At the University of Waikato, we are punching above our weight. Our postgraduate and higher degree students benefit from academic challenge, professional support, and research opportunities that equip them to take on the world – as academics, researchers and business leaders.

In the last national grading, Waikato was ranked No.1 in the country in 10 subjects, including Accounting and Finance, Chemistry, Communications, Computer Science, Ecology, Education, Management, Biology, Music and Mathematics. Our graduates are sought after around the globe.

Waikato offers world class academics, industry partnerships, commercialisation of research, mentoring, and international connectedness – plus it’s a great place to live.

Choose the University of Waikato – the university representing the best of New Zealand.

There’s no stopping you
E kore e taea te aukati i a koe

For more information freephone 0800 WAIKATO or visit waikato.ac.nz
From the Vice-Chancellor

From beginnings in Melville as the Hamilton Teachers’ College, to the highly respected teaching and research organisation you see before you today, the Faculty of Education has impacted on hundreds of thousands of lives in this country.

It is a major contributor to the nation’s education sector – as evidenced by the number of graduates who are now teaching young New Zealanders, and by the amount of research work the Government asks the Faculty to carry out. The Faculty of Education helps shape the way we teach and learn in the classroom, and it is now regarded by schools and government as the number one teacher education institution in the country.

Alumni will rightly feel proud to have been educated at such an innovative, progressive and outstanding facility, and I encourage all alumni to stay in touch with us as the University of Waikato works toward celebrating 50 years in 2014.

I would like to thank those who have shown great leadership in the Dean’s role during the first 50 years – John Allan (1960-1979); Bob Wright (1980-1983); John Ross (1984-1988); Charmaine Pountney (1989-1992); Noeline Alcorn (1992-2007), and Alister Jones (2007-).

My thanks also go to the Faculty of Education staff who have contributed to the success of this important part of Waikato University. We are very proud of what you have achieved and congratulate you on achieving this important milestone.

Professor Roy Crawford – Vice-Chancellor
University of Waikato

From the Dean

Since that day 50 years ago when Hamilton Teachers’ College opened its doors, we did things differently from other teacher training colleges. With no fences between the College and the new Waikato University we quickly learnt how to share knowledge, research and expertise, and it was only a matter of time before the formal merger of Hamilton Teachers’ College and the University of Waikato took place.

The merger brought the University’s Department of Education Studies, which was responsible for degree programmes in the areas of history, philosophy, psychology and sociology of education, into the new School of Education to sit alongside curriculum subjects, pedagogy and professional practice. It was deemed radical at the time but we were leading the way for others to follow.

That was just the start of many innovative firsts. We were the first to offer early childhood qualifications and distance education programmes, like our Mixed Media Programme (MMP) which serves people all over New Zealand, particularly in remote rural areas, and overseas. Our masters, PhD and EdD degrees also broke new ground.

We were quick to recognise that many traditional technology teachers were approaching retirement and so introduced new technology graduate qualifications, and during the past 50 years we’ve introduced a range of innovative initiatives in Māori medium teacher education, including bilingual classes and schools, kura kaupapa Māori and wharekura.

There were just seven Māori students in the first 170-strong student intake in 1960; 10 years later that number had risen to 45 out of 427. By late 2010, 428 of our student intake in teacher education identified as New Zealand Māori.

The Faculty of Education is now the biggest faculty on campus. We have more than 400 staff and more than 4000 students, including Pathways College.

Our research is relevant to classroom learning and through the Wilf Malcolm Institute for Educational Research we have a strong research infrastructure across the whole Faculty. External research funding totals $15 million a year. But we’re ever mindful that we cannot be complacent. Across the three interconnected disciplines of teaching, research and professional learning we’re always looking for ways to do better.

To that end, we are strengthening our international links. Earlier this year I signed a Memorandum of Understanding between Waikato University and the London Institute of Education. This will result in enhanced staff and research exchanges, joint research projects and possible student exchanges. I am also negotiating with Kings College London and Monash University in Australia to set up an international masters programme in education. We also have working relationships with the University of Pennsylvania and Chapman University in California.

My predecessors worked tirelessly to create this wonderful culture we now have in the Faculty of Education. We will continue to build on their 50 years of good works and will look to find new ways to get better results for New Zealand’s economic and cultural futures.

Professor Alister Jones – Dean
Faculty of Education
There will be no fence!

Today’s Faculty of Education is one of seven schools/faculties that make up the University of Waikato, but without teacher education, the University itself might never have come into existence.

It was the serious shortage of teachers in the 1950s that prompted the government to consider plans for a teachers’ college in the Waikato region. And where there was a teachers’ college, there needed to be a university to give students access to undergraduate courses.

Initially, that task fell to Auckland University, which agreed, albeit with some reluctance, to offer two subjects – English and history – in the Waikato outpost.

In February 1960, Hamilton Teachers’ College opened its doors in its temporary home in what would become Melville High School. Right up to the last moment, the new principal, John Allan, and his 12 staff were sweeping sawdust and wood shavings off the floor before the first intake of students arrived. A month later the Branch University moved in upstairs from the Teachers’ College.

“IT was a very interesting but exhausting time,” Mr Allan recalls. “I had so many balls in the air I sometimes wondered how to keep them going. I was keen to create a qualification that teachers could be proud of, and I wanted the Teachers’ College to become somewhere where teachers could go to fulfil their professional needs at any stage. And I was desperately keen to get the length of training increased from two years.”

He was also tasked with developing links with the new University – something that had never previously been achieved in New Zealand. Thrown together by circumstance, the Teachers’ College and fledgling University shared facilities, including a staffroom, and also combined forces in planning a new joint campus on farmland at Hillcrest. It was the start of what was to prove a most fruitful relationship.

“The idea of co-location came as a bit of a shock to the education community,” says Mr Allan. “It was the first time anything like this had been tried, so we were quite unique.”

In 1964, the two institutions moved to their new home. The Hamilton Teachers’ College buildings dominated the new campus; Waikato University, now an institution in its own right with six lecturers, was housed in a smaller building, now A Block.

There were some who feared the Teachers’ College, with its larger numbers of students, would overwhelm the University. “When I arrived in 1964, the idea was promoted that University students should wear gowns to differentiate them from teaching...”
Founding student played at official opening

Among the 170-strong first intake to the new Hamilton Teachers’ College in 1960 was Alison Crawford (nee Smith) from Putaruru. She was one of the nearly 60 Teachers’ College students who signed up for the first university courses to be offered, in English and history.

“Lectures were held after teaching college hours in the late afternoons,” she recalls. “We had great lecturers. The following year they brought up a whole lot of joint committees, and I remember the student magazine Nexus did a story about committees and wondered what on earth went on in a ‘joint’ committee – the implication was that we were all sitting around smoking joints!”

An accomplished pianist, Alison was chosen to play for the official opening of the Teachers’ College in June 1960. “I'll always remember it,” she says. “I'd climbed Mt Te Aroha a few days before and had terrible blisters on my feet so I couldn’t wear proper shoes. It made it very awkward climbing up onto the podium where the grand piano was!”

One of her first teaching sections was at Hillcrest Primary, where she remembers bringing in an unusual teaching aid. “Our family had a stuffed kiwi which provided the focus for a fantastic science lesson. Not many people had touched a kiwi in those days!”

In 1962, instead of doing a probationary year Alison was one of a small number of students offered funding for a third year at Auckland University to complete her BA. “It seemed like we were actually being paid to go to university!” she says. “We did two short teaching sections that year, around our university study.”

On graduation, Alison took up a teaching post at Wesley Intermediate in Auckland, before heading overseas. She still keeps her hand in with casual teaching in Sydney, where she has lived since the mid-1970s.

... I remember the student magazine Nexus did a story about committees and wondered what on earth went on in a ‘joint’ committee ...

Among the 170-strong first intake to the new Hamilton Teachers’ College in 1960 was Alison Crawford (nee Smith) from Putaruru. She was one of the nearly 60 Teachers’ College students who signed up for the first university courses to be offered, in English and history.

“Lectures were held after teaching college hours in the late afternoons,” she recalls. “We had great lecturers. The following year they brought up a whole lot of joint committees, and I remember the student magazine Nexus did a story about committees and wondered what on earth went on in a ‘joint’ committee – the implication was that we were all sitting around smoking joints!”

An accomplished pianist, Alison was chosen to play for the official opening of the Teachers’ College in June 1960. “I'll always remember it,” she says. “I'd climbed Mt Te Aroha a few days before and had terrible blisters on my feet so I couldn’t wear proper shoes. It made it very awkward climbing up onto the podium where the grand piano was!”

