGSE provides extensive support to experienced teachers and school managers through professional development courses, mentoring schemes, teacher appraisals and school reviews. This work is managed under the banner of School Improvement Services.

NZGSE GRADUATES IN THE TEACHING PROFESSION

Over 1500 people have been trained as teachers by NZGSE. NZGSE graduates are highly sought after by schools. Our data show that over 97% of our graduates go on to teach. NZGSE graduates often win rapid promotion once they are in teaching jobs.

CHRISTCHURCH EARTHQUAKE

NZGSE's original premises in the Christchurch CBD were badly damaged in the February 2011 earthquake, and were later demolished. For six years, NZGSE operated from rooms leased from Selwyn House School – an independent primary school for girls in Merivale. NZGSE relocated back to the CBD at the end of 2017. NZGSE's base is called the NZGSE Centre and is on the First Floor, 826 Colombo Street. This is on the northern side of Christchurch's CBD so we can enjoy the cafes and other facilities of the redeveloped city.

HONOURS

Founding Directors – Lois Chick and Kevin Knight – were both appointed as Members of the New Zealand Order of Merit, for services to education, in the 2020 Queen's Birthday Honours.

REFRESHED PROGRAMMES

The first intake for NZGSE's new postgraduate diplomas in teaching started on 17 July 2023.

Successful graduates from NZGSE's teacher training programmes are awarded either a Postgraduate Diploma in Teaching (Primary) or Postgraduate Diploma in Teaching (Secondary). These diplomas are based on knowledge about how teachers are best trained and include some important features that will ensure your training fully prepares you for the realities of teaching. The qualifications sit at Level 8 of the New Zealand Qualifications Framework.

SCHOOL-BASED

Teachers around the world confirm that it was their experience in schools that was the most successful part of their training.

At NZGSE we agree with this view so two thirds of your time will be spent working in schools. This more extensive school based training will give you greater opportunity to practise teaching and increase your confidence. The longer time in schools will allow you to experience real teaching. You will not be in schools to watch. You will be there to teach and you will be given proper responsibility for young peoples' learning.

The NZGSE tutors work alongside the teacher interns while they are at schools. This allows us to give you immediate relevant feedback or coaching.

SCHOOL SETTINGS

NZGSE offers a variety of training settings so that teacher interns can work with a range of children with different learning needs and from different social backgrounds. The schools we use include children from the full range of socioeconomic levels and ethnic groups in Christchurch. Information about the training settings is included in the *Host Schools* sheet.

FLEXIBLE PROGRAMME LENGTH

The NZGSE programme offers you a challenge: work harder and you can complete the diploma earlier.

We know that some people learn quicker than others and we believe that your training should allow for this. If you can learn faster than other teacher interns you will not be made to wait for them. When you can demonstrate your ability to teach in a range of settings, and show that you have all the competencies of the programme, we will award you the diploma. You can apply for a teaching job and start earning a salary.

The NZGSE programme lets you plan a pathway through the assessment tasks so that one complex activity can be assessed simultaneously against several teacher education standards. You are encouraged, with the assistance of your tutors, to undertake more complex activities involving many concurrent tasks. You will experience the reality of teaching even sooner.

BEHAVIOUR MANAGEMENT

Many people shy away from teaching because of their fear of difficult behaviour. Others start teaching and do not stay because their classes become unruly. We will teach you the proven techniques for managing difficult behaviour, and building relationships with students, so you can focus on teaching itself.

SPECIAL LEARNING NEEDS

A few years ago, students with special learning needs tended to be separated off into special classes. Now it is far more common for these students to attend the same classes as everyone else. This is known as mainstreaming. Many teachers who trained in the past were not taught how to teach these children and are unable to meet their needs.

The NZGSE programme has a particular focus on teaching students with special learning needs. You will have extensive opportunities for working with these children both during teaching practice and during your time at the NZGSE Centre.

HIGH ACADEMIC STANDARDS

As graduates, you have already been used to study at an advanced level. As you advance into the professional training phase of your education you will expect to maintain the same high academic standards. NZGSE shares this view.

Two assessment strands run through the assessment practices of the NZGSE programme. There is ongoing assessment and feedback to help you in your professional development. There will also be formal assessment points at the end of each term conducted by NZGSE staff.

PROGRAMME STRUCTURE

NZGSE's postgraduate diplomas in teaching are based on the 8People model of teacher practice, developed at NZGSE over many years. The programmes' exit standards go well beyond the minimum level of competency for graduating teachers required by the Teaching Council.

primary and secondary schools

New Zealand Graduate School of Education cooperates with a group of supportive schools that share the vision of quality teacher training through a strong school-based component. NZGSE is committed to providing a variety of schools for its teacher interns and has a deliberate policy of finding settings that will challenge interns to quickly develop their teaching skills, including state schools of all types, integrated schools and independent schools. Viewed together, the schools draw their students from the full range of socioeconomic levels and ethnic groups in Christchurch and Canterbury. The following schools have participated as host schools for NZGSE teacher interns. The ones marked with an asterisk have now closed or merged with other schools following the Christchurch schools restructure.

