



AUT

Curriculum Studies Review

The Role of Curriculum Studies Tutorials in the
Graduate Diploma in Secondary Teaching

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Curriculum Studies Review: The Role of Curriculum Studies Tutorials in the Graduate Diploma in Secondary Teaching

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CONTENTS

INTRODUCTION	4
A BRIEF HISTORY OF THE GRADUATE DIPLOMA IN SECONDARY TEACHING	4
REVIEW OVERVIEW	4
CURRICULUM TUTORIALS	5
STUDENT EXPERIENCE	5
KEY POINTS: POSITIVE	5
KEY POINTS: NEGATIVE AND/OR CONSTRUCTIVE	5
TUTOR FEEDBACK	8
KEY POINTS: SUMMARY	8
ECONOMICS & LOGISTICS	11
KEY POINTS: SUMMARY	11
RECOMMENDATIONS	13
CHANGE OF TITLE	13
REVISED WORKSHOP THEMES	13
WORKSHOPS BASED ON LEARNING AREAS	13
STRATEGY FOR GROUP SIZE	15
CONSISTENT FREQUENCY	15
SUSTAINABLE TIME COMMITMENTS AND DURATION	15
SOUTH CAMPUS & TRANSITION	15
WORKLOAD TIME ALLOWANCE	16

CURRICULUM STUDIES REVIEW

THE ROLE OF CURRICULUM STUDIES TUTORIALS IN THE GRADUATE DIPLOMA IN SECONDARY TEACHING

INTRODUCTION

A BRIEF HISTORY OF THE GRADUATE DIPLOMA IN SECONDARY TEACHING

The 120-point Graduate Diploma in Secondary Teaching was established in 1997 and has grown from two small cohorts (full-year and mid-year intake) located on AUT north campus, to four cohorts running concurrently (120 students approximately) with the recent expansion to include a full-year and mid-year intake based on the AUT south campus. The programme has been monitored regularly by a Monitor appointed by the Teaching Council. The most recent Monitor report included the following summary statement:

“AUT’s Graduate Diploma in Secondary Teaching is a well-established programme which has grown and evolved as it very ably meets the needs of students, schools and the Teaching Council. It has proven ready to adapt in response to feedback, professional considerations and policy change, and is well prepared to adapt/change to meet the new Initial Teacher Education Programme Approval Requirements. The school/professional community holds AUT’s programme in very high esteem and values working with the University and its students”.

Partnership has been a feature of the programme in several different ways. A unique characteristic of the programme is the contracting of senior teachers as Curriculum Tutors who provide specialist subject support for students while they are in the programme. AUT students have provided consistent feedback about the value and strength of this aspect of the programme. It has also ensured a close working relationship between schools and AUT. The Graduate Diploma of Secondary Teaching Advisory Committee is made up of a number of teachers from across a range of schools and this committee provides useful insight and feedback in response to developments in the programme and the various complexities related to practicum such as scheduling and capacity. Our relationships with schools are strong, evidenced by a number of schools who support our students by regularly offering practicum placements.

REVIEW OVERVIEW

The purpose of this review is to examine the role of the Curriculum Studies Tutorials in the Graduate Diploma in Secondary Teaching. While student and tutor feedback have identified the strengths of the tutorials, it has also pointed to areas for development and change.

CURRICULUM TUTORIALS

The Curriculum Tutorials are an important component of the Graduate Diploma in Secondary Teaching at AUT. The purpose of the Curriculum Tutorials is to help students relate the knowledge gained through the papers that comprise the Graduate Diploma to what is required by the NZ Curriculum in the classroom. Curriculum Tutors also help students to develop their subject specific pedagogy, and practical knowledge of teaching, learning and assessment strategies in their learning area. To ensure that they continue to provide the best educative experience for students, they are part of a regular review cycle. The present review is based on consultation with a number of different parties, including current and former students in the Graduate Diploma in Secondary Teaching, current Curriculum Tutors and critical assessment from the current Lecturer with leadership responsibility for the Curriculum Tutorials. In total, 110 people contributed to the consultation.