One of her first teaching sections was at Hillcrest Primary, where she remembers bringing in an unusual teaching aid. “Our family had a stuffed kiwi which provided the focus for a fantastic science lesson. Not many people had touched a kiwi in those days!”

In 1962, instead of doing a probationary year Alison was one of a small number of students offered funding for a third year at Auckland University to complete her BA. “It seemed like we were actually being paid to go to university!” she says. “We did two short teaching sections that year, around our university study.”

On graduation, Alison took up a teaching post at Wesley Intermediate in Auckland, before heading overseas. She still keeps her hand in with casual teaching in Sydney, where she has lived since the mid-1970s.
Joining forces in Hamilton

With no fence between the two institutions and a tradition of collegial co-operation in developing joint programmes, it was only a matter of time before the formal merger of Hamilton Teachers’ College and the University of Waikato took place.

But first government thinking needed to catch up. The introduction of tertiary reforms in 1989 made teachers’ colleges self-managing and removed the last obstacle to a merger. A year later the country’s newest university and Hamilton Teachers’ College took a pioneering step in announcing their formal amalgamation.

“I was very impressed with this structure,” says Professor Malcolm. “It was like a paper company which enabled the two institutions to work together. Principal John Allan and Professor Peter Freyberg played key roles in this development.”

The merger brought the University’s Department of Education Studies, which was responsible for degree programmes in the areas of history, philosophy, psychology and sociology of education, into the new School of Education to sit alongside curriculum subjects, pedagogy and professional practice.

There were no redundancies, thanks to some clever reassignments, and throughout the process there was extensive consultation both within the two institutions and across the wider community, ably facilitated by the University’s Professor Ian McLaren and Associate Principal Alan Hall from the Teachers’ College.

That consultation process, says Ms Pountney, was crucial to the success of the enterprise. “It began with the Teachers’ College opening over a weekend and inviting everyone in the region to come in and contribute ideas. People who couldn’t come sent in submissions; one school sent in a big mural about what makes a good teacher.”

One of the strong themes to emerge was the need for even closer co-operation between the two institutions, she says. “So we knew we had a good base of community as well as professional support.”

The advantages of the merger to the Teachers’ College were clear. Says Professor Malcolm: “There was no question that the merger would enhance the academic recognition of teaching qualifications. And there was no question that the University could support and encourage the development of research depth in teaching college staff.”

The University stood to gain too. The Teachers’ College brought with it a strong community outreach base in the region, particularly among Māori, and among schools, early childhood centres and teacher advisory services.

It was also a significant financial asset, says Ms Pountney: “We brought in per annum approximately $8 million plus $4 million in research funding, including $2 million from a national Early Childhood Education research project alone.”

Over the next 20 years, Waikato was to reap the rewards for its far-sightedness and willingness to innovate. The amalgamated School of Education, Te Kura Toi Tangata, went on to develop an excellent reputation in both research and teaching, and is currently number one in New Zealand for education according to the government’s research rankings.
In the 1990s, Waikato University had a teaching outpost in Rotorua that offered a secondary teacher education programme, but the then Vice-Chancellor, Bryan Gould, felt Waikato needed a presence in Tauranga.

In 1999 Waikato offered its first programme there – the three-year Bachelor of Teaching (primary) aimed at mature students who weren't able to travel to Hamilton. Thirty students enrolled in that first degree and the teaching staff travelled 'over the hill' from Hamilton. The decision was soon made to move the Rotorua programme to Tauranga, which enabled Waikato to offer secondary teacher education in Tauranga too.

By 2010, there were 265 students enrolled in a variety of education qualifications in the Bay of Plenty, from early childhood to PhDs with the Faculty also offering Pathways education to prepare people for university study and community education – short-term or one-off courses in a variety of subjects.

With a School Support Services branch also in Tauranga, Waikato is having a major influence on teaching and teacher education. Staff there offer assistance and advice to teachers, Boards of Trustees, provisionally registered teachers, returning teachers and school staff and principals. A strong team of Māori advisers provides support in kura and bilingual schools.

“Education has accounted for the majority of Waikato’s Tauranga students for a long time,” says former Dean Professor Noeline Alcorn.

“It’s probably fair to say Waikato’s Tauranga students for a long time, addition...”

By 2010, there were 265 students enrolled in a variety of education qualifications in the Bay of Plenty, from early childhood to PhDs with the Faculty also offering Pathways education to prepare people for university study and community education – short-term or one-off courses in a variety of subjects.

With a School Support Services branch also in Tauranga, Waikato is having a major influence on teaching and teacher education. Staff there offer assistance and advice to teachers, Boards of Trustees, provisionally registered teachers, returning teachers and school staff and principals. A strong team of Māori advisers provides support in kura and bilingual schools.

“Education has accounted for the majority of Waikato’s Tauranga students for a long time,” says former Dean Professor Noeline Alcorn.

One two-year study is looking at the best ways to integrate arts into the curriculum, making it an integral feature of motivation, engagement and learning. Three schools, Omanu, St Thomas More and Welcome Bay, are taking part and the results are encouraging says current Faculty Dean Professor Alister Jones. “It’s interesting to see how the arts – that’s fine arts, music and drama – can be an effective vehicle through which to explore or kick off a topic because of arts' multiple pathways and possibilities.”

Other studies in the region are looking at culturally responsive pedagogy in primary science classrooms. Faculty staff are leading a junior Cafe Scientifique programme in two Bay of Plenty high schools, and another study is looking at the changing face of kindergartens in the current early childhood education environment.

“In the early days it was pretty tough on staff working in Tauranga,” says Professor Alcorn. “There weren't many of them, so they felt quite isolated and they were required to develop research and do a lot of pastoral care. But we've gone from strength to strength, and it's likely students studying in Tauranga will remain in the region once they've qualified, adding to a rich and growing resource of people there.”

CROSSING OVER: In 1960 The Hamilton Teachers’ College was first located in Melville before relocating to its permanent home at the University of Waikato campus in 1964, as seen above.
Faculty's Early Childhood Education leading the way

Research shows that good quality early childhood experiences can reap long-term benefits, and that early childhood teachers are central to that quality.

The Faculty of Education, and, before that, the Teachers’ College, has made a significant contribution to providing high quality early childhood teacher graduates.

When the first early childhood qualification was offered in 1975, the Teachers’ College was overwhelmed with applicants for the two year diploma, taking only one in 12, according to Alan Hall who was the Associate Dean. The Faculty of Education now offers a three-year Bachelor of Teaching in Early Childhood in Hamilton and Tauranga, and a one-year online Graduate Diploma of Teaching in early childhood. Also available, when there is sufficient student demand, is the Ki Taiao three-year degree programme that emphasises Te Reo Māori and a kaupapa Māori approach.

Staff in the Faculty have been influential, nationally and internationally, in early childhood curriculum work and early years research. Research projects that have won external funding have included: transition from early childhood to school, key competencies across time and place, whānau engagement in early childhood curriculum, kaupapa Māori assessment philosophy and approaches, wisdom in early childhood learning and teaching, multimodal literacy in a kindergarten, inquiry-based learning in a childcare centre, and children’s learning in a museum.

In a Waikato-Otago collaboration, professors co-directed the country’s first Marsden Fund research project in early years educational settings, a longitudinal project that culminated in a book entitled Learning in the Making: Disposition and Design in Early Education, published by Sense Publishers in 2010.

Professor Margaret Carr, once a geographer, then a kindergarten teacher and now an academic, was one of the 1981 graduates of the two-year early childhood programme at the Hamilton Teachers’ College. She is now the Director of the Early Years Research Unit at the Faculty of Education. She co-directed the project that developed the national early childhood curriculum, Te Whāriki, with Helen May (formally a member of the early childhood staff at Waikato, and now Professor and Dean of Education at the University of Otago). “It was a huge task,” says Professor Carr, “as we consulted widely among the diverse services providing early childhood at the time. The key framework of principles and strands of outcome were written in Māori as well as in English – they are equivalent rather than translated – and the framework of five strands were unusual: belonging, well-being, exploration, communication and contribution.”

Eleven years later, in 2007, a new New Zealand (school) Curriculum included a parallel five strands of key competency alongside the more traditional learning areas. “We were very pleased about that; it describes a nice curriculum continuity across the sectors, greatly admired in other parts of the world.”

Te Whāriki is world renowned as a curriculum that focuses on relationships, recognises family as a participant in teaching and learning, and highlights the early years of life-long learning. Also developed at the Faculty of Education is a resource of 20 books (Kei tua o te pae, on the Ministry of Education website) on assessment practices for teachers, distributed by the Ministry to all early childhood centres and primary schools.