PRIMARY SCHOOLS

School	Type of school	Years
Addington School	State school	1-6
Aranui Primary School *	State school	1-8
Avondale School *	State school	1-6
Bamford School	State school	1-8
Banks Avenue School	State school	1-6
Belfast School	State school	1-8
Birchgrove School *	State school	1-6
Breens Intermediate School	State school	7-8
Bromley School	State school	1-6
Burnside Primary School	State school	1-6
Burwood School *	State school	1-6
Casebrook Intermediate School	State school	7-8
Central New Brighton School *	State school	1-8
Chisnallwood Intermediate School	State school	7-8
Cholmondley Home School	State school	1-8
Christ the King School	Integrated Catholic school	7-8
Christchurch East School	State school	1-8
Christchurch South Karamata Intermediate School	State school	7-8
Clarkville School	State school	1-8
Clearview Primary School	State school	1-8
Cobham Intermediate School	State school	7-8
Discovery One School *	State character school	1-8
Elmwood Normal School	State school	1-6
Fendalton Open Air School	State school	1-6
Freeville School *	State school	1-8
Gilberthorpe School	State school	1-6
Governor's Bay School	State school	1-8
Heathcote Valley School	State school	1-8
Heaton Normal Intermediate School	State school	7-8
He Tiwai Mātauranga		
Hoon Hay School	State school	1-6
Ilam School	State school	1-6
Kaiapoi Borough School	State school	1-8
Kaiapoi North School	State school	1-8
Kendal School *	State school	1-6
Ladbrooks School	State school	1-8
Linwood Avenue School	State school	1-6
Linwood Intermediate School *	State school	7-8
Linwood North School	State school	1-6
Mairehau Primary School	State school	1-8
Manning Intermediate School *	State school	7-8
Marshland School	State school	1-8
Middleton Grange School	Integrated Christian school	1-13
Mt Pleasant School	State school	1-8
New Brighton Catholic School	Integrated Catholic school	1-8
North New Brighton School *	State school	1-8
Northcote School	State school	1-6
Oaklands School	State school	1-8
Ōpāwa School	State school	1-8
Our Lady of the Assumption School	Integrated Catholic school	1-8

Our Lady of Victories School	Integrated Catholic school	1-8
Our Lady Star of the Sea School	Integrated Catholic school	1-8
Paparoa Street School	State school	1-6
Parkview Pārua School	State school	1-8
Phillipstown School *	State school	1-8
Rāwhiti School	State school	1-8
Redcliffs School	State school	1-8
Redwood School	State school	1-6
Riccarton Primary School	State school	1-8
Rolleston School	State school	1-8
St Albans School	State school	1-6
St Andrew's College Preparatory School	Independent Presbyterian school	1-8
St Bernadette's School	Integrated Catholic school	1-8
St Francis of Assisi School	Integrated Catholic school	1-8
St James School	Integrated Catholic school	1-6
St Joseph's School	Integrated Catholic school	1-8
St Mark's School	Integrated Anglican school	1-13
St Margaret's College	Independent Anglican girls' school	1-13
St Martins School	State school	1-8
St Michael's Church Day School	Independent Anglican school	1-8
St Patrick's School (Bryndwr)	Integrated Catholic school	1-8
St Patrick's School (Kaiapoi)	Integrated Catholic school	1-8
St Paul's School *	Integrated Catholic school	1-8
St Peter's Catholic School	Integrated Catholic school	1-8
St Teresa's School	Integrated Catholic school	1-8
Sacred Heart School	Integrated Catholic school	1-8
Selwyn House School	Independent Anglican girls' school	1-8
Shirley Intermediate School	State school	7-8
Sockburn School	State school	1-6
South New Brighton School	State school	1-8
Spreydon School *	State school	1-6
Sumner School	State school	1-8
Te Ara Koropiko West Spreydon School	State school	1-6
Te Kōmanawa Rowley School	State school	1-8
Te Waka Unua School	State school	1-8
Waimairi School	State school	1-6
Wainoni School *	State school	1-8
Wairakei School	State school	1-6
Waitākiri Primary School	State school	1-6
Westburn School	State school	1-8
Wharenui School	State school	1-6
Wigram Primary School	State school	1-6
Windsor School *	State school	1-6
Woodend School	State school	1-8
Woolston School *	State school	1-8

