



7 December 2021

Perry Rush
President
New Zealand Principals' Federation

By email: fyi-request-17571-3077c5c1@requests.fyi.org.nz

Tēnā koe Perry

Official information request regarding instructional hours in ITE programme

I refer to your request for information under the Official Information Act 1982 (the Act) dated 15 November 2021:

“I write to request the following under the Official Information Act 1982:

- (1) *The hours allocated through your one-year graduate diploma programme for*
 - (i) *Instructional teaching – in class taught theory*
 - (ii) *Practice-based teaching – workshopping or experiencing the practical aspects of the discipline (excluding practicing in schools)*

For the following topics:

- (a) *The teaching of writing*
 - (b) *The assessment of writing*
 - (c) *The teaching of reading*
 - (d) *The assessment of reading*
 - (e) *The teaching of dance*
 - (f) *The teaching of drama*
- (2) *Please detail the course names for these subjects”*

You have not specified which Initial Teacher Education (ITE) programme you are requesting information about, but we presume it is the primary graduate diploma qualification that is of interest to you.

It is not possible to provide the information as it has been requested. The questions posed rest on assumptions about how teaching is conducted in the University and in initial teacher education that do not reflect how our courses are designed or taught. The Graduate Diploma of Teaching (Primary) has a campus cohort and an online cohort and

employs blended approaches to teaching and learning that utilise digital technologies alongside campus-based and online activities.

Similar to the way that evidence informed approaches to education in schooling have led to inquiry-based pedagogical approaches, integrated curriculum, and holistic and collaborative teaching and assessment, teacher education has undergone transformation in approaches to preparing new teachers. As a result, it is not possible to give specific hours of learning for the individual components you have listed. As such, your request is refused in accordance with section 18(e) of the Act as the information you have requested does not exist in a form that could answer your questions directly.

It is important to understand three (of a larger number of) aspects of our conceptual model that inform how teaching and learning in initial teacher education is undertaken.

First is the principle of adaptive expertise, which refers to teachers' ability to flexibly adapt their knowledge and skills when making teaching decisions. Student Teachers are encouraged and guided to connect their skills and learning in one discipline area to others. The second is inquiry-based approaches to teaching and learning, which are employed in teacher education courses to encourage deep learning and connections to practice. The third is the use of creative, relational and embodied pedagogies to emphasise learning that includes and goes beyond 'thinking' and encourages imagination and innovation.

Courses that are designed with these principles in mind focus much less on how many hours are given over to particular topics and more on the holistic teaching and learning experiences that are impactful for student teachers.

Outlined below is information about the core courses that relate to English and the arts in the Graduate Diploma of Teaching (Primary).

<p>TCHG326 English Drama Science</p>	<p>300 hours of learning – divided evenly between the 3 disciplines (i.e. 100 hours each)</p> <ul style="list-style-type: none"> • direct teaching via face to face classes for campus students - 30 hours in total • e-wananga, online lectures, Zoom hui for distance students – 30 hours • online readings, activities, video clips, ppt presentations, websites, supplementary materials for all students – 100 hours • assessments – 150 hours
<p>TCHG327 Mathematics Physical education Music Dance</p>	<p>300 hours of learning– divided between the 4 disciplines (i.e. 85 hours each for math, PE & music, 45 hours for dance)</p> <ul style="list-style-type: none"> • direct teaching via face to face classes for campus students - 30 hours in total • e-wananga, online lectures, Zoom hui for distance students – 30 hours • online readings, activities, video clips, ppt presentations, websites, supplementary materials for all students – 100 hours • assessments – 150 hours

TCHG328 English Social studies Health	300 hours of learning - divided evenly between the 3 disciplines (i.e. 100 hours each) <ul style="list-style-type: none"> • direct teaching via face to face classes for campus students - 30 hours in total • e-wananga, online lectures, Zoom hui for distance students – 30 hours • online readings, activities, video clips, ppt presentations, websites, supplementary materials for all students – 100 hours • assessments – 150 hours
--	--

English literacy teaching is treated in a holistic way with the assessment and teaching of oral language, reading, and writing addressed in TCHG326 and TCHG328. Specific conceptual understandings related to theory are addressed through course materials and experiences, as well as pedagogical approaches, including assessment, planning, and implementing lessons. These elements are woven into and demonstrated alongside science, drama, social studies, and health. For example, in TCHG326 students experienced the powerful way in which English and drama can be taught together through engaging in a drama about Parihaka, learning drama strategies and techniques, and how reading, oral language, and writing can be authentically taught in conjunction with drama.

The course assessments are also central to the learning of key skills and understandings about the curriculum and practices of teaching English, drama and dance (as well as other disciplines). For example, in TCHG326, one assignment requires students to work in a triad to collaboratively plan a shared reading experience, a drama experience for being in role, and a science experience with an object of curiosity. Using peer teaching in groups of 6, each student teaches one activity to their peers (in class-time for campus students and via Zoom for distance students), receives constructive feedback and reflects on the teaching experience.

The learning that students engage in for English language and literacy, and for dance and drama, is designed to accommodate campus and distance students; and to be responsive to changes when Covid-19 disrupts plans. For example, a series of 4-hour dance workshops for campus-based students had to be postponed and shortened as a result of Covid alert levels that required physical distancing, the use of masks, and smaller groups of students in a teaching space.

The Faculty of Education takes a blended approach to teaching and learning where the whole is considered greater than the sum of the parts. This approach includes and incorporates the strengths of real-time face to face and online teaching, asynchronous and independent learning materials with practical activities for students to complete individually or in small study groups, reading and viewing materials, and authentic assessments designed to practice core skills and build core understandings about teaching and learning.

You have the right to seek an investigation and review by the Ombudsman of the decisions made regarding this request. Information about how to make a complaint is available at www.ombudsman.parliament.nz or freephone 0800 802 602.

If you wish to discuss this decision with us, please feel free to contact me at oiarequests@vuw.ac.nz.

Ngā mihi nui

Blair Doherty
Senior Advisor, Official Information and Privacy
Legal Services
Te Herenga Waka—Victoria University of Wellington