Welcome to the term four issue of ConnectED.

In this issue we are proud to announce that from 2012 our UC New Plymouth Centre will run the Bachelor of Teaching and Learning (Early Childhood) degree. We also focus on the College of Education Partnership with Schools Initiative. We encourage school staff who would like to know more about the Partnership with Schools Initiative to get in touch. We also plan to extend this initiative to teachers in kindergartens and early childhood centres in the New Year.

In other stories, College of Education PhD student, Bree Loverich, is awarded the New Zealand International Student of the Year, Dr Nick Draper discusses his International Rock Climbing Research Congress and Professor Angus Macfarlane launches his new book, Responsive Pedagogy: Engaging Restoratively with Challenging Behaviour.

In this issue’s Viewpoint section, Dr Ronnie O’Toole discusses her research into evaluation of the effectiveness of the Emotional Literacy in Classrooms and her visit to Wichita State University and Yale University.

Professor Peter Roberts is the subject of this issue’s Staff Profile. Prof Roberts is a highly valued and accomplished member of our academic faculty. He is a research expert in philosophy of education and educational policy studies and has recently travelled to the University of Oxford as a Canterbury Fellow.

We, at the UC College of Education, hope you enjoy this issue of ConnectED and, as always, are keen on your feedback. If you have any comments, suggestions, or story ideas please email them to our communications co-ordinator nick.maitland@canterbury.ac.nz

I wish you and your staff a very merry Christmas and a safe and prosperous New Year.

Professor Gail T. Gillon
Pro-Vice-Chancellor

UC New Plymouth Centre to offer Bachelor Degree in Early Childhood in 2012.

The University of Canterbury College of Education is pleased to announce that from 2012 the UC New Plymouth Centre, based at WITT, will be offering students the Bachelor of Teaching and Learning (Early Childhood) degree. This will replace the Diploma in Teaching and Learning (Early Childhood) which is currently offered. Associate Dean of Early Childhood, Lynda Boyd said that this is a significant development for early childhood in New Plymouth and testament to the university’s long-term strategy for the area.

“We have been in the area for a number of years now and have been well-supported by the early childhood community. We are very pleased that we have been given approval to deliver a degree to those interested in an early childhood teaching career in the Taranaki region and look forward to implementing this exciting development.”

The BTchLn (Early Childhood) will be taught through a blended delivery model. Students combine on-campus learning with self-directed online and distance learning. The model would see students benefit from a two-week on-campus intensive at the beginning of the year to set up foundational knowledge, outline good study practices and introduce the class to each other and staff. From there students would spend one half-day per two weeks in class to support study. They would also have professional practice placements in early childhood centres in their own region throughout the three-year degree.

The opportunity to gain an internationally recognised university degree, without leaving home, was likely to be a popular draw card, said Ms Boyd.

“This is a great opportunity for those who want to gain a recognised degree in early childhood but wish to remain in the area. Take, for example, a parent who wants an early childhood career. They could do the degree from home and arrange their self-directed study around their other commitments, while also attending regular classes. They can also support their learning through study groups with their classmates and form strong bonds with our excellent academic staff,” she said.

Students planning to study at the UC New Plymouth Centre can start the BTchLn (Early Childhood) from 20 February 2012. Applications are now open and students are strongly advised to apply early, as places are limited. The Application for Programme Entry form can be obtained from www.education.canterbury.ac.nz/teacher_apply.shtml, by ringing 0800 VARSITY (827 748), or by contacting UC staff at 16 Bell Street, New Plymouth, phone 06 757 3100 ext. 8861.
The College of Education’s Partnership with Schools initiative will enter its second year in 2012. We are looking forward to working alongside schools on the future provision of education in Christchurch at a turning point in our history where educational aspirations are carefully designed and considered. There is no better time to discuss this mutually beneficial relationship, says Associate Professor Lindsey Conner.

Prof Conner is communicating with the schools already involved in the initiative and asking how the partnerships can be enhanced. Principals and school liaison teachers currently involved were recently invited to the College to discuss the partnership and contribute ideas.

“We are renewing existing Memorandum of Understandings (MOU) with the 28 schools already in the programme. We want to renegotiate with them and ask them what would further enhance the relationship” said Prof Conner. “We are very interested in how we can support schools to improve a range of outcomes, what possible collaborative research projects we could engage in, and how we can support on-going teacher professional learning and further assist the teaching profession.