SECONDARY SCHOOLS

Aranui High School *	State co-educational school
Aidanfield Christian School	Integrated Christian co-educational school
Avonside Girls' High School	State girls' school
Ashburton College	State co-educational school
Burnside High School	State co-educational school
Cashmere High School	State co-educational school
Catholic Cathedral College	Integrated Catholic co-educational school
Christchurch Boys' High School	State boys' school
Christchurch College of Computing *	State co-educational Yr13 school
Christchurch Girls' High School	State girls' school
Christchurch Rudolf Steiner Area School	Integrated co-educational special character school
Christ's College	Independent Anglican boys' school
Hagley Community College	State co-educational school
Halswell Residential College	State co-educational special school
Hillmorton High School	State co-educational school
Hillview Christian School	Integrated Christian co-educational school
Hornby High School	State co-educational school
Kaiapoi High School	State co-educational school
Lincoln High School	State co-educational school
Mairehau High School	State co-educational school
Marian College	Integrated Catholic girls' school
Middleton Grange School	Integrated Christian co-educational school
Papanui High School	State co-educational school
Rangiora High School	State co-educational school
Rangī Ruru Girls' School	Independent Presbyterian girls' school
Riccarton High School	State co-educational school
Rolleston College Horoeoka Haemata	State co-educational school
St Bede's College	Integrated Catholic boys' school
St Andrew's College	Independent Presbyterian co-educational school
St John's College	Integrated Catholic boys' school
St Margaret's College	Independent Anglican girls' school
St Thomas of Canterbury College	Integrated Catholic boys' school
Shirley Boys' High School	State single-sex boys' school
Te Aratai College	State co-educational school
Unlimited Paenga Tawhiti *	State character co-educational school
Villa Maria College	Integrated Catholic girls' school

Lois Chick MNZM, MEd (*Cant*), ADipT (*NZDE*)

Member of NZGSE's Board of Directors

Member of NZGSE's Advisory Board

Lois is a founder of NZGSE and a highly experienced teacher educator. Lois taught at eight primary and intermediate schools around New Zealand and at special schools in New Zealand and England. Before the establishment of NZGSE in 1996, she worked at a college of education for six years. Lois is widely regarded for her practical approach to classroom teaching, and her expertise in learning support. Lois has held governance roles in special education and been the board chair of two special schools. She is co-author of *Training Teachers Properly*: a book ready for publication. Lois was appointed as a Member of the New Zealand Order of Merit, for services to education, in the 2020 Queen's Birthday Honours. Lois is now heavily involved in the activities of the New Zealand Choral Federation.

Glenda Climo

Office Manager

Glenda joined NZGSE staff in 2004 as Administrative Assistant and was promoted to Office Manager in 2008. Her wealth of experience includes administration roles at government departments and schools. She is the fount of commonsense in the Ngā Hautū. Glenda and her husband breed Murray Grey cattle and have been Ambassadors for the Canterbury A&P Association.

Anne Ditcher BSc(Hons) (*Herts*), BA(Hons) (*Cant*), PhD (*Bristol*), GradCertTEAL (*Massey*), DipT (*NZGSE*)

Tutor

Anne's first career was in engineering and she began as an engineering apprentice at Hawker Siddely Aviation in the UK. Anne then moved down an academic pathway and completed a PhD in Engineering at the University of Bristol. From 1981 to 2002 Anne lectured in Mechanical Engineering at the University of Canterbury, and was promoted to Senior Lecturer in 2000. Having achieved her goals in engineering she trained as a primary teaching at NZGSE and then taught at Riccarton Primary School. As well as teaching a Year 7/8 class, her responsibilities included being curriculum leader in Mathematics and Technology, and teacher in charge of ICT. Anne has been on NZGSE's staff since 2015, and has been the Primary Programme Leader.

Paula Doré TTC (*NZDE*)

Adjunct Tutor

Paula is a highly experienced primary teacher who is currently the Learning Support Coordinator at Heaton Normal Intermediate School. Paula was a tutor at NZGSE in the organisation's early days of operation. She now contributes to the teaching for NZGSE's learning support practicum.

Jude Gray BEd, DipT (*Otago*)

Adjunct Tutor

Jude is NZGSE's primary Art tutor. She is Head of Visual Art at The Cathedral Grammar School. Away from teaching, Jude is an outdoors enthusiast.

Janine Greer BSocSc (*Lincoln*), GDipT (*NZGSE*)
Adjunct and Relief Tutor

Janine began her teaching career at South Hornby, followed by three years at Our Lady of Victories School in Christchurch. A move to Scotland was next where she worked at Sacred Heart Primary School in Penicuik, followed by a period of supply teaching for the Midlothian Council. On her return to Christchurch in 2008, she began working at Spreydon School and has been there ever since in a variety of roles. She is currently the Reading Recovery teacher there, working 0.6. Janine's areas of responsibility at Spreydon School have included early childhood transition, storytelling lead, library lead, SharpReading trainer and ELS delivery. Janine previously worked for NZGSE as a tutor for one term in 2020.

Rosey Hart BA (*VUW*), GDipT (*NZGSE*)
Adjunct Tutor

Rosey was teacher at New Brighton Catholic School until 2023, and was the bicultural leader there. She has been a supervising teacher many times for NZGSE's interns completing teaching practice. Rosey is a trained Reading Recovery teacher. She is currently studying at Te Wānanga o Aotearoa while working as a release teacher. At NZGSE, she teaches primary interns about the teaching of Social Sciences.