STUDENT EXPERIENCE

KEY POINTS: POSITIVE

- Knowledgeable tutors
- Tutors generally cater to student needs and/or are responsive to student requests
- Appreciated sharing of resources

KEY POINTS: NEGATIVE AND/OR CONSTRUCTIVE

- Too much time spent on content knowledge
- Overly heavy focus on senior assessment standards
- Students desire stronger focus on implementation of curriculum and teaching strategies
- Students want tutorials to be more structured
- Material is often repetitive
- Students question the timing and frequency of tutorials

The student experience has fluctuated across semesters and cohorts. The overall response has been that students like the concept of working with practicing teachers in their curriculum area. There is a general view that the tutors are knowledgeable and generally cater to student needs by being responsive to their requests and questions. Students especially appreciated the sharing of resources and material. Sample comments from students who feel that Curriculum Tutorials are a valuable component of the programme include: *"The tutorials were very helpful as the tutor helped us gain an understanding of*

My tutor had a great passion for her subject. *all aspects of the subject - planning for different levels, marking for different levels, teaching strategies, content knowledge as well as the practical work," "The tutorials were very useful. She [my tutor] has boosted my confidence immensely and all the knowledge she has given me is extremely useful," and "I rated this tutorial very highly. I enjoyed learning new things and felt safe when I didn't know*



certain content." These comments attest to the remarks that the student focus group shared with the Education Council's Programme Monitor in 2016.

The data also pointed to variance between different tutorials, with some subjects/tutors consistently being received favourably, while others have received more critical feedback in end of semester evaluations.

An overwhelming majority of students responded that the focus on content knowledge was too strong. Students who had rated their overall tutorial experience as positive also noted this point, and questioned whether this was the most efficient and beneficial use of the tutorial time. *"Some bits were a bit too 'content based'".*

There was too much focus on content knowledge.

Many students also reported a heavy focus on the specifics of senior assessment standards, noting that every standard was thoroughly debriefed and the focus of many of their sessions was *"going over material"* related to assessment standards and tasks. One student made a comment that reflected the views of a large number of others: *"Going into every standard in such extreme detail was not very useful."* It is important to note that some students appreciated this break down, but the majority who reported this focus believed that tutorial time could be used more effectively.

In a similar vein, students asked for more focus on implementation of curriculum and teaching strategies specific to their learning area: *"More time could have been dedicated to how the curriculum could be delivered in the classroom," "More direct focus on how content is covered in the classroom, and teaching strategies," "Less focus on content, and more focus on how content can be taught and assessed in a typical senior English classroom," "I didn't agree with the focus being on 'skill development' [in physical education]. The tutor said it is important that students can dribble a*

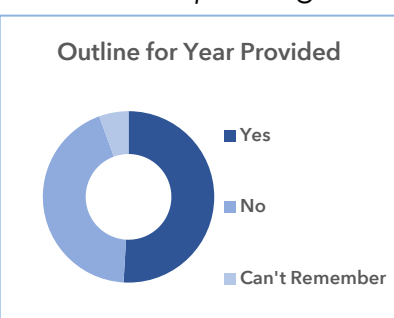
More time could have been dedicated to how the curriculum could be delivered in the classroom. *basketball. Many of the games and activities were quite old school," "I learnt skills for the classroom but I would like to know more about the way I present this. How to teach using skills, technology workshop pedagogy etc.,"*

and "Most of the [hard technology] tutorials were spent doing practical work - 30 minutes going over a topic and then 2 ½ hours doing practical. More theory of teaching technology would have been better."

A strong commonality in the student feedback is the desire for more structure in the tutorials to make the learning clear. *"I think the tutorials need to have more structure," "I found it very unorganised and unstructured."* While the tutors are expected to issue a session outline to students at the first tutorial, many students reported not receiving this. Several students from different cohorts stated that it was a surprise as to the focus

It would have helped to have a structure for each tutorial made clear for us.

for each tutorial, often finding out on arrival at each session. When asked if it was clear when various aspects would be covered, a typical response was *"only at the beginning of particular tutorials; others were quite vague"*. Other comments included: *"Prior planning and knowledge of what will be covered would be helpful", and "It would be helpful if we were given a pre-organised schedule."*



While some students were surveyed as to their needs and interests (for example, the Senior English tutor used the online survey tool Survey Monkey to canvass students' interests, and others were asked via email

if there were specific topics that wanted to cover), many felt that the tutorials were not planned very far in advance. On saying this, most students stated that their tutors did talk about what would be “coming up”, and they felt this was one way of including students’ wants and needs.