Schools involved in the initiative commit to take a negotiated number of student-teachers on Professional Practice placements each year. The benefits for these schools include:

- On-going professional development in an Associate teacher programme
- Partial fees scholarships for staff at the partnership schools
- All school staff access to the UC libraries
- Sharing of expertise between the College of Education and schools
- Guest lecturing/seminars
- Development of specialist groups, for example cohorts of teachers working together on school strategic goals such as Te reo competencies, aspects of leadership and ICT pedagogy
- Combined professional learning opportunities
- PhD research
- Collaborative development of evidence-based teaching

Where clusters of schools have common goals or aspirations, the College of Education is willing to work alongside to help them achieve their goals.

“We want to expand and look at a school cluster approach. The schools could be grouped by location. There are already horizontal clusters, where we might have several primary schools in one area, or vertical clusters, where a high school could be clustered with surrounding contributing primary schools. Clusters have advantages for professional development and I know that schools are looking to find synergies and co-develop their goals and strategies together.”

Prof Conner says that education in Canterbury plays a crucial role in the rebuild of Christchurch and that the College of Education aspires to actively support teaching to adapt and flourish to best suit student needs. Educational improvement and effectiveness in any context appears to be dependent on people working collaboratively for a shared kaupapa to develop responsive practice for raising students’ achievement.

“We would like to co-develop with schools to help build strong, future-focused education in Christchurch. It’s imperative that education is one of the things that helps to rebuild Christchurch,” said Prof Conner. “Christchurch already has a name for things like ICT, innovation, engineering and technical expertise. Education is the basis that keeps that going and maintains that reputation. If we are known as a city that builds and maintains knowledge, we will attract people to Christchurch.”

Prof Conner indicated that the College of Education plans to extend the initiative to staff in kindergartens and early childhood centres in the New Year.

The College is keen to discuss and negotiate new and existing partnerships. Interested schools can contact lindsey.conner@canterbury.ac.nz or visit www.education.canterbury.ac.nz/partnership/index.shtml

Staff and principals converse over afternoon tea.

Prof Gail Gillon speaks at the Partnership workshop.
Giving postgrads a voice

New Zealand International Student of the Year and UC doctoral candidate Bree Loverich is raising the profile of Canterbury University’s postgraduate community.

Bree, originally from Detroit, Michigan, also has a PhD in education to complete on curriculum and assessment in New Zealand’s secondary education policies, a Postgraduate Students’ Association to lead and develop, and a thirst for outdoor sports to feed.

A qualified teacher, Bree came to Christchurch five years ago for the ski season and never left. After teaching “at pretty much every school in Canterbury”, Bree returned to university to do a master’s degree, but was soon granted direct entry into the PhD programme at UC.

In her three years at UC, she has enthusiastically become involved in the University community, as well as immersing herself in Kiwi culture and experiences. She took on the role of president of the Postgraduate Students’ Association (PGSA) soon after arriving at UC after being invited to do so by the University of Canterbury Students’ Association (UCSA), organising a range of events aimed at bringing together postgraduate students from all levels of study and disciplines. She was also one of 43 UC students who took up the offer to go on exchange to Oxford University after the February earthquake, describing it as “one of the most intellectually stimulating environments” she had ever experienced. It was this enthusiasm for life at UC and in New Zealand that lead her to being named one of New Zealand’s International Students of the Year by Education New Zealand after being nominated by the UCSA. She was one of six award recipients, being named winner of the university sector category.

“I’m so pleased that this passion has been recognised with this award because it means that, as the award matures, it will continue to encourage other international students.”

Education New Zealand said Bree’s dedication to the PGSA, her “exceptional leadership qualities, organisational skills and, most of all, her endless hard work have made the University of Canterbury a better place for all postgraduate students”. But Bree, in the second year of her PGSA presidency, said there was still a lot she wanted to do to make the postgraduate experience at UC a more memorable one.

“Oxford was an amazing intellectual experience because I went there with this attitude of making the most of it and totally exhausted myself with that goal. I have also come to the conclusion that everything I appreciated about Oxford we have or can create here at UC. There is no time like the present to influence change and it is up to us to stand up, be heard and make things happen.

Through the rebuilding process, I hope more postgrads across campus take advantage of this unique opportunity to express what we think would increase the quality of the postgraduate experience at UC. Conversely, it is also my sincere desire that we will be heard.”