Suzi Hansen
Administration Assistant

Suzi is often the first person visitors meet at NZGSE. She is responsible for our reception and assists Glenda Climo – the Office Manager. She has worked in many administrative roles in the commercial world and community organisations. In her spare time Suzi is an enthusiastic quilter.

Jodine Hardwicke BA (*Cant*), MSSL (*VUW*), PGDipEd, (*Massey*), GDipT (*NZGSE*)
Kaiarataki

Jodine joined the NZGSE team at the start of 2024 after a diverse and successful teaching career in New Zealand and Australia. She began teaching in 2007. Jodine has taught in six different secondary schools, and held leadership roles in four of them. Her two most recent teaching positions were in Christchurch. She was Head of Senior School at Haeata Community Campus. She then moved to Te Aratai College, where she was Head of the Learning Area English, and the Leader of Māori Achievement. Jodine is committed to social justice in education and to closing the gaps of inequity that can exist in schools.

Rachael Hawkey MusB(Hons), PhD (*Cant*), ATCL, DipT (*NZGSE*)
Kaihautū

Rachael trained as a teacher at NZGSE in 1997 in the inaugural group of secondary interns. After a short time teaching music at Ashburton College, she was appointed to the staff of St Bede's College where she taught until May 2018. For most of this time, she held the senior position of Head of Faculty Arts. Through such long service at the College, she has had a deep impact on the musical and cultural lives of many boys. Rachael is an enthusiastic musician and a member of the Jubilate Singers. Before her appointment as Kaihautū, she had been NZGSE's Secondary Programme Leader and also shared an earlier role of Manager of Initial Teacher Education.

Melissa Himin BSc(Hons) (*Lincoln*), GDipT
Relief Tutor

Mel is an NZGSE graduate who started her teaching career at Shirley Boys' High School in 2009. She taught mathematics in her first year and then swapped to science subjects, achieving rapid promotion to the position of Head of the Science Department with a staff of 15 teachers. Mel joined the NZGSE staff at the start of 2013, and was first promoted to Secondary Programme Leader, and then to Manager of Initial Teacher Education. She later stepped away from NZGSE to raise her family.

Kevin Knight MNZM, JP, BSc, DipEd (*Cant*), MEd, PGDipEdPs (*Otago*), PhD (*Monash*), DipTchg (*NZDE*)
Manahautū
Member of NZGSE's Board of Directors
Member of NZGSE's Advisory Board

Kevin is a founder of NZGSE and a highly experienced teacher educator. He entered the education service as a secondary mathematics teacher and taught in secondary schools in New Zealand and Australia. He has been a secondary school principal. Kevin is also an educational psychologist and practised in Gisborne and Christchurch before working as a college of education lecturer for five years. Kevin is the developer of the *8People* model of teacher practice, and he is in high demand throughout New Zealand and Australia for his expertise in classroom behaviour management, mentoring and teacher appraisal. He was a member of the former New Zealand Teachers Council. He is co-author of *Training Teachers Properly*: a book ready for publication. Kevin was appointed as a Member of the New Zealand Order of Merit, for services to education, in the 2020 Queen's Birthday Honours.

Helena McAlister BA, MEd (*Cant*), DipTePinakitanga (*TWoA*), GDipT (*NZGSE*)
Kaihautū

Ngāti Tūwharetoa, Ngāti Awa and Ngai Tai. With Māori, Samoan and European ancestry, Helena embodies the diversity that is modern New Zealand. Her strong knowledge of te reo Māori enhanced her teaching at Elmwood Normal School and Te Waka Unua School, where she was the senior teacher of the bilingual class. Helena's Master of Education degree is in Māori immersion and bilingual teaching. In addition to her work with interns, she is conducting doctoral research on te reo Māori acquisition through The University of Auckland. She joined the primary team of tutors at NZGSE at the start of 2018, and was promoted to Kaihautū from the start of 2022.

Lee Parkinson HND (*SEME*)
Chair of NZGSE's Advisory Board

Lee first became involved with NZGSE in 2020 through his former role as a Strategic Partner at Strategy Creative. He now chairs NZGSE's Advisory Board. After 20 years in the British Army, Lee embarked on a career in sales and marketing on the client side, followed by a move to the agency side. His long and diverse career has included CEO of Hyperactive, Founder of TOUCHCAST / NEXT, Member of the Science and Society Reference Group for the NZ Government's Science and Society Project, Board Member of the Wellington Zoo Trust, and leadership roles in several other strategic agencies. Lee is a professional member of the Association of Professional Futurists (APF) and a Professor of Practice at the University of Canterbury.

Caro Searell BTchLn (*CCE*), MEd (*Cant*), TTC (*NZDE*)

Tutor

Caro's extensive teaching career has spanned more than four decades. She has taught in eight different Canterbury schools, and is best known for her 17 years as Team Leader of the Senior School (Years 4, 5 & 6) at Elmwood Normal School. Her passion for teaching, and her interest in research, shape the approach to her work with school children and in supporting teachers-in-training. She has been a frequent supervising teacher for NZGSE primary interns. Caro has a particular interest in the importance of leadership and in how relational trust is the key to its success.