The book Assessment in Early Childhood Settings: Learning Stories by Professor Carr has been translated into Danish and Japanese, and a translation into Italian is in progress.

“Researching and teaching on policy and practice in the early years is what we do extremely well,” says Professor Carr. “For all of us it’s all about making a difference for young learners and their families – and student teachers.”
Engaging through art

The past 50 years have seen major changes in New Zealand art and art education and this is reflected in the works of Faculty of Education art lecturers.

There have been 18 men and women who have taught and inspired students over the years and most left behind a piece of art as a legacy of their time at Waikato, all now part of the University Collection.

To coincide with the Faculty of Education’s 50th celebrations, current art staffers Graham Price and Donn Ratana put together an exhibition featuring the works of their predecessors.

Mr Ratana says teachers’ colleges in the 1960s and 70s were often places for experimentation while the fine arts schools were still concentrating on more traditional art forms. “Hamilton Teachers’ College helped establish the earliest exhibitions of emerging contemporary Māori art in the 60s and 70s. People like Para Matchitt and John Bevan Ford who worked here at that time.” He says the fact the government was giving good support to art at the time also helped students and artists. “Art was seen as a way to lift children’s interest in school, to get them more engaged in the classroom, and there was a lot of exposure to art and artists.”

Mr Price says many of the subsequent art lecturers had a significant impact on both the national arts and art education scene. “Many of them weren’t just inspired amateurs who had a love of teaching; people like Tom Field, Para Matchitt made considerable impact on the national art scene.”

He says Ted Bracey and Donn Ratana as art practitioners and leaders of curriculum development also changed the way art education was thought of nationally for both Māori and Pakeha generations. “In this exhibition we’re celebrating these former staff through their art and their contribution to art education publication, where they went and what they did post-Waikato and the contributions they made.

“We’ll leave it to viewers to recognise links, if any, between the artists’ own practice and the art pedagogy advocated during their term at Waikato,” says Mr Price. “Certainly their own practice would have been an informing note that would have indirectly affected their interactions with students.” He says being a guide to emergent teachers of art with children has always needed teaching staff who are aware of their own creative practices at whatever level of recognition. “This exhibition celebrates the journey of that shared community.”

Exhibited works came from the extensive University Art Collection with some loaned by the Waikato Museum. The recently appointed curator of the University collection, Karl Chitham, provided further assistance.
Then and now – a comparison

Bruce Rosemergy

Hamilton Teachers’ College:
As foundation students we developed a close and personal relationship with staff. Some contacts have endured for four or five decades. Regular full college assemblies were an important feature of college life. I recall violin and vocal recitals, Dick Lawson’s music appreciation and massed singing sessions, and the rollicking production of Pinocchio for Hamilton schools.

Teacher training: Almost immediately we were posted into schools on an extended observational section. Student teachers entered Waikato schools, which had to cope with the challenges of providing teacher education and adjusting to changes in their staffrooms, classrooms and playgrounds. We began acquiring a new educational lexicon, some of which was totally foreign to us: associate teacher, work plan, school scheme, social mores, cursive writing, crit lesson, playground duty and observational folders, then followed section placements at a range of class levels over the next two years.

Doing assignments: A few basic texts and handbooks reinforced or supplemented lecturer input. In practical terms, a quality associate teacher was invaluable. Our preparedness profited not only from their teaching model and access to their students; we also acquired from them significant resources, schemes, plans, work sheets and ideas.

Technology: Notes and assignments were almost exclusively handwritten on foolscap paper. The use of technology in our training was ‘low tech’ by today’s standards. It was largely confined to audio visual aids such as 16mm films, filmstrips, reel-to-reel tape recorders and Banda or Gestetner duplicators.

Student life: Teachers’ College became an integral part of the Waikato summer and winter sports scene. We also had intercampus tournaments with Auckland, Ardmore and Palmerston North colleges. Sports teams spawned social groups, but so did the student flats. Several of them became iconic in college life, including ‘The Ranch’, ‘The Igloo’ and ‘The Palace’.

Student survival: Like generations of students, we claimed to be destitute. However, today’s trainees would envy the government-funded salary we received. My fortnightly cheque at £11.7s.4d, equivalent to $22.75, was sufficient for my board and modest social life.

Marcia Brown

Faculty of Education: Over the three years we cover all curriculum areas from science, health and physical education to literacy and numeracy. Being in Kākano Rua we also take papers such as Marau and Whāriki, which covers our Te Reo Māori aspects of teaching. In classes today we see different ethnicities, and different learning and teaching methods.

Teacher training: In our first year we had weekly placements for observations and taking lessons. In our second year we only went out on placement when we had to take and teach our lessons mainly in literacy and numeracy. Over the three years we have a total of 18 weeks on practicum, including eight weeks in our final practicum where we cover Years 0-8. During our practicums we observe teachers teaching and using different strategies for behaviour classroom management. We are expected to take small groups for teaching and gradually build up to whole class teaching where we have full control of the class.

Doing assignments: I mostly gather information for my assignments from the course readings and other text books; now with technology we also use Moodle and other online resources such as Te Kete Ipurangi (TKI) and New Zealand Maths.

Technology: We use a lot of technologies from computers to interactive smart boards. The 24-hour room at the Education Library is like a second home, a place to get assignments out and even to hang with friends. We also use a lot of digital cameras to record our journey while we’re on practicum.

Student life: I’ve got only one thing on my mind and that is to get my “tohu” or degree, therefore in my first year I hardly went out to town with my classmates to drink. Instead I was up at the library or working on the next assignments.

Student survival: Living as a student in this day and age is a challenge on its own.

“I’ve got only one thing on my mind and that is to get my “tohu” or degree …”

BRUCE ROSEMERGY: A student from the Hamilton Teachers’ College earliest intake.

MARCIA BROWN: A current student in the Faculty of Education.
Many teachers who went through the University of Waikato’s Faculty of Education have fond memories of the field trips that were part and parcel of their special subject options.

An integral part of teacher education at Waikato from 1981, the field trip took many forms – ranging from back-to-basics camping on Great Barrier Island for the geography students to a tour of Auckland’s art galleries for the art students. There were even occasional trips to more exotic locations, such as Bali and Fiji.

“You name it, they did it,” recalls John Graham, a field trip stalwart and now Associate Dean (Organisation). “The PE students went kayaking down the Whanganui, and even the maths students found a way to create a field trip.”

Mr Graham says the field trips were part of the overall student experience. “It was viewed as an opportunity to put a bit of reality around what the students were studying, and also give them some skills considered useful for teachers. After all, they were more likely to take kids out on field trips if they’d been on one themselves.”

Before the field trip, the students would research a topic – such as the history of whaling or gold mining in the area, or the demography of a region – and then share their findings with the other students on the trip.

Field trips were also an ideal opportunity for other extra-curricular activities, as Mr Graham recalls. “One student we had, Dale, was a complete menace, and when the staff heard he was coming on the field trip to the Coromandel we were dreading it. But then he fell in love with Linda on the bus and saved us all an enormous amount of trouble.”

The pair are still together, and are now both principals in schools within Hamilton.

The advent of the three-year Bachelor of Teaching degree in 1998 marked the beginning of the end for the field trip. “We just didn’t have the scope to include these activities in the shorter qualification,” says Mr Graham, “although we did introduce the Teaching Support Activities (TSA) Programme for a while and managed to continue to offer some field trips.”

The TSA programme gave students the opportunity to try out something new and different, and a week was set aside at the end of the year for activities which included bee-keeping, small boat sailing, windsurfing, pottery, archery and visits to art galleries and marae.

The programme also included an option for students to go out in pairs to remote areas and tutor correspondence school children for a week, to give the parents a break. “The students would give up a week of the teaching recess to go out to these families,” says Mr Graham. “But it was a worthwhile educational experience.”

The demise of the field trip is cause for some regret to Mr Graham. “If I go into a staffroom now, invariably the first thing former students will talk about is the trip to Great Barrier Island,” he says. “I don’t recall them saying that any lecture I gave was really fantastic.”
From diplomas to degrees

Just four years after moving to its new home on the shared Hillcrest campus, Hamilton Teachers’ College had outgrown its facilities. The original buildings had been designed for a two-year primary teaching programme accommodating up to 450 students.

But with the introduction of the new, three-year diploma programme, the student roll took a quantum leap. Crunch time came in 1968 when student numbers doubled to nearly 900. To cope with the expansion, building work continued apace, including a new library.