She said in any research community there needs to be interdisciplinary connection – getting people connected academically and socially across disciplines to help them combat isolation, develop what could be life-long bonds and participate in the intellectual conversations paramount to academic life.

“As postgraduates we hold a special place in the University. The University understands this and is distinctly interested in what postgrads need in order to create a stronger community and encourage research. For this reason, it is time for us to share ideas about what we need. The University can’t provide us with a worldclass learning environment if it doesn’t know what we think that means. However, it is equally important that these expressed needs are taken seriously,” she said. “I know we have some way to go in terms of putting things back together but I think we, as a University, are going to become better than ever before.”
Viewpoint

Dr Veronica O’Toole from the College of Education, University of Canterbury is the fourth Fulbright-Cognition Scholar in Education Research, awarded in 2010. She has recently returned from the United States.

It was an honour and a privilege to have spent 13 weeks in the USA earlier this year, working with colleagues at Wichita State University (WSU) and Yale University.

At WSU, I was based in the Educational Leadership Department, working with Dr. Jo Bennett. Our common research interest is the interaction/interface of teachers with students, how this may be evaluated and how policy can support school-wide improvement in the social and emotional wellbeing of all members of the school community, from leaders to students. I also joined her sessions with the graduate students in the Doctor of Education in Educational Leadership Programme, which is led by Dr. Jean Patterson. They have an excellent model of setting up their research to enable doctoral students to work in research teams with university faculty and school districts in field-based research. Their outcome combines research theory and practice in the context of a ‘real-life’ research project. The schools identify areas they wish to research and it is a collaborative process.

I presented six seminars in the six weeks I was at WSU. Those attending included university academics and students from departments such as health sciences, philosophy, student performance, social work, performing arts (music), and education. Elementary school principals and teachers from the School District also attended and I was later invited to speak with Teaching Mentors at the main District Office. I shared my research findings on children’s emotions from the Project on Learning, and tertiary teachers’ perspectives on emotion from our recent Ako Aotearoa funded study (myself, Alison Ogier-Price & Andy Hucks). The seminars also provided an opportunity to share something of New Zealand’s bicultural approach to teaching and presenting. I did this at the introduction of each seminar by saying my brief mihi and teaching the participants the waiata, “Te Aroha E”. It was exciting and humbling that at every seminar, every participant stood and sang the waiata, with evident enjoyment.

At Yale, I worked for seven weeks in the Health Emotion and Behaviour Laboratory (HEB Lab), which is directed by Professor Peter Salovey, one of the original proponents of Emotional Intelligence (EI) theory. Dr. Marc Brackett is Deputy Director, currently leading several research projects on Emotional Literacy, a model which has grown from EI research and other research from the cognitive and affective domains. My focus was to work with and alongside the research team, also developing an Emotional Literacy research proposal for Christchurch. I contributed with some analysis towards the evaluative phase and presented the first seminar of the HEB Lab summer series. I was delighted that Peter Salovey came along, joined in singing the waiata and also participated in the discussion afterwards.

One of the projects recently completed at Yale was an evaluation of the effectiveness of the Emotional Literacy in the Classrooms (ELC) programme through a multi-site cluster-randomized trial, testing a number of hypotheses relating to the outcomes of student engagement in ELC. The large sample comprised 60 schools. ELC is taught through a research-informed programme authored by and copyright to Dr. Brackett and colleagues, using a whole school approach. School leaders and teachers are taught the emotional literacy skills in which they become well-practised, before they teach the children. Project mentors provide ongoing support. There is already empirical evidence that not only students’ emotional literacy skills and academic performance improve when these emotion skills are taught, but also the emotional literacy of school leaders and teachers. I attended and participated in some of the training for school leaders and teachers. It was obvious that this was an enjoyable professional development programme in its own right, contributing to a positive impact throughout their schools. Such opportunities have motivated me to set up a similar research programme here. I met Marc Brackett several times to discuss research design ideas that would be relevant to, and link in with, their work.

This trip was planned prior to the September earthquake and I left New Zealand for USA six weeks after the February earthquake. My arrival in Wichita, Kansas coincided with the most devastating tornado season in the USA for many years, with many lives lost. By the time I arrived at Yale, the excessive heat had begun, and at least one tornado hit Massachusetts not far from where I was. Everywhere I went there was at least one person who could connect to New Zealand or Christchurch. Spending six weeks in Kansas and seven weeks on the eastern seaboard was a fascinating contrast to experience, plus the occasional commute to New York City where I also visited NYU Steinhardt School of Culture, Education and Human Development. Colleagues there appreciated the similarity of their name to our ESHD. I loved the experience of living in both places.