Regan Stokes BA, MMIL (*Cant*), MMLE (*TWoA*), GDipT (*NZGSE*)

Adjunct Tutor

Ngāi Te Rangi. Regan was formerly Head of Te Reo Māori at Hagley College, and now works as a consultant in te reo Māori me ōna tikanga. He is a Registered Professional Translator and Interpreter of Te Reo Māori. Regan teaches te reo Māori to both primary and secondary interns at NZGSE. He is also a member of NZGSE's Wānanga, formed to debate and develop the expression of tikanga Māori and te reo Māori at NZGSE.

Ginnie Thorne BEd, DipT (*Massey*), MDramaEd (*Griffith*)

Adjunct Tutor

Ginnie is NZGSE's longest-serving adjunct tutor and teaches primary interns about the teaching of Dance and Drama. She is a Dance and Drama teacher at St Andrew's College, and has produced and directed many Middle School and Preparatory School productions there.

Elizabeth Wilson BA(Hons) (*Cant*), MSpecTchg (*Massey*), CELTA, GDipT (*NZGSE*)

Adjunct Tutor

Lizzy began her teaching career as a teacher as teacher of English, and as teacher-in-charge of ESOL, at Shirley Boys' High School. She added the role of Director of Gifted and Talented to her work, and since 2022 she has been the Learning Support Coordinator there. Lizzy has a special interest in educational equity for neurodiverse learners. She is also a Ministry of Education PLD Facilitator. Lizzy has recently commenced doctoral studies at Massey University. She contributes to the teaching for NZGSE's learning support practicum.

TERMS

- The Manahautū is the chief executive for NZGSE.
- The Kaihautū are both deputy chief executives for NZGSE.
- A Kaiarataki is a specialist teacher educator.
- Adjunct tutors are tutors who are engaged on a part-time basis to contribute to the teaching at NZGSE – especially in curriculum areas. Adjunct tutors are usually employed at schools or other organisations.
- Adjunct researchers contribute to NZGSE's research projects.
- Relief tutors are tutors who contribute to teaching at NZGSE on an occasional basis.

This sheet explains the six entry criteria you must meet to be considered for a teacher training programme at NZGSE.

1. Have a suitable academic background

As the name implies, New Zealand Graduate School of Education trains *graduates* as teachers. This means that you must have a degree to be considered for entry to one of our programmes.

An applicant for the secondary programme must have papers to at least 300 level in a teaching subject appropriate to the secondary school curriculum. (Applicants who wish to teach a technology subject in a secondary school, and who do not meet the requirement to have a degree plus 300 level papers, should contact us to discuss their qualifications.)

If you have an overseas degree, you may need to arrange for the New Zealand Qualifications Authority (NZQA) to assess your qualification before we process your application.

2. Be competent at communicating in English

Competency in English is an important selection criterion, even for applicants who speak English as their first language. Mastery of spoken and written English is imperative for any person working in New Zealand schools. NZGSE conducts its own English assessment at the time of an applicant's interview.

The Teaching Council has a requirement regarding applicants' experience of English in educational settings, and we include this rule in our selection process. For most New Zealanders, the requirement is automatically met through their previous schooling and tertiary study. Check through the Teaching Council's fine print below to see which category – from 'a' to 'k' – applies to you.

- a) New Zealand University Entrance literacy credits at either NCEA level 2 or 3;
- b) New Zealand University Entrance;
- c) New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of the current University Entrance;
- d) International Baccalaureate full diploma in English medium (24 points minimum)
- e) Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements;
- f) All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- g) Six years of education comprising secondary schooling to at least Year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- h) Awarded a Bachelor's degree (with or without Honours, Master's degree or other qualification at NZQF Level 7 or above which took two or more years of full-time study to complete, *and*
 - a. was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentation, secondary, and supervisory meetings, *and*
 - b. the qualification was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa;
- i) Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA);
- j) Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL);
- k) Achieved an outcome in one of the approved tests which is equivalent to or better than those specified (see table below) within the past two years:

If you don't fit into any of the categories 'a' to 'k', then you will need to do apply under category 'k', and do an extra English language assessment. The Teaching Council lists these as options, together with the results you would need to achieve.

Test	Listening	Reading	Writing	Speaking	Overall Mark (in one test)
Cambridge English exams C2 Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams B2 First (FCE)	minimum of 185	minimum of 185	minimum of 185	minimum of 185	minimum of 185
International English Language Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language Proficiency Ratings (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	65	65	65	65	65
TOEFL Internet-based test (iBT)	24	24	27	23	minimum of 94
Trinity ISE III (3)	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit

The Teaching Council will consider a written exemption request from NZGSE for **exceptional** cases where **none** of the approved evidence of English language competency can be provided, but there is other evidence of a very high standard of English language competency.

3. Be of good character

We need to be reassured that you are a person of good character. On the application form, you are asked to provide the names and contact details of two referees who can confirm that you are a person of good character. We will also form our own impression if you are shortlisted for an interview. Here are some factors we consider.

