

GRADUATE PROFILE FOR THE MASTER OF TEACHING AND LEARNING / POSTGRADUATE DIPLOMA IN TEACHING AND LEARNING

A graduate of the Postgraduate Diploma of Teaching and Learning (Primary/Early Childhood) is:

1. Able to demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership through respect for Te Reo Māori me ōna tikanga, demonstrated through personal language competence and responsive pedagogies for Māori learners.
2. A resilient and ethical professional, with deep understanding of the social, cultural, economic and political influences on education, expressed through a commitment to The Standards and Code of Professional Responsibility for teachers.
3. An educator who cares, questions and acts with tika (integrity), pono (respect), and ako (compassion).
4. A critical and creative thinker who can analyse, articulate and apply key theoretical principles of education to practice contexts, to build knowledge and intellectual capabilities of all learners.
5. Playful, passionate and purposeful, creating learning opportunities for creative problem-solving and innovation, utilising technology as appropriate.
6. Able to initiate, work autonomously and collaboratively, assume responsibility and accept accountability for academic and professional learning. Is able to self-regulate to meet new challenges while also being collaborative and collegial.
7. Grounded in professional practice which draws upon a sound knowledge base, relevant pedagogical content knowledge and effective assessment options to ensure that learning and teaching environments are sensitively constructed.
8. An adaptive expert who confidently uses data and seeks research evidence, including evaluating own practice through teaching-as-inquiry, in order to make informed decisions about learning and teaching interventions to positively impact the learning and achievement of all learners.
9. Relational and respectful, with highly developed interpersonal skills and integrity, evident in collaborative communities of practice, strong professional relationships with children and their whānau, displaying sensitivity in intercultural competencies.
10. Secure in their teacher identity and personal teaching philosophy which can be articulated and defended, and which is demonstrated through professional practice, a sense of self-efficacy and agency.

Master of Teaching and Learning (Primary/Early Childhood)

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In addition to points 1-10 above:

11. A critical inquirer who assumes a reflective research stance towards practice and is able to report on research findings as a contribution to the education community.