I am looking forward to obtaining funding to set up emotional literacy research here. Receiving the Fulbright Cognition Award in August 2010 validated the importance of improving EI in teaching and learning and in the daily lives of the teachers who are engaged in this important work. The events of September 2010 and beyond, only add to that importance.

Teachers interested in more information on emotional intelligence, including teaching resources, can find out more at http://heblab.research.yale.edu/heblab-yale/myweb.php?hls=10081

Veronica O’Toole
Staff Profile

Professor Peter Roberts took up his current position at the College of Education in 2008. He has taught at all levels of the university system, in both liberal arts and professional programmes.

Tell us about your history with the education profession.

I completed BA and MA degrees in Education at the University of Auckland, holding down various part-time jobs while doing so. My first academic appointment was as a Junior Lecturer at the University of Waikato. I took up that role in February, 1988 and two years later was appointed to a Lectureship. I moved back to a position at the University of Auckland, holding down various appointments as a Junior Lecturer at the University of Auckland, where I was to start here in April, 2008.

What is your position in the College of Education?

I am Professor of Education. I am a member of the School of Educational Studies and Human Development. I serve as Director of the Educational Theory, Policy and Practice Research Hub. For much of my time at the University of Canterbury I have chaired the College of Education Research Committee. I also served for a period as acting Associate Dean (Postgraduate).

Tell us about your research interests?

My primary areas of research are philosophy of education and educational policy studies. Within these broad domains of inquiry I have, over the years, developed a number of research programmes. For more than two decades I have investigated the work of the Brazilian educationalist, Paulo Freire. Freire was one of the most influential figures in 20th century educational thought. From the mid-2000s, I have sought to demonstrate the value of literature in addressing philosophical and educational questions, paying particular attention to the novels and stories of Fyodor Dostoevsky, Hermann Hesse and Albert Camus.

How does research into ethics and education policy impact on teachers?

Teaching is always an ethical and political process. To teach is to commit oneself, overtly or implicitly, to a set of values and ideals. Teaching has the potential to transform human lives, changing the way we see ourselves and the world around us. Given how much is at stake in teaching environments, it is surprising that we so seldom pause to consider, in an in-depth way, some of the fundamental ontological, epistemological and ethical questions that underpin our educational activities. Philosophy of education has much to offer in addressing such questions. It allows teachers to ask why they teach and what they hope students will come to know and be able to do. We need to recognise also that teaching never occurs in a vacuum. Work in critical educational policy studies, informed by philosophical, historical and sociological understanding, prompts us to place developments in teaching in their broader contexts. Policy can be examined at local, national and global levels, and these spheres are often intertwined. Educational philosophers and policy analysts place a premium on theoretical rigour but their work also has clear implications for teaching practice, in all settings, formal and informal.

You recently travelled to Oxford University as part of an exchange programme. Tell us about your experience.

I was a Canterbury Fellow at the University of Oxford in May and June, 2010. I was hosted by the Department of Education. I was also a Visiting Fellow at Kellogg College. I attended lectures and seminars, undertook research, presented several academic addresses, and had many meetings with colleagues and doctoral students.

I found the academic and cultural environment at Oxford wonderfully stimulating. Within little more than a week of arriving, I had attended two lectures by Nobel laureates (one on reconciliation by Desmond Tutu and the other on rights and responsibilities by Amartya Sen). I was surrounded by very accomplished colleagues in the Department of Education, but I was also able to visit other Colleges and gain a better understanding of Oxford’s development over the centuries.

A strong sense of history is evident in many parts of the city. There are many magnificent buildings. The University is the heart of Oxford but there is also much else there that is educational. Over the course of several weekends, for example, I was able to visit four excellent museums, only one of which was housed in the University. There is also no shortage of opportunities in Oxford for attending theatrical or musical performances, for reflecting quietly in one of the parks, or for walking alongside the rivers or the canal.

I was very busy during my time at Oxford but it was an invigorating and memorable set of experiences.

Outside of work, what are your interests?