Respect for others

We are wanting people who show respect for others, respect for New Zealand's cultural and social values, and respect for other people's views.

Law abiding

Teachers are role models for young people and need to respect the law. We ask you to declare, in your application, any convictions or pending court cases. We also conduct a New Zealand police check later in the enrolment process.

Trustworthy

We are wanting people who have a track record of being reliable, trustworthy and honest.

Caring

We are wanting those who will nurture and care for young people.

4. Be fit to be a teacher

We need to be reassured that you are physically and mentally fit to carry out a teaching role safely and competently.

Physically fit

It may not appear to be, but teaching is a physically demanding job. Whether it is being on your feet much of the day, going up and down stairs, or taking fitness sessions for school students, teachers need to be physically fit. We ask you to declare, in your application, any matters that may impact on your ability to manage the physical aspects of the job.

Mentally fit

The stress of teaching can expose or trigger mental illness. As with physical fitness, we ask you to declare, in your application, any matters related to mental illness that may impact on your ability to do the job. Depression is the most common mental condition. If you have experienced depression before, it is imperative that we know.

Part of the application process is to complete a *Fitness to Teach Declaration*. If you have a physical or mental condition that is well managed, so that it will not impact on your ability to be a teacher, we ask that you explain how it is managed. At NZGSE, we are aware of our obligations not to contravene the Human Rights Act 1993 by unlawfully discriminating against applicants.

5. Be suitable to be a teacher

Teaching is not for everyone. It requires resilience, commitment, patience, enthusiasm, assertiveness, cooperative skills and a willingness to learn. At NZGSE we are very careful to select applicants who will cope with our challenging programme and have personalities suitable for teaching. Your referees' opinions, and our own views from interview, are used to assess your suitability for teaching.

6. Be employable

An applicant may meet all of the previous criteria yet have a low likelihood of employment upon completing the programme. For example, this may occur for a secondary graduate with teaching subjects not currently required by schools. NZGSE may decline an application when we consider a person has a low chance of employment. We consider it unethical to train people in these circumstances.

WHAT DO I PUT IN THE APPLICATION?

You need to fill out an application form containing basic facts about yourself, and complete the *Fitness to Teach Declaration*. (If you are not a NZ or Australian citizen, or do not have NZ residence, you will need to fill out the application form for international students.)

The application form specifically asks you to supply some additional information on separate sheets. You should also attach any additional material that will strengthen your chance of acceptance into the programme. What you include is up to you but here are some suggestions:

- cultural, sporting and recreational interests that demonstrate your commitment to success or show that you have additional skills that would be useful in teaching
- experience with children and young people such as youth leadership in clubs
- teaching experience such as university tutoring or private tutoring of school students
- prizes, awards and scholarships you have won, and any research experience

The application form asks you to send us a copy of your academic transcript. For processing your application, this can be a photocopy or a scanned copy of your academic transcript, or it can be a printout from your university or tertiary provider's website. If you are waiting for university results to confirm that your degree is completed, you should explain this because these subjects will not appear on your academic transcript.

Please attach a current passport-sized photograph of yourself to the bottom right corner of the application form. It does not have to be an actual passport photo – you are allowed to smile!

FORMAL EVIDENCE OF QUALIFICATIONS

If your application is successful, before we can confirm your enrolment, you need to provide us formal evidence of your academic record. There are several ways you can do this.

- Give or post us an original official academic transcript.
- Show us in person an original official academic transcript, and we will take a photocopy of it, and you can keep the original.
- Give or post us a certified copy of your academic transcript.
- Login, in front of us, to your university or tertiary provider's EQuals site and show us your academic record. And provide us a printout of what we are seeing.
- Give or post us a certified copy of your academic record as seen on your university or tertiary provider's EQuals site.

MEETING BEFORE YOU APPLY

If you are thinking about applying, but have some questions, then ring 03 377 8390 or email office@nzgse.ac.nz. We would encourage you to make a time to come in and meet an NZGSE staff member. You can learn more about our programmes, look around, and have your questions answered in person.

APPLICATION CHECKLIST

Makes sure that you have all the parts of your application before you send it to us:

- Application form
- Fitness to Teach Declaration
- Formal evidence of qualifications
- Additional information in support of your application
- Photograph.

WHERE DO I SEND MY APPLICATION?

Post or courier your completed application to:

New Zealand Graduate School of Education
PO Box 36625
Merivale
Christchurch 8146
New Zealand

or hand deliver it to the reception at:

First floor, 826 Colombo Street, Christchurch

or scan and email it to:

office@nzgse.ac.nz

WHAT IS THE CLOSING DATE?

The closing date for applications for the **22 July 2024** intake is **18 June 2024**.

THE STEPS

Step 1: Acknowledgement

When we receive an application we send an acknowledgement letter. The information in your application is then considered. We do not usually wait for the closing date and tend to process applications as they arrive. Applications are processed throughout the year, even though there are just two intakes – January/February and July.