It also ushered in a period of diversification for the college. “Initially, the focus was on one programme for students who were here for two years,” says Alan Hall, who arrived at the Teachers’ College in 1966 as a relieving lecturer and ended up as Associate Dean.

The new three-year diploma programme was developed in conjunction with the University, and had an innovative twist: selected students could complete a fourth year and graduate with a Bachelor of Education, the first qualification of its kind in New Zealand.

As a professional qualification, the BEd proved a hit. “Practising teachers lined up to complete the degree part-time, so some lectures were repeated late in the day to accommodate them,” recalls Mr Hall.

More options followed in quick succession. One of the first was an Early Childhood Education programme for kindergarten teachers. Introduced in 1973, “Div K” was a two-year programme which was later increased to three years with degree credits.

Besides a one-year primary teaching programme for mature students with appropriate degrees, a similar course was developed for graduates intending to teach in secondary schools. In-service programmes for teachers, and short courses for nursing tutors and Youth Aid officers from the New Zealand Police followed.

Secondary teacher education was brought into the BEd degree framework in 1978. An initiative of Professor Peter Freyberg, the programme delivered conjoint degrees in education and a teaching subject. “The programme was hugely effective for people who could handle the pace,” says Mr Hall. “The graduates were cracking students with relatively mature teaching skills and were keenly sought after.”

In the early 1990s, the by now amalgamated School of Education set about establishing ways to take teacher education to those who weren’t able to come to the University.

“There was a grave shortage of teachers in the Tairawhiti area, so we started running off-campus programmes in Gisborne, Tikitiki and Wairoa,” recalls Mr Hall. “We found we were meeting an untapped demand, which started us thinking about the need for distance delivery. In a way it was another kind of diversification.”

An outpost was set up in Rotorua to offer a programme in secondary teaching; this was ultimately relocated to Tauranga and expanded as part of the University’s push for a presence in the Bay of Plenty.

And in 1997, the first online teacher education programme in New Zealand – the Mixed Media Programme – was launched, which was to prove highly successful. MMP programmes now cover Early Childhood Education, primary and secondary teaching as well as graduate-level study. They cater for students from all over the North Island and even as far afield as Perth.

The late 1990s saw the introduction of the three-year Bachelor of Teaching degree. “It was really forced upon us,” says Mr Hall. “The government moved to three-year funding for teacher education so the qualification was brought in to meet those requirements. But the School of Education struck back by creating a fourth-year honours programme.”

Today, the Faculty offers more than 40 programmes across two campuses, taught in a variety of formats to suit students in varied circumstances at a range of levels.
Making a mark on campus

In November 1987 the then Hamilton Teachers’ College followed in the footsteps of other teacher training colleges around the country in building a marae, following a Department of Education policy change.

Once built, Te Kohinga Mārama Marae provided an area to host educational, cultural and sporting activities, and a space for Māori staff and students. It became a significant component of the Hamilton Teachers’ College campus.

Faculty of Education lecturer Cheri Waititi and Atihana Johns, a past senior lecturer of the Teachers’ College, are reflecting on the Te Kohinga Mārama Marae as they compile a book to be released on the 25th anniversary of the wharenui Te Ao Hurihuri in 2012.

“It’s wonderful writing the history of ‘the house that John built,’” says Ms Waititi, referring to the nickname given to Te Ao Hurihuri due to Atihana Johns’ influence on its purpose, relevance and adornment. “Writing the book is taking us on a journey, showing us that Te Ao Hurihuri is still educating and Te Kohinga Mārama is still enlightening those who visit – which was the purpose of their origin.”

Many people contributed over the time of building. They included the then Waipa Arts Centre Director Rongo Wetere, liberal studies students and tukutuku panel designers.

For many years the marae has hosted graduation ceremonies for University of Waikato students. These ceremonies came about at the request of Māori students from the Teachers’ College, who wanted the traditional graduation ceremony, but performed in a marae setting with appropriate Māori protocol.

Teaching students have also long enjoyed the use of the campus pool, which was built in the mid-60s and was originally used as part of the health and physical education programme to train the teachers how to not only swim but how to teach swimming.

“Training teachers had to be able to jump off the old 10-metre diving board and swim one lap of the 50-metre pool to be able to continue with their teacher training. It didn’t matter what style you had as long as you could get from one end of the pool to the other,” says Ms Waititi.

Returning graduates will be quick to recognise the gymnasium, which was one of the first buildings in the Teachers’ College and still stands today. The assembly hall and auditorium, which could fit 800-plus people and held many revues, Campus Māori Club practices and performances, as well as pōwhiri before the building of the marae, have now been transformed to the University’s Gateway building, hosting the Student Information Centre.
Lifting Māori achievement in schools

Te Kotahitanga is now running in 49 New Zealand secondary schools. The programme is designed to lift Māori achievement and promotes the understanding that Māori students learn better when they have strong caring and learning relationships with their teachers.

The man behind Te Kotahitanga is Russell Bishop, Professor of Māori Education at Waikato. He had identified the centrality of relationships to researching in Māori settings for his PhD and got to thinking that the same concept could be applied in the nation’s classrooms.

“The base for Te Kotahitanga is that culture counts and we’re now getting statistical evidence to show that’s true. The first programme began in 2003 and while it takes seven years or more for any change to be fully embedded, we can report improvements such as pass rates for NCEA, student retention, attendance and positive student learning experiences.”

The programme is funded by the New Zealand Ministry of Education, has attracted some $25 million in external research and development funding over the past seven years and now involves about 42,000 students throughout the North Island.

In Canada, they’re trialling a programme based on Professor Bishop and his team’s work. This project is called the Aboriginal Student Achievement Programme (ASAP), the pilot study of which is going to start soon in British Colombia. Professor Bishop’s work has also been acknowledged by Chapman University in Los Angeles where recently he was presented with the Paulo Freire Democratic Project Social Justice Award to acknowledge his leadership in developing and directing the Te Kotahitanga project.

“We continue to refine Te Kotahitanga as we’ve seen it implemented and as we measure its impact,” says Professor Bishop.

“What we’ve got to focus on is its sustainability and we’ve developed a seven point model that we feel will be the base from which we do that. It means implementing within schools: an unrelenting focus on the end goal; a culturally responsive pedagogy; an institutionisation of the key elements of the reform; distributed leadership; spread for inclusiveness; using evidence for decision making; and taking ownership of the goals and means of addressing the goals of the reform.”

This model will also be used in He Kakano, a new programme rolled out in September 2010 and being delivered in partnership with Te Whare Wānanga o Awanuiārangi in Whakatane. The Ministry of Education has committed $7 million over three years to support school leaders in 100 schools to become culturally responsive in their leadership – leadership that actively takes account of the culture of Māori learners to build relationships that result in achievement success.

“He Kakano works on different skills – it supports conditions within which an effective professional development programme can be established to bring about change in Māori student achievement,” says Professor Bishop.

Overall, the University has become a site of excellence for promoting Māori achievement in mainstream schools through these projects.
Committed to Māori medium education

From its very earliest days, strong links with the regional community were a hallmark of the Hamilton Teachers’ College. However, it would be some years before the intake of Māori students would begin to match the region's demographic.

There were just seven Māori students in the first 170-strong student intake in 1960; 10 years later that number had risen to 45 out of 427. By late 2010, there were 1791 students in teacher education programmes and out of these, 428 identified as New Zealand Māori, making up one-third of the University’s Māori students.

The past 50 years has seen the introduction of a range of innovative initiatives in Māori medium education, including kōhanga reo, bilingual classes and schools, kura kaupapa Māori, wharekura and wānanga. Today the Faculty of Education continues to play an active role in supporting and contributing to these initiatives.

One of the earliest initiatives by the then Hamilton Teachers’ College was the launch in 1974 of a temporary one-year programme to train competent Māori speakers as secondary school teachers. Co-ordinated by Atihana Johns, the programme turned out 36 teachers – the first secondary school teachers to emerge from the college.

In an effort to keep pace with the growth of kōhanga reo, bilingual units and kura kaupapa Māori, the institution established additional Māori-focused programmes.

One of the instrumental influences in kaupapa Māori programmes and protocols within the University was Fred Kana, the Faculty’s Kaiurungi.

The first of these programmes was the flagship graduate diploma programme in bilingual education known as Rōpū Reo Rua. This one-year programme for trained teachers began in 1986 and emphasised second language methodology and bilingual education. Many of its graduates progressed to key leadership roles in the education sector. The current Te Rōpū Tohu Paerua programme (Postgraduate Diploma in Māori Medium Teaching) builds on these early foundations.