Comments relating to the Curriculum Tutor’s style of delivery or pedagogy were usually positive. Students enjoyed an interactive focus, with practical elements and discussion of experiences and approaches to teaching featuring highly. The following comment reflects the opinions shared in relation to this theme. [Positive aspects]: *“The tutor made their workshops really engaging by sharing lots of her resources, generating discussion about different approaches, and letting us trial activities etc.”* In contrast, the students were critical of less engaging approaches: *“The lecture style was*

I enjoyed learning new things and felt safe when I didn’t know certain content.

exhausting and lacked relevancy.” However, this did not appear to be a common method of delivery. One student stated that the examples and issues were all

embedded in the specific context of the tutor’s school, which being a single-sex school seemed to close down discussion of wider issues not located in boys’ schools: *“The tutor teaches in a boys’ school, and only spoke about teaching boys. Talking about teaching girls would be useful too.”*

The majority of students noted that the material covered in tutorials was often repetitive. This was most commonly repeated between different tutorial subjects, particularly when there was a close relationship with other tutorials (junior and senior English; junior science, biology, chemistry and physics; business studies, economics and accounting; junior social studies, geography and history). *“The content was covered in multiple sessions and seemed repetitive,” “Content from senior and junior English was blurred”.* [Less useful]: *“Junior English and senior English content was deliberately blurred, causing some confusion,” and “Junior and senior tutorials were very similar. It is arguable whether they need to be split.”*

Junior and senior sessions should be combined together.

The timing and frequency was another issue that appeared frequently in students’ comments. Many students felt that three hours was too long for an individual tutorial, particularly as they are scheduled in the evening. Individuals who noted this concern also expressed that a break was needed in the session, but this was only offered by some tutors. *“I feel as though having 6 x 3 hour tutorials doesn’t allow for a coherent learning experiences. Often we learnt things we had done during the core course,” “Have little breaks - 3 hours is quite long,” and “The tutorials are very long at the end of a day of university classes. The tutors must be quite tired at the end of the session too, especially because they have been teaching all day.”*

Students also questioned the frequency of tutorials, with some students indicating that attending multiple subjects precipitated an excessive time commitment when tutorials were scheduled. *“Less tutorials would be great as it became a challenge to attend so many, especially if you teach more than one subject area.”*

A related issue, while not widely expressed, concerned the location of tutorials. The students are made aware of the potential travel commitment at the point of their application interview. The majority of tutorials are hosted in schools relatively close to AUT’s North Campus, with a small number held at central schools including Dilworth School, Epsom Girls’ Grammar, and St Cuthbert’s

Very useful. She boosted my confidence immensely and all the knowledge she has given me is extremely invaluable.

College. One student felt the location of the Junior Art tutorial at Southern Cross Campus was challenging: *Negative*

aspects]: *“Location – not being in Mangere; made it extremely difficult and expensive to get to; put me off going; took away from enjoyment.”* While this point was only made by one student, it is worth considering as the programme expands to the South Campus in Manukau.

TUTOR FEEDBACK

KEY POINTS: SUMMARY

- Majority of time spent on subject specific content knowledge.
- Time allocated to learning area pedagogy and general pedagogical strategies is disparate.
- Issues related to group size.
- Varied opinions about time and frequency of tutorials.

The cohort of Curriculum Tutors consists of a number of tutors who have been involved with the Graduate Diploma in Secondary Teaching for several years. There is also a significant group of tutors who are relatively new to the programme, replacing tutors who have stood down for a variety of reasons (change in commitments and/or school positions, relocation, pregnancy etc.). The Education Council’s Programme Monitor expressed interest, during their visit in 2016, in role that Curriculum Tutors play in the development of students completing the Graduate Diploma in Secondary Teaching. The monitor suggested considering how the status of Curriculum Tutors could be further enhanced as the programme continues to evolve.