Step 2: Academic Background and English Language

This step considers whether you are likely to:

- Have a suitable academic background
- Be competent at communicating in English.

If it appears that you are, then your application proceeds to the next step. If not, we will send you a rejection letter explaining what aspects of your academic background, or competency at communicating in English, you have not met.

Step 3: Shortlisting for interview

The Tertiary Education Commission sets strict limits on the number of teacher interns that NZGSE can train. Based on previous application rates, it is likely that we will only be able to accept around 70% of our applicants. Step 3 is a shortlisting procedure.

The shortlisting process considers whether it is likely that you would:

- Be of good character
- Be fit to be a teacher
- Be suitable to be a teacher
- Be employable.

This is done by examining the written information provided by you, and we may choose to contact one or both of your referees at this time. When we contact a referee, it will be by telephone.

If you are shortlisted, you will be invited to an interview. If you are not included on the shortlist for interview, then we will send you a rejection letter. If your application is declined at Step 3, we will identify which of the four criteria concerned us and led us to not include you in the shortlist.

Step 4: Interview

If your application reaches Step 4, you will be invited to a face-to-face interview. Generally, we expect any applicant who is resident in New Zealand to attend an interview in Christchurch. We can be flexible with the timing of interviews to allow applicants to take advantage of cheap airfares that may be on offer. If you are unable to attend an interview in Christchurch, alternative arrangements will be made to interview you in another centre, or in another way.

When you attend the interview, you will also be required to complete a literacy assessment and a numeracy assessment.

No one is accepted into the NZGSE programme without an interview.

At the end of the interview you will be given a date by which you can expect to hear the outcome of your application.

Step 5: Final decision

All the information is brought together from your application, the interview and the referees' comments. We may contact one or both of your referees at this time. Occasionally, we may choose not to speak to any referee or may ask you to provide additional referees. Their comments are especially important in determining your suitability to be a teacher.

The selection team then makes a decision and will send you a letter with the result. If you are unsuccessful, the letter will explain why. It is NZGSE's practice to give reasons to unsuccessful applicants explaining why their application has been unsuccessful. These applicants may not agree with our view, but they will know what we based our decision on.

Some applicants may receive the disappointing news that their application has been unsuccessful because of limited places on our programme. In these circumstances we may simply say that we preferred other applicants and offer no other reason. For some secondary applicants, we may say that we could not overload particular subject areas for which employment prospects are not strong. These two categories of applicants may feel some consolation to know that we considered them suitable applicants to be on our programme.

ENROLMENT

Your letter of offer will include an Acceptance Form for you to sign and return to us. Once we have received this form for you there will be a contractual arrangement between you and NZGSE.

The offer may lapse if it is not accepted within 7 working days of the date of your Letter of Offer, and your place may be offered to another applicant. If you do not wish to accept the offer of a place on the programme we ask that you write back and tell us that.

Enrolment, itself, is a simple process that takes place on the first day of the programme.

WHAT HAPPENS IF I WITHDRAW LATER ON?

The Education and Training Act 2020 covers the situation of withdrawing within 7 days of the start of the programme. If you do this, you are entitled under the Act to a refund of all tuition fees, except 10% or \$500, whichever ever is the lesser.

If you withdraw after 7 days, no refund is due. However, in keeping with NZGSE's policy of charging fees by the term, if you have paid for any terms beyond the current term, we will refund any money held in trust in your name.

primary and secondary teacher training programmes

INTERNS WHO ARE DOMESTIC STUDENTS

New Zealand and Australian citizens, and those who have been granted residence, are called ‘domestic students’. They qualify for an Equivalent Full-Time Student (EFTS) subsidy from the Tertiary Education Commission, and this allows NZGSE to charge them a lower fee than the fee that international students pay.

For the July 2024 intake at NZGSE, the tuition fees for domestic students are:

Primary:	For the whole Postgraduate Diploma in Teaching (Primary)	\$11,031
Secondary:	For the whole Postgraduate Diploma in Teaching (Secondary)	\$8,540

(The fee for the Primary programme is higher because it a longer programme: 155 credits for Primary rather than 120 credits for the Secondary programme.)

NZGSE charges tuition fees for domestic students in two ‘portions’.

INTERNS WHO ARE INTERNATIONAL STUDENTS

Government Immigration regulations require that international students pay their fees in full and in advance. For the July 2024 intake, the tuition fees for international students are:

Primary:	\$32,600
Secondary:	\$26,100

FLEXIBLE PROGRAMME LENGTH

NZGSE has always operated a flexible programme length for its teacher training programmes. Completing a programme one term early is a realistic goal for interns who work hard and succeed in acquiring teacher competencies quickly. And taking a little longer to complete a programme can ensure fluency in teacher skills, and a successful start to a teaching career.

With the former graduate diplomas in teaching, the programme structure allowed NZGSE to reduce tuition fees for early finishers, and to charge more for late finishers. But the programme structure of the postgraduate diplomas does not allow this. The postgraduate diplomas are divided into separate components which attract their own fee. As all interns need to complete all components for their respective programme – primary or secondary – early finishers, late finishers and those who take the standard time to complete, all pay the same tuition fees.