Over the last 24 years I have come to accept that with academic life one is never fully ‘away’ from work. Being a university professor is not a ‘9 to 5’, Monday to Friday job; the hours are long, and intellectual work never comes to a complete halt. Nonetheless, I try to maintain some other interests. Over the summer months, circumstances permitting, I head out for a run several times a week. I also enjoy walks in the hills or along the Canterbury coastline. Any chance to spend time in gardens is welcomed. Weekends sometimes provide an opportunity to catch up on the reading that is an important part of my work as a researcher. Most of all, I like just sharing quiet moments of relaxation with family and friends.
UC launch for important education text

A book one critic believes should be compulsory reading for every teacher and trainee teacher in New Zealand was launched at the University of Canterbury last week.

Responsive Pedagogy: Engaging Restoratively with Challenging Behaviour, published by the New Zealand Council for Educational Research (NZCER), is co-edited by University of Canterbury Professor of Māori Research Angus Hikairo Macfarlane (Māori, Social and Cultural Studies) and Dr Valerie Margrain (Massey University).

The book sets out the theory and practice of a range of restorative practices and illustrates, through case studies, how they can work in education settings.

At the book’s launch at Central Library last Friday evening Professor Jan Robertson, an adjunct professor at Griffith University, Brisbane, Australia and respected leadership consultant, gave an overview and critique on the book.

Professor Robertson said she felt extremely honoured to be invited by Professor Macfarlane to provide a commentary on the book.

"I want to start by saying this book should be compulsory reading for every teacher and trainee teacher in Aotearoa New Zealand. This kaupapa should be very much at the forefront of teachers’ practice."

Professor Robertson said the book while an academic text had been brought to practitioners in a very accessible and translated way, with each case study bringing the kaupapa or underlying concepts alive.

"I know teachers and principals, when they read it, will reflect on the young people they have in their classrooms right now," she said.

Professor Robertson said she is often asked at professional development courses she leads:

“What does culturally responsive leadership look like?”

“Well the answers to that are in this book.”

She said the book helped bridge the gap between Western wisdom and Māori knowledge and “models a way of being for Aotearoa New Zealand”.

“I believe we are coming to a sea change in New Zealand education and this book is timely and appropriate.”

Professor Macfarlane said the process of editing a book of this kind “reflects the trends of the times - universities working together on research topics that draw from their respective strengths”.

In addition to the editing duo, contributors to the book included academics from Victoria University of Wellington and the University of Waikato and fellow UC authors in the book are Sonja Macfarlane (Health Sciences Centre) and Jan Daly (College of Education). Richard Matla and Greg Jansen (Restorative Schools) provide professional development courses for schools throughout the country and their chapters highlight the impact when theory is converted into practice, while Dr Tom Cavanagh (Walden University, USA) and consultant Margaret Thorsborne from Brisbane offer an insightful international perspective to the book.

Dr Margrain said restorative practice was a relatively new, but growing, area of interest in schools trying to find better ways to deal with challenging behaviours.

“There has been a lot of work around restorative principles, doing things to set things right, accepting responsibility. Even the youngest of learners in early childhood education can grasp the principles of saying sorry and helping clean up a mess,” she said.

“There are no set answers, but this book helps provide information and tools that can work in different situations. At the end of the day, you want a change in behaviour and some accountability.”

Professor Macfarlane reiterated that the 12 chapters offer a set of practical and restorative responses to learning and teaching that cross all types of educational settings, from early childhood through to secondary school.

“Locating the principles of responsive pedagogy within a Māori worldview gives the book particular relevance to New Zealand researchers and practitioners. We would like to think that the content of the book will build on the relationship-based and culturally responsive approaches that are important in the diversity of today’s schools”, he said.


Co-editors Professor Angus Hikairo Macfarlane and Dr Valerie Margrain.

UC Vice Chancellor, Dr Rod Carr, Professor Macfarlane and Pro Vice Chancellor of Education, Professor Gail Gillon celebrate at the book launch.
International Rock Climbing Research Congress

Rock climbing researchers from around the world converged on the College of Education last month for the first International Rock Climbing Research Congress. Event organiser, Dr Nick Draper said that “this event was a great opportunity for rock-climbing researchers from around the world to get together, discuss their research and to plan future collaborations. Sampling some of Canterbury’s greatest outdoor adventure spots was a very attractive bonus.”

The congress featured expert keynote speakers presenting on subjects including acute injuries to the hand in rock climbers, rock climbing and environmental education, personality characteristics and accidents of alpine climbers and BASE jumpers and the psychophysiological demands of rock climbing.