A professional development opportunity was offered to all Curriculum Tutors in March 2016, with the dual focus of introducing the current lecturing staff at AUT, and explaining changes to the assessments and Tutor Report for the paper EDST 703: Curriculum Theory and Practice. 8 tutors attended the 2016 workshop. A further workshop for new tutors in February 2017. 6 out of 7 new tutors attended the 2017 workshop.

All Curriculum Tutors (including those who had recently resigned from their positions), were invited to take part in the consultation process of this review. In particular, the tutors were asked to indicate the amount of time spent on different aspects during their tutorials, and to respond to a number of questions regarding the purpose and procedure of the Curriculum Tutorials, and their perspective of positive and negative aspects of the current arrangements. Additionally, tutors were given the opportunity to express any individual thoughts they had regarding the Curriculum Tutorials.

With regards to the content of Curriculum Tutorials, two features stand out. Firstly, there is an overwhelmingly high amount of time allocated to subject specific content knowledge. The tutorial content graph indicates that the largest number of respondents spent 12 hours or more focused on content knowledge. Given that students enter the programme with a Bachelor’s degree in their relevant discipline, and a combination of 200 and 300 level papers as a minimum, it is concerning that this amount of time is spent on content knowledge.



It is expected that students will have some gaps in their content knowledge, particularly because the content and contexts of what is taught can differ between schools in the New Zealand education system. For instance, while a number of schools may study 'The Rocky Shore' as part of a senior biology programme, the content of what is taught and learnt will differ depending on which environment is chosen as the context of study (eg. The rocky shore environment and ecosystem at Goat Island Marine Reserve will differ to that of Milford Beach). Spending this volume of time filling these gaps, however, comes at the expense of other valuable learning. A more appropriate focus would concern how students can identify the relevant content that is taught in different schools (such as their practicum schools), and what means and resources they can use and access to help gain this specific content knowledge. Alternatively, where a particular feature of content or conceptual knowledge is an underpinning feature of the New Zealand Curriculum Learning Area, it would be appropriate to help students understand this. For instance, the conceptual *socio-ecological perspective* and *determinants of health* are fundamental to understanding health education, which may be unfamiliar to students who completed an undergraduate degree related to sports performance or anatomical sciences.

A possible explanation for why tutors are spending a disproportionate amount of time on content knowledge can be found in the Curriculum Tutors' Handbook. The handbook provides tutors with information about the Graduate Diploma in Secondary Teaching, their role as Curriculum Tutors, key personnel contacts and administrative processes. It also outlines four distinct areas of content to be included in tutorials. These include:

- Subject content and the New Zealand Curriculum
- Unit planning and lesson planning/managing the learning
- Assessment
- Professional

In the section titled *Subject content and the New Zealand Curriculum*, tutors are advised the following: “Students are expected to have the appropriate subject content knowledge as a result of their degree studies. Entry requirements include having a minimum of 1 appropriate 300 (level 7) paper in their senior teaching subject and 1 appropriate 200 (level 6) paper in their junior teaching subject. In practice we only take students who have a much better coverage than this.” And, under *Indicative Content* for this area, it is stated that tutors should include “Knowledge and skills required to be taught at each level of the secondary school”. While it has been expected that an appropriate weighting would be spread across the tutorial content topics, it is apparent that the time dedicated to content knowledge has come at the expense of other areas of learning.

The second point of interest relates to the variance in time spent on teaching strategies and pedagogical approaches relevant to the specific learning area, and the time variance regarding general pedagogical strategies. The former has a range of 3 – 12+ hours between different tutorial sessions, while the latter has a range of 0 – 12+ hours. The large range indicates a discrepancy in the student experience of different tutorials. Some tutors endeavour to help students develop a repertoire of appropriate teaching strategies, while there is little to no focus on this in other tutorials. This incongruity was noted in the consultation with students, and there was a marked call for more time dedicated to pedagogy at the expense of subject specific content knowledge.