In 1987 the opening of the marae complex Te Kohinga Mārama provided an authentic context for Māori programmes as well as for Māori students. In addition to enhancing Māori identity on campus, it also strengthened relationships with Tainui iwi and in particular Ngāti Haua and Ngāti Wairere as mana whenua.

A year later, the Rumaki and Ki Taiao Māori Diploma of Teaching programmes were established. These programmes gave student teachers in the primary and early childhood divisions the opportunity to complete kaupapa Māori papers and study together in a whānau-based environment. Today similar programmes, called Kākano Rua and Ki Taiao, are offered through the Bachelor of Teaching, and prepare students to teach in mainstream, bilingual or immersion contexts.

The Faculty’s commitment to Māori education continues to grow. Students wishing to complete Māori programmes and qualifications can choose from a range of delivery modes including face-to-face and online options, making qualifications more accessible.

Many Waikato graduates currently hold key positions in Māori education, and the challenge now for the Faculty of Education is to continue to create pathways for Māori seeking higher qualifications for professional and leadership roles.

Human Development and Education Studies

Before amalgamation, Education Studies was a major in the Social Sciences and Arts degrees, within Faculty of Arts and Social Sciences as well as teaching a range of courses within the Waikato College of Teacher Education.

In 2002, the Department of Education Studies divided into two departments. Some staff from Education Studies together with staff from the Social Studies Department combined to create the Department of Policy, Cultural and Social Studies. The remaining staff from Education Studies became the Department of Human Development and Counselling.

Both departments continue to teach a range of courses for students enrolled in teacher education programmes. They also offer majors in Human Development and Education Studies in the Faculty of Arts and Social Sciences. Human Development teaches topics such as adolescent behaviour, aging, and special developmental needs while Education Studies courses focus on history, philosophy and sociology of education.

Counselling Programmes

Since the late 1970s counselling and guidance have been taught, originally led by Ted Wadsworth.

Around the time of amalgamation, Mr Wadsworth retired and a new Director of Counsellor Education, Dr Gerald Monk, was appointed.

In the early 1990s Dr Monk, with the support of other staff and prominent community counsellors such as Wally McKenzie and David Epston, repositioned the programme with a narrative therapy focus, responding to critiques that were rife on the whole campus at the time about the gendered and culturally blind nature of many traditional counselling practices.

Since then, the Faculty has offered a Master of Counselling which now has an international reputation. Hinekahukura (Tuti) Aranui has been instrumental through these years, supporting programme staff and students to noho marae around the Maniapoto Rohe for more than 20 years.

The Counselling Programme now has a significant doctoral programme, with international students flying in annually for the doctoral workshop, and supervision maintained through Skype.
Back in the 1980s if you wanted to study sport and leisure in New Zealand it required a big move to another island down south.

But behind the scenes in Hamilton there was a group of people working to establish a qualification closer to home that would encompass sport and leisure and focus heavily on social sciences. There was some resistance to this new proposal, inside and outside the University.

Fortunately there was also support for a degree from high places – from then Vice-Chancellor Wilf Malcolm, Pro Vice-Chancellor Academic Professor Ian McLaren and Education Dean Charmaine Pountney “a loose cannon with wonderful ideas, who wouldn’t back down”, says Dr Clive Pope, current chairperson of the Department of Sport and Leisure Studies.

He says there was also widespread support in the community for the University to deliver a sport and leisure qualification – especially from the Waikato Institute of Recreation and Sports Studies, a group made up of people from the University, the polytechnic and Tainui.

The programme was three years in development. “It was a rocky road, and it got rockier,” says Dr Pope. “But once approval came through we appointed Dr Bevan Grant as Director and he immediately configured the whole degree.

“Former netball international Lyn Gunson and Nola Lovelock went to just about every secondary school in the region, Hawke’s Bay and Taranaki promoting us and in 1993 we opened our doors to 85 first-year students with two academic staff and a part-time secretary,” he says.

Says (now) Professor Grant: “Within a year we’d appointed four more academic staff – Dr Jim Denison, Dr Shona Thompson, Dr Pirkko Markula and Lisa Hayes – and brought in other professionals on a contract basis to teach specialist papers.

“Our strength is that we’ve always had a distinct vision,” says Professor Grant. “In our industry it’s about working with people and we’ve worked hard to maintain links with a huge cross-section of national, community sporting and recreation organisations, which has seen our graduates working in all manner of careers.”

In 1997 the Department of Sport and Leisure Studies began offering postgraduate qualifications and the Department has continued to build capacity with a strong group of emerging and existing researchers. The degree attracts a high number of Sir Edmund Hillary Scholars and nearly a quarter of the students are Māori.

“The 50th celebrations have prompted us to reflect,” says Dr Pope. “And I’ve wondered more than once, that if it hadn’t been for Professor Ian ‘leave it to me’ McLaren whether the degree would ever have got off the ground. It is now in full swing and over the years we’ve enjoyed full support from the Deans of Education.

“Although it’s a comparatively young programme at Waikato, the 16 full-time staff in Sport and Leisure Studies now drive an internationally regarded, research-led programme that continues to support the aspirations of tomorrow’s students – our future industry leaders.”
Engaging, up-to-date and New Zealand-relevant teaching resources for science and biotechnology are just a click away, thanks to two innovative web-based projects based at Waikato’s Faculty of Education.

The Science Learning Hub and the Biotechnology Learning Hub are national initiatives which grew out of the need to engage teachers and students with science and biotechnology. They bring together educators, scientists and researchers in a unique online resource for schools.

On the websites teachers can find accessible resources on topics ranging from potato plates to the healing power of honey, from volcanoes to micro-organisms – all aimed at New Zealand students and teachers.

Science education has been a key focus at Waikato since the Science Education Research Unit was established in 1981, and the learning hubs are the latest in a long line of quality development projects from researchers in the Faculty of Education.

Funded by the Ministry of Research, Science and Technology and directed by Faculty Dean Professor Alister Jones and Associate Professor Bronwen Cowie, the Biotechnology Learning Hub was launched in 2005, followed two years later by the Science Learning Hub.

“It’s about bringing science research into the classroom and making it accessible,” says project manager Di Hartwell. “The learning hubs provide contemporary contextualised resources based on New Zealand research.”

The content for the websites is developed by a small team of teachers and science communicators at Waikato who talk to researchers across the country, and identify topics that tie into the New Zealand curriculum. They then write text and create interactive material and images in conjunction with Wellington-based CWA New Media – a process that can take up to six months for each topic.

“We’ve had an amazingly positive response from teachers,” says Ms Hartwell. “We’re now planning new resources which will show how teachers are using the material, and highlight ways the learning hubs can be used to support teaching the science and biotechnology curriculum.”
Research that makes a difference

There was a time when research was not considered a core role of a teacher training college, but at Waikato, leaders made a conscious decision to develop a research ethos from the inception of the Hamilton Teachers’ College.

Before amalgamation, the University of Waikato and Hamilton Teachers’ College participated in research projects. The Science Education Research Unit was started in 1981 by Dr Roger Osborne and Professor Peter Freyberg and from that the Centre for Science and Technology Education Research was formed in 1989.

The Wilf Malcolm Institute of Educational Research was established in 2002. It brought a structure to the increasing number of research projects being undertaken by Waikato education staff. It was also envisaged that it would take a pro-active role in encouraging and supporting researchers across the school in the conduct of their own research. WMIER staff undertake, support and disseminate research relating to the broad field of education but focused on curriculum, teaching and learning.

The Faculty of Education has external research contracts worth more than $12 million a year and WMIER handles most of these, and is presently responsible for 22 contracts ranging from early childhood learning through to university level projects. The Institute runs the New Zealand Science and Biotechnology Learning Hubs.

Associate Professor Bronwen Cowie is WMIER’s current Director and has continued to expand the research activities. “We focus on the three C’s – culture, capacity and capability. We can pull together projects, particularly external contracts, which often involve academics from other institutions in New Zealand and overseas. We help develop research proposals, support funding applications and co-ordinate teams and design research methods. A feature has been the expansion of team research that includes academics from various departments and University of Waikato faculties.”

Professor Clive McGee was the Foundation Director of WMIER. He had a long involvement in national and international curriculum development and policy, particularly in social science. The current Dean, Professor Alister Jones, was director for WMIER from 2005 to 2007. This was a time of infrastructure development where people coalesced around large research projects and also the establishment of increased research support.

WMIER has a long list of success stories. Numerous team projects have impacted upon government policy, for example, the Laptops for Teachers evaluation carried out national surveys and case studies to measure the impact laptops were having on teachers’ professional lives. Literacy education, Learning Experiences Outside the Classroom, Kei Tua a te Pae and the Marsden project ‘Dispositions in a Social Context’ are other examples where the Institute’s work has impacted policy and practice.