“The Congress was the first of its kind in over a decade and was long overdue. Research in the field of rock climbing has grown dramatically in the intervening years. While this was a smaller gathering than some research conferences, we believe those attending received a real treat,” said Dr Draper.

Among the keynote speakers were:

Professor Franz ‘Tino’ Fuss, from the School of Aerospace, Mechanical and Manufacturing Engineering at RMIT University, Melbourne Australia, who is a specialist in sports equipment innovation, design and testing. He spoke on advanced performance analysis in sport climbing with instrumented holds and walls, graphical visualisation of performance parameters and possible applications for objectively quantifying route difficulty.

Professor Will Hopkins is professor of exercise science in the School of Sport and Recreation at AUT University, Auckland NZ. Professor Hopkins is a world expert in the field of magnitude based inference.

Associate Professor William Helton is from the Department of Psychology at the University of Canterbury. His current research is focusing on human factors’ issues in search and rescue, including high-angle search and rescue.

As well as the keynote addresses and presentations, attendees could engage in various optional activities, including indoor and outdoor rock climbing, mountain biking and a field trip to Bealey Spur. On the final day they enjoyed a trip to Akaroa where a uniquely New Zealand congress dinner was held: fish and chips on the waterfront.

The College of Education research labs include:

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<th>Lab Name</th>
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<td>e-Learning Lab</td>
<td>Professor Davis</td>
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<td>Inclusive and Special Education Research Group (ISER)</td>
<td>Professor Hornby</td>
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<td>Health Services Assessment Collaboration (HSAC) Research Lab</td>
<td>Associate Prof Kirk</td>
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<td>Olympic Studies Research Lab</td>
<td>Associate Prof Culpan</td>
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<td>Early Years Enquiry Hub</td>
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<td>Language and Literacy Research Lab</td>
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<td>Educational Theory, Policy and Practice Research Hub</td>
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<td>Wayne Francis Cancer Epidemiology Research Group</td>
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<td>Tari Rangahau: Maori Education Research Lab</td>
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<td>Education History Research Lab</td>
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<td>Teacher Learning and Innovations in Practice Research Hub</td>
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Events Diary

**Term One 2012**

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<tr>
<td>Tuesday, 10 January, 2012</td>
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<td>Postgrad student enrolment due</td>
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<td>January 23rd to 26th, 2012</td>
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<td>International Postgraduate Symposium: Critical and Postcritical Approaches to Global Citizenship Education.</td>
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<td>Monday, 20 February</td>
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<td>First day of term for most programmes (excludes GradDips)</td>
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<td>Friday, 2 March</td>
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**Change can bring opportunities for teachers**

This year has been a challenging year for Canterbury teachers. Many have had to deal with extraordinary changes to their personal and professional situations. For some, this change will bring opportunity and 2012 could be a time for new challenges.

“There will be many educators in Canterbury who have been left in remarkable circumstances after all that’s happened,” said Dr Missy Morton (Education Masters Programme Coordinator).

“The College of Education would like those educators looking for a change to consider postgraduate study as a way to get a fresh challenge, specialise in a specific area of interest and learn from internationally renowned academic staff.”

The UC College of Education offers a variety of professional development and postgraduate programmes that are achievable for graduates from all walks of life and circumstances.

“Since the earthquakes people have had a chance to reflect on what they particularly would like to do,” said Dr Morton.

“There are so many areas open to educators who wish to specialise. Inclusive and special education is of interest to educators and many of our academics are experts in this area. Educational leadership and e-learning and digital technologies are popular choices, as is literacy. The College has a very good Māori bilingual and immersion teaching programme. Through our specialist teaching programme, educators can gain endorsements in early intervention, deaf and hearing impairment and learning and behaviour. Tertiary teaching and teaching in languages are also options,” she said.

“The Health Sciences Centre offers even more options to specialise, such as counselling, child and family psychology, clinical teaching and palliative care.”

The postgraduate programmes are suitable for all teachers with fulltime and part-time options available. Some courses are held on-campus with many others available by distance learning.

“The range of options will suit people from a variety of educational backgrounds, whether they wish to study while working or become fulltime students. Our programmes are for anyone that wants to build a stronger platform of knowledge and research to aide their careers,” said Dr Morton.

If you are interested in learning more about postgraduate options please email the College of Education Postgraduate Office at postgraduate@education.canterbury.ac.nz.

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**Associate Professor Missy Morton, Master of Education Programme Coordinator.**