The tutors were asked to indicate the size of the tutorial groups that they had recently worked with, and to comment on the advantages and disadvantages of working with a group of this size. *“The group size has varied over the last couple of semesters from 2 to 8. With two it is hard to get dynamic happening in both discussion and activities. An advantage is we can discuss issues and interests specific to the student. Eight or nine is an easy number to manage for getting students working together. It also brings a better range of ideas and viewpoints. Up to 12 students would have this advantage.”*

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Small groups of 1-4 students were reported to be challenging; slightly larger groups of 5-9 students were seen to allow for “opportunities to do more, more input from students, good dialogue”. Some larger groups resulted in higher workload for some tutors, especially at the end of semester when they are required to complete the Tutor Report for graduating students.

Indicative comments for group size 1-4: *“Individual needs can be addressed and individual contributions can be valued,” “3-4 is ideal as everyone can contribute,” “Good personal time with the student,” “Can become ‘chalk and talk’ seminar style - I’d prefer bigger groups - more dynamics and possibilities for practical work,” and “It is hard to stimulate discussion that is not tutor-centred.”*

Indicative comments for group size 5-9: *“Plenty of one on one work; great discussion buy-in,” “This was a great size - small enough for all to contribute to discussion and large enough that there was a range of experience and expertise,” and “I think any larger would be easy for some to be left out of discussion.”*

Indicative comments for group size 10+: No comments recorded.

In discussing the duration and frequency of tutorials, the tutors were varied in their opinions. At one extreme, one tutor felt that there was not enough time to cover the material they deemed important to over for their subject area: *“Very rushed to get through work, much of it not covered due to the nature of junior science.”* In opposition to this view, another tutor believed that the timing of individual tutorials was too long, and that this could be remedied by reducing the length and increasing the frequency: *“3 hours is too long - maybe do 8 or ten sessions a year or 2 x 1 ½ hours.”* The predominant view of the tutors, however, was that it was important to maintain a balance between the programme commitments and their other teaching commitments. A typical comment characteristic of this viewpoint is captured in the following statement: *“I couldn't fit any more in around my commitments. I wouldn't want any less in terms of covering things in a meaningful way.”*

ECONOMICS & LOGISTICS

KEY POINTS: SUMMARY

- Financial cost for the School of Education.
- Large time commitment for staff with responsibilities for Curriculum Tutorials.
- Implications for South Campus developments.

The hourly pay rate for Curriculum Tutors ranges from \$47.18 to \$62.91, with an average wage of \$54.57. The majority of tutorials are 3 hours long, with a frequency of 6 sessions per year, totaling 18 hours per subject. There are some exceptions to this, with drama, physical education and junior technology having 8 sessions per year, for a total of 24 hours. With a full contingency of Curriculum Tutorials (30), the financial cost for the School of Education can be calculated at \$31, 432.32¹. The 2017 Semester 2 offering of 28 tutorial subjects equates to \$29,467.80.

At present, the responsibility for the Curriculum Tutorials has fallen on the lecturer of the paper EDST 703: Curriculum Theory and Practice. This duty has entailed liaising with Curriculum Tutors about the purpose, content, and focus of tutorials; designing and adjusting the assessment requirements of the tutorials; communicating with and supervising students regarding the place and purpose of Curriculum Tutorials; mediation and arbitration of student related issues; presiding over assessed components of tutorial, including requests for Curriculum Tutors' input and feedback via reports, assessing written components of students' work, compiling Curriculum Tutor's reports, calculating and mediating grade allocation of different tutors; distributing Curriculum Tutor reports to students; reviewing Curriculum Tutorials programme and re-writing curriculum focus of tutorials; consulting with students at the end of each semester regarding their experience of tutorials; identifying and appointing new Curriculum Tutors; inducting new Curriculum Tutors to the programme; organising and conducting professional development opportunities for Curriculum Tutors.

¹ Calculated using the average hourly rate of \$54.57

Tutorial Subject	Frequency	Total Hours	Total Tutorial Cost (x average hourly rate ¹)
Junior English	6	18	\$982.26
Senior English	6	18	\$982.26
Drama	8	24	\$1309.68
Music	6	18	\$982.26
Junior Art	6	18	\$982.26
Senior Art	6	18	\$982.26
Photography	6	18	\$982.26
Health	6	18	\$982.26
Physical Education	8	24	\$1309.68
Languages	6	18	\$982.26
Te Reo Māori	6	18