“We’re also having success with developmental evaluation,” says Dr Cowie. The National Centre of Adult Literacy and Numeracy has been set up at Waikato with support from the Tertiary Education Commission. “We’re using our expertise to evaluate the Centre’s work all the time. This means improvements at individual, team and organisational level can be made while programmes are being delivered rather than after the event.”

WMIER has carried out team projects that relate to schools and early childhood education, several funded by winning grants from the Teaching and Learning Research Initiative fund.
Building a research culture

The amalgamation of the Hamilton Teachers’ College and the University of Waikato in 1992 paved the way for a new focus on research and higher degrees. Teachers’ College staff were encouraged to gain higher qualifications to prepare them for their new roles as researchers as well as teachers, and to develop academic leadership.

Driving this initiative was the new School of Education Dean, Professor Noeline Alcorn. "It was a huge challenge to build a research culture," she says. "We encouraged people by granting study leave, we created our own contestable research fund, and we founded the Waikato Journal of Education and encouraged staff to attend conferences, publish and network. Some people just took off, it was very liberating for them."

Jane Strachan – now an associate professor – was one of the first to seize the opportunity. "At first only a small number of staff were able to teach at post-graduate level, so there was a big push to upgrade our qualifications," she says. "Most of us only had Bachelors degrees, so many of us went through the School to get our Masters and doctoral qualifications."

Initially, the task of creating a research culture in the new School of Education fell to the academics who had moved across from the University’s former Department of Education Studies. There, they had been responsible for graduate programmes in education, and they brought with them a wealth of research and supervisory skills.

One of these was Professor Sue Middleton, who was appointed as foundation Assistant Dean for Postgraduate Studies. It was a grand title, but Professor Middleton recalls that she was starting from scratch. "I was a one-woman outfit," she says. "I wrote my own handbooks and letters, I typed everything and did the lot – on top of my regular teaching. I even dealt with all the mail and enquiries."

She set about broadening the Masters programme to include a professional focus as well as an academic focus, so as to attract practising teachers. "Another part of my role was demystifying the research process – we ran seminars on things like organising your time, the practicalities of doing research."

She also introduced the EdD, a new type of doctorate. Aimed at practising educators with a strong professional focus, it included a course work element covering research methodology and education theory.

Another innovative Waikato qualification was the Masters in Educational Leadership, one of a suite of specialised degrees developed for professionals. "It was aimed at school leaders, but not just principals," says Dr Strachan, who succeeded Professor Middleton as Assistant Dean and developed the degree along with Associate Professor Jan Robertson. "We’ve also had students from the tertiary sector, the Ministry of Education and the health sector."

Another PhD graduate of the School, Associate Professor Wendy Drewery, took on the role in 2000 and over a five-year period developed a strong Centre for Postgraduate Studies. Now headed by Associate Professor Lise Claiborne, the Centre currently offers qualifications in more than 21 subject areas.

Postgraduate numbers have grown quite dramatically, says Professor Alcorn. "Postgrad students made up just 3% of the total when I first started. In the early 2000s, they were 15% of a larger overall total, and this contributed to the research output. Today, they stand at 11%, testament to the success in integrating research fully into the life of the Faculty."

Creating a professoriate

As well as creating a research culture, Professor Noeline Alcorn was also tasked with creating a professoriate in the newly-merged School of Education.

"We needed academic leadership," says Professor Alcorn. "When I came it was just me and Ian McLaren. We were the only two professors in about 100 staff. That seemed ridiculous so I persuaded the Vice-Chancellor Wilf Malcolm to create a special process to allow associate professors to apply to become full professors."

It was the first time the University had allowed professorial appointments as part of the promotion process. David Mitchell, Peter Ramsay, Sue Middleton, Clive McGee, Margaret Carr, Terry Locke, Roger Moltzen and Alister Jones were subsequently made professors, and chairs were also created in Teacher Education (Ted Glynn), Māori Education (Russell Bishop), Literacy Education (Steven May) and eventually Leisure Studies (Bevan Grant and Doug Booth).

Professor Alcorn also founded the Waikato Institute, headed by Professor McGee, a pivotal figure from the beginning in establishing a research culture and mentoring staff. The institute ultimately became the Wilf Malcolm Institute for Educational Research. "I thought it would be easier for people outside to work with us if it didn’t have Waikato in the name, so I asked Wilf if we could name it after him," she says. "It’s the first time I’ve seen him speechless!"
There are 1791 students enrolled in Faculty of Education teacher education programmes and all must complete at least one practicum a year. Each student needs to be monitored and assessed, which means every year, Faculty of Education staff make more than 3000 visits to primary and secondary schools and early childhood centres all over the North Island to chart student teachers’ progress.

Formerly known as “going on section”, practicums give student teachers a real taste of what it’s like in a classroom. Their success depends on several factors – the application of the student teacher, the support given to the student teacher by the host school and the feedback and monitoring provided by the Faculty of Education.

Gay Gilbert, a Waikato graduate and now deputy principal at Hillcrest Normal School in Hamilton, says her school values the strong connection it has with Waikato. “It’s not a one-way street. The student teachers can certainly enrich the children and bring new perspectives to the classroom. And when you get a near perfect partnership between keen student and mentor teacher, then the results can be amazing as they feed off each other.”

She says it’s also satisfying to see students coming in as first-year teachers and over time taking responsibility for programmes and becoming increasingly skilled in all areas of classroom management.

“The success of our practicums and programmes is reflected in the number of students who are offered permanent positions when they graduate,” says Bev Cooper, Director of the Centre for Teacher Education.

“We’ve worked hard over the years to make sure practicums are successful for all concerned. We have excellent relationships with schools, particularly in the Waikato, Bay of Plenty and central regions. The best feedback is when principals say ‘we only employ your graduates’.”
From chalk and blackboards to new mobile technology

From the early days of audio-visual technology to today’s tweeting from mobile phones, the Faculty of Education has made a point of equipping students with the skills they need to make good use of technology.

In the early years, the focus was on audiovisual aids, and Eugene Crotty was appointed as the first lecturer in audiovisual education in 1975. “I’m not a wires and gadgets man, but I saw you could bring high quality experiences into the classroom using this equipment,” he says.

To help students become familiar with these new technologies, he introduced an audio-visual ‘warrant of fitness’ for all students. “It was about hands-on competence to use the equipment,” he recalls. “For example, could you lace up a film projector? Could you change a bulb in a slide projector?”

In 1978, Gray Clayton arrived as Educational Television Producer. He set up a TV unit which made educational programmes and teaching resources, and also produced video and TV programmes for the local community.

The School also created a resource centre in what had been a student locker room, which was open for both teachers and students to use to produce classroom resources.

Technology moved on, and under Mr Clayton the School of Education set up its own purpose-built Media Centre, complete with computers, video cameras, scanners and even a photographic darkroom.

Popular interactive multi-media produced by the Media Centre included Cybervillage and Connected Communities, and the Centre even produced a project for UNESCO in co-operation with the Asia-Pacific Programme of Educational Innovation for Development and Tokyo Gakugei University.

Today, the whole Faculty is a wireless hot zone, and the student café has been turned into an informal learning area for collaborative group work. Most students work on laptop computers thanks to a project running since 2006 to provide laptops for student teachers, initially in collaboration with the Ministry of Education scheme for teachers.

“We’ve always tried to remove technology as a barrier,” says Dr Steve Leichtweis, the Faculty’s IT Manager. “Whether it’s interactive whiteboards or mobile technology, it’s not a recipe approach. It’s stepping back and saying here are the skills that will allow you to figure it out for yourselves.”

The next stage is to add LCD monitors using Google Apps so that students can share what’s on their screens.

“We’re harnessing the Gmail and Google Apps environment to encourage truly mobile collaborative student work,” says Dr Leichtweis.

Moves are also afoot to ensure students are familiar with emerging technologies. Dr Noeline Wright contributes to ICT education for the secondary graduate programme, and says it’s about getting students to think creatively about using technological tools for learning purposes.

“It’s constant experimentation,” she says. “Last year we trialled inviting students on practicum to use Twitter on their mobile phones to help them reflect on what they were learning, and this year we’re repeating it. It’s a way of using social media to support professional practice, and it’s been very effective.

“Teaching can be quite isolating, and the students said they liked reading each others’ tweets and knowing they weren’t alone in their experiences.”