Early finishers are employed as teachers sooner and are making money, perhaps a term earlier than others on the programme. From our experience, early finishers win teaching jobs very quickly, and are often teaching within days of completing their programmes.

Late finishers who take up to an extra term to complete their programme, are granted an automatic extension of time. No additional tuition fees are charged for them, unless they have failed a component.

OTHER COSTS

1. Police vetting Fee: A one-off fee of \$10 is payable at enrolment.
2. Key bond: \$10, refundable at end of programme
3. Administration Fee: \$60 is charged each term to cover certain incidental costs.
4. First Aid: A one-off course fee of \$150, if course required.
5. You should allow \$500 per term to cover books, travel to schools, photocopying, printing and other activities.

FEES PROTECTION

NZQA requires that all private training establishments have a fees protection scheme to protect students' fees in the event of their provider's financial or educational default. NZGSE operates a scheme through the Public Trust whereby all our fees are paid into the Trust. The Trust then progressively releases this money to us.

FINANCIAL ASSISTANCE

NZGSE interns have the same access to the student support provisions – such as Student Loans – as those training to be teachers at state tertiary providers. See www.studylink.govt.nz for details. NZGSE teacher interns are eligible to apply for scholarships the government may offer, for example in targeted secondary subjects. See www.teachnz.govt.nz

FREQUENTLY ASKED QUESTIONS

Here are answers to some frequently asked questions about New Zealand Graduate School of Education and its teacher training programmes.

What sort of organisation is NZGSE?

NZGSE is a Private Training Establishment. Using official language:

New Zealand Graduate School of Education is registered by the New Zealand Qualifications Authority as a Private Training Establishment under the provisions of the Education and Training Act 2020 and its subsequent amendments.

This means that NZGSE has gone through a rigorous evaluation by the New Zealand Qualifications Authority (NZQA) to confirm that it has the staff, facilities and quality management system necessary to be a training establishment. Speaking legally, NZGSE is a limited liability company – New Zealand Graduate School Education Limited.

Who is behind NZGSE?

NZGSE has no mystery backer and we are not driven by any unusual philosophy. The venture was an initiative of the three original directors – Lois Chick, Kevin Knight and John Langley – to meet a need in teacher education for a high quality alternative to the universities and colleges of education. Lois Chick and Kevin Knight are now the only shareholders of New Zealand Graduate School of Education Limited and each person has an equal shareholding.

Is NZGSE's teacher training programme approved?

Yes. NZGSE's Postgraduate Diploma in Teaching (Primary) and Postgraduate Diploma in Teaching (Secondary) programmes are fully approved by the Teaching Council of Aotearoa New Zealand and the New Zealand Qualifications Authority (NZQA).

These programmes are approved by the New Zealand Qualifications Authority under the provisions of the Education and Training Act 2020, and New Zealand Graduate School of Education is accredited to offer them.

Can I get registered as a teacher with NZGSE's qualification?

Yes. NZGSE's Postgraduate Diploma in Teaching (Primary) and Postgraduate Diploma in Teaching (Secondary) teaching have been approved by the Teaching Council of Aotearoa New Zealand - the organisation that registers teachers.

Can I get a Student Loan if I do the NZGSE programme?

As mentioned on the Fees sheet, NZGSE teacher interns have the same access to the student support provisions – such as Student Loans– as do students training to be teachers at state tertiary providers. See www.studylink.govt.nz for details.

How good is NZGSE?

NZGSE is subject to external evaluation and review (EER) by NZQA. This is the outcome of the most recent EER.

New Zealand Graduate School of Education is a **Category 1** provider.

NZGSE is **Highly Confident** in educational performance.

NZGSE is **Confident** in capability in self-assessment.

Can teacher interns at NZGSE receive a TeachNZ Scholarship?

Yes. NZGSE teacher interns are eligible to apply for any scholarships that may be offered by TeachNZ.

Will I get a teaching job with a diploma from NZGSE?

Schools make their own decision about who they will employ. What we can tell you is that graduates from NZGSE have been very successful at winning jobs in Christchurch and around New Zealand. Principals and boards of trustees are impressed by teachers who have strong practical skills and graduates from our programme will have spent two thirds of their training time in schools.

Can I teach overseas with a diploma from NZGSE?

Every country has its own rules about who can teach in its schools. If you want to teach overseas you will need to apply to the relevant department or registration board in the country you wish to teach in. The value of NZQA accreditation is that if an overseas agency contacts NZQA to check out your qualification they will be told that the NZGSE diploma is equivalent to one gained at a New Zealand university college of education. Many graduates from NZGSE have won positions overseas.

Is a police check required by NZGSE?

NZGSE carries out a police check on all successful applicants, and the Teaching Council does a further police check on every person who applies for registration as a teacher. Any person with a criminal conviction will have great difficulty being acceptable to the teaching profession. All enrolments at NZGSE are provisional until we have received and processed the responses from the Police.