Mobile learning – or mlearning – is already being trialled in the classroom. “Students always have their phones with them, and they really like using familiar tools,” says Dr Wright. “It’s important to look at these things purposefully for learning, and find ways to make what’s already out there work for us.”
Responding to demand – MMP in practice

In times of crisis, people often have their best ideas. In the mid-1990s there was a shortage of teachers in New Zealand affecting rural areas the most.

Russell Yates from the Faculty of Education was one of those tasked with tackling the issue. “We spent all 1996 looking at how we could deliver a primary teaching qualification to people without them having to leave their communities, but still ensuring they graduated as well-prepared as trainees who came to university.”

The answer was MMP – Mixed Media Programme – which began in 1997 with 62 students based in Gisborne, Taumarunui and Thames-Coromandel. “And we had some cracker applicants,” says Mr Yates. “We were the first in New Zealand, probably the world, to offer an education programme essentially online, but which also included block courses at the University plus one day of every week spent at a base school in their local community. I’ve looked around to find similar programmes overseas and nobody does it like us.”

That’s not to say setting up MMP wasn’t without issues – technological ones for starters. Many of the students weren’t familiar with computers and broadband hadn’t yet reached New Zealand. “Students could switch on their computers, hang out their washing, return to their screens and find just one page had downloaded,” says Mr Yates. “We couldn’t use pictures – they just took too long to download.”

He says lecturers had to rethink how they presented course material. “You can’t just transfer what you teach in the lecture theatre straight online. Subjects like art and maths are particularly challenging.” Three years after starting MMP, all but four of the original students graduated with their teaching degrees and there were 110 students in the 2010 programme, logging in from all over the North Island.

“We’re ticking along nicely, and as technology develops, Skype-type applications and individual video links, there will be even greater opportunities for students who study at home. But we also have to remember that face-to-face contact is also important; teaching is still about warm bodies.”

Acknowledging the work of administrative staff

Dean Professor Alister Jones says all administrative staff in the Faculty of Education make an outstanding contribution and play an integral part in supporting high quality teaching and research.

In particular, two administrative staff deserve special mention:

Noeline Close

Miss Close played significant roles at Hamilton Teachers’ College during 27 years between 1964 and 1991. For 20 years, as Assistant Registrar (Academic), her administration of enrolments, examinations and student records and service as secretary to a range of academic committees meant that she worked at the interface between academic and general staff, contributing significantly to the development of support for the growing relationship between the College and University.

In 1984, she was appointed Registrar at another time of impending change, during the lead-in to the amalgamation of the Teachers’ College and the University. Besides serving as secretary to the College Council she was also Secretary to the New Zealand Association of Teachers’ College Councils. She retired in 1991. Miss Close is remembered not only for her professional commitment and meticulous attention to detail but also her concern for people – manifested particularly in her mentoring of junior general staff members, thoughtful appointments and concern for the well-being of students.

Diane Davie

Mrs Davie worked for Hamilton Teachers’ College and the University of Waikato for more than 30 years. She began her career in 1972 and served in a range of administrative positions before becoming senior administrator in the School of Education when the Hamilton Teachers’ College amalgamated with the University of Waikato in 1991.

She played an important administrative role during the merger between the two organisations and went on to serve as the School of Education’s Administration Manager for 14 years. She developed an encyclopaedic knowledge of University processes but also demonstrated practical wisdom, good sense and judgement. There were few staff and students who did not seek her help and feel gratitude for her guidance, warmth and compassion.

Her work in helping develop administrative systems that met the University’s requirements while allowing the Faculty to develop and express its own special character led to a University merit award in 1993. Mrs Davie retired at the end of 2004.
Contract adds up

The Faculty of Education is in the front line in the battle to improve literacy and numeracy skills among adults.

“Around one million adult New Zealanders don’t have the literacy and numeracy skills they need for daily life,” says Development Manager Jan Martin, who was one of the team behind the Faculty’s winning bid for a multi-million dollar government contract to lead and deliver professional development in this field.

“It’s really fundamental. They might not have the skills to write an accurate accident report, or to work out the right amount of Panadol to give to a young child.”

As part of the contract, a National Centre of Literacy and Numeracy for Adults (NCLANA) has been set up at Waikato to upskill tutors in polytechs, wananga and private training providers to lift levels of literacy and numeracy among students in their courses. The University has a partnership with Te Wānanga o Awanuiārangi to deliver the contract.

“It’s about embedding literacy and numeracy skills in existing training courses for, say, plumbers and hairdressers so that when students come out of these courses they have the skills they need.”

Niki McCartney is Associate Director of the NCLANA, and says the centre works with organisations and groups of individuals to ensure effective embedding of literacy and numeracy.

Supporting schools

School Support Services started in New Zealand more than 70 years ago and since 1989 has been part of the Faculty of Education. There are 100 staff across four regions with base offices in Hamilton, Tauranga, Rotorua and Gisborne and services are provided to more than 500 schools from Wairoa, Gisborne through to the Coromandel Peninsula and the greater Waikato.

All adviser staff have a background as principals or successful teachers. Over the years the role has changed from that of a content expert to that of a facilitator in schools. School Support Services provides help and advice to teachers principals, school leaders, Boards of Trustees, provisionally registered teachers, returning teachers, and overseas-trained teachers in mainstream, immersion and bilingual primary and secondary schools.

School Support Services is responsible for implementing and supporting new initiatives in schools. Its In Service Teacher Education is funded through Ministry of Education contracts. Over the years there has been curriculum and leadership support, as well as work in assessment, Education for Sustainability, Student Wellbeing, and for School Administration Clusters. One initiative saw staff working with DHBs for two years on Health Promoting Schools.

In recent years the service has worked with teachers to develop new ways of teaching numeracy and literacy in primary schools, working alongside them to collect and analyse data to improve learning. In secondary schools advisers have supported the implementation of NCEA and new approaches to learning and assessment. Programmes for new and aspiring principals are also a regular part of the support.

Other services include Reading Recovery programmes and Education Resource Centres that source and sell text and non-text resources to cover teachers’ requirements. The Resource Centres and the professional development courses are considered the entrepreneurial arm of School Support Services.
Helping shape today’s curriculum

New Zealand has a world class school curriculum and an enviable record in student achievement – thanks in no small part to the University of Waikato.

That’s the opinion of specialist in curriculum design Professor Clive McGee, Foundation Professor of the Wilf Malcolm Institute for Educational Research and former Director of the Centre for Teacher Education.

Professor McGee has been involved in curriculum development for 30 years, and in 2000 he was part of a government-appointed group to do a stock take on the curriculum and then in a group to oversee its revision.

But he is not the only one from the Faculty of Education to have contributed; several Waikato academics have authored key curriculum policy papers for the Ministry of Education.

“We have a large and well-qualified staff here, more so than any other place,” says Professor McGee. “So I think the conversation between research, curriculum and teaching is very strong here on this campus, indeed we have an international reputation for it.”

One key contributor to curriculum development was a former professor, Peter Ramsay. A member of the Picot Taskforce which paved the way for the introduction of Tomorrow’s Schools in 1988 and one of the authors of a 1992 OECD report into effective teaching, he later received a QSM for his contribution to education.

“Peter Ramsay led a research team which found effective learning for students was clearly linked to better relationships between schools and their communities,” says Professor McGee. “That research has had an influence on shaping today’s curriculum which gives greater autonomy to schools and communities.”

Waikato educators have also played a large role in the different subject associations for the social sciences, science, technology and English, helping to influence national policy on the curriculum and develop effective teaching strategies and materials. Professor McGee says this involvement has also benefited Faculty of Education students.

Help in delivering the school curriculum is also available through the Faculty’s School Support Services. Led by Director Jane Barnett, the SSS provides professional development programmes and education resources for schools from the Bombay Hills to Gisborne, and has a team of nearly 60 specialist advisers based in Hamilton, Tauranga, Rotorua and Gisborne.
Turning out technology teachers

In the 1990s a review of the New Zealand curriculum and a government focus on building technological capacity led to the development of the technology curriculum.

For existing workshop and home economics teachers, this involved a significant change in the way they operated. Coupled with that, teachers who had trade qualifications could not earn the top teaching salary – a factor which contributed to a severe shortage of technology teachers.

In 2008 Waikato’s Faculty of Education developed new qualifications that would go a long way to solving these issues. “We found that there were tradespeople in the community who were keen for a career change but who couldn’t afford to spend four years getting a teaching qualification,” says Bev Cooper, Director of the Centre for Teacher Education. “Then there were teachers already in schools who wanted to upgrade their trade qualifications to degree standard.”

The Faculty designed qualifications – degrees and diplomas – that would attract new people into the profession and who’d enter classrooms with relevant knowledge about teaching, knowledge of the technology curriculum and technology skills that could be applied in the classroom.

“If people had high-level trades qualifications it meant they could credit those towards their new qualification and could graduate as teachers in half the time,” Mrs Cooper says. These mature students qualified for TeachNZ Career Change scholarships of $30,000 a year.

The new qualifications relied on successful collaborations between the Faculty of Science & Engineering and Waikato Management School for specialisations in engineering and tourism and hospitality management.

The first students graduated in 2009, and enrolments remain strong at about 50 a year.

“I think our Faculty is good at responding quickly to a need,” says Mrs Cooper. “We’re innovative and prepared to take risks. We review as we go and that means we’re refining our delivery all the time, always looking to do better.”

In other developments, the Kākano Rua (Māori medium) programme for primary teachers has been restructured and can now be studied in Hamilton, Tauranga or online. Waikato has also recently developed a Graduate Diploma Teaching (Early Childhood) also available online and attracting 100 students annually, and a conjoint degree pathway for primary teachers to specialise like secondary teachers, so they can take up subject leadership positions in primary schools. Currently the Faculty is establishing a Ki Taiao pathway for the BTchg (Early Childhood) for those who have an interest in working with Māori learners.

FIELD TRIP: Hamilton Teachers’ College Section F students in 1964 on a New Plymouth field trip. Pictured from left are Catherine O’Brien, Henley Davis, Judy Wishart, Elizabeth Bryce, Audrey Hill, Margaret Goldsmith, Janet Wilson, Kathleen Couch, Pam Cunliffe, Marie Migos, Eppi Forbes (staff), Lyn Wiseman, Wayne Dreyer and Jon Welch.

EXTRACT FROM COLLEGE REPORT 1960: He is a tall, strong lad with a gruff manner. Although at times he has not been very well-adjusted emotionally, he is generally very helpful and co-operative. A marked improvement in this attitude towards other people has been noted this year, as well as in his personal adjustment and work habits. He is now a happier lad, and has shown such improvement that we believe he will become quite a successful teacher.

EXTRACT FROM COLLEGE REPORT 1960: A brown-haired girl of average height with pleasant attitude. She has a very serious view of life, and of her chosen profession, and though showing academic ability of quality, she is inclined to have too little recreation. She has ability in games, but prefers individual activities.

EXTRACT FROM COLLEGE REPORT 1968: He is a short, cheerful young man who is popular with peers. He is friendly and sincere but still not very mature. His rather squeaky voice adds to this impression of immaturity. He is a trier but consciousness of his difficulties has led him to set himself low and short-term goals.

EXTRACT FROM COLLEGE REPORT 1968: She is a friendly outgoing young woman with a gay approach to life. She is popular because of this vitality. However, there appear to be a few things beyond her immediate personal concerns that impinge upon her consciousness in any way. Maturity and marriage may extend her present extremely limited personal vision and concern and dent her capacity for excluding unpalatable realities.

EXTRACT FROM COLLEGE REPORT 1968: She is a dark, tall, elegant young woman of poised manner and appearance. She is quietly spoken and friendly, mixing easily with others. She is conscientious and industrious in her work habits.
International connections

Technology has made the world a smaller place and a much easier place to share information across countries. Waikato’s Faculty of Education has always had informal international relationships with key visiting academics and Waikato staff are regularly contributing to overseas research, speaking at conferences, writing for journals and editing and writing books. The international connections ensure that what the Faculty is doing is current, relevant and making a valuable contribution to teaching and learning.

Recently the Faculty of Education has been strengthening its international links in a more formal way. This year, Dean Professor Alister Jones signed a Memorandum of Understanding between Waikato University and the London Institute. Its aim is to enhance staff and research exchanges, develop joint research projects and possible student exchanges.

Negotiations are also underway with Kings College London and Monash in Australia to set up an international masters programme in education. The Faculty already has working relationships with the University of Pennsylvania and Chapman University in California.

Professor Jones has been elected Managing Director of the Australasian Science Education Research Association Ltd, an organisation striving to promote science education research in all contexts and at all levels of education.

The Dean is also a member of an APEC working group involved in science and maths teacher education that met in Hamilton at the time of the 50th celebrations. Representatives came from Harvard University and University of Pennsylvania in the US, and from tertiary institutions in Australia, Singapore, China, Thailand, Malaysia and Russia.

“The idea is that we look at systems at a country level, which enables us to compare, contrast and enhance how we’re developing teacher education programmes,” says Professor Jones. “I don’t think there’s any right answer for all, but working together we can certainly refine what we’re doing as far as preparing science and maths teachers for the classroom.”

With little fanfare, but no less important, Waikato staff have carried out practical work offshore for a number of years. One example is Associate Professor Jane Strachan and her team’s work on an NZAID-funded project to support teacher education in the Solomon Islands.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1959</td>
<td>John Allan foundation principal appointed.</td>
</tr>
<tr>
<td>1960</td>
<td>College opens at Melville.</td>
</tr>
<tr>
<td>1964</td>
<td>College opens at Hillcrest site. Completions = 209.</td>
</tr>
<tr>
<td>1965</td>
<td>Gym and pool built, Uni opens.</td>
</tr>
<tr>
<td>1967</td>
<td>Peter Freyberg – first Professor of Education appointed.</td>
</tr>
<tr>
<td>1968</td>
<td>MA Education, MPhil, PhD introduced. Establishment of Teachers’ College Council in Hamilton.</td>
</tr>
<tr>
<td>1970</td>
<td>Student Café opens. Completions = 266.</td>
</tr>
<tr>
<td>1973</td>
<td>Kindergarten teaching diploma introduced.</td>
</tr>
<tr>
<td>1977</td>
<td>College and University partnership formally acknowledged.</td>
</tr>
<tr>
<td>1978</td>
<td>BA and MA in Education re-introduced. BSocSc and MSocSc in Education introduced.</td>
</tr>
<tr>
<td>1980</td>
<td>Bob Wright appointed principal. Completions = 278.</td>
</tr>
<tr>
<td>1983</td>
<td>Bob Wright retires.</td>
</tr>
<tr>
<td>1984</td>
<td>John Ross appointed principal.</td>
</tr>
<tr>
<td>1988</td>
<td>John Ross retires.</td>
</tr>
<tr>
<td>1987</td>
<td>Te Kohinga Mārama marae opens.</td>
</tr>
<tr>
<td>1991</td>
<td>Educational Leadership Centre established. College amalgamates with University to become a School of Education.</td>
</tr>
<tr>
<td>1993</td>
<td>Bachelor of Sport and Leisure Studies degree introduced.</td>
</tr>
<tr>
<td>1994</td>
<td>Masters in Special Education.</td>
</tr>
<tr>
<td>1997</td>
<td>Bachelor of Teaching (Primary) (Mixed Media Presentation) an online degree, the one-year Graduate Diploma of Teaching (primary) and the three-year Bachelor of Teaching (Primary and Early Childhood) are introduced.</td>
</tr>
<tr>
<td>1998</td>
<td>Māori medium programmes in early childhood (Ki Taiao) and primary teaching (Rūmaki) introduced.</td>
</tr>
<tr>
<td>2000</td>
<td>School celebrates 40 years. Completions = 996.</td>
</tr>
<tr>
<td>2001</td>
<td>Professional development and research project Te Kotahitanga established to improve Māori achievement in mainstream secondary schools.</td>
</tr>
<tr>
<td>2005</td>
<td>Biotechnology Hub launched – online resource for schools.</td>
</tr>
<tr>
<td>2006</td>
<td>Noeline Alcorn retires. School number one in New Zealand for educational research (PBRF).</td>
</tr>
<tr>
<td>2007</td>
<td>Alister Jones appointed as Dean.</td>
</tr>
<tr>
<td>2008</td>
<td>Centre for Postgraduate Studies established. Completions = 763.</td>
</tr>
<tr>
<td>2010</td>
<td>Faculty of Education celebrates 50 years.</td>
</tr>
</tbody>
</table>
INSPIRE TOMORROW’S THINKERS.
TUKUA ŌU WHAKAARO KIA RERE, KIA PUTA, KIA ARA AKE I TE HUNGA PITO MATA.

The University of Waikato
Private Bag 3105
Hamilton 3240, New Zealand
Toll Free: 0800 WAIKATO
Email: info@waikato.ac.nz
Website: waikato.ac.nz

Faculty of Education
Phone: +64 7 838 4940
Fax: +64 7 838 4555
Toll Free: 0800 83 22 42
Email: teach@waikato.ac.nz
Website: waikato.ac.nz/education

©The University of Waikato, October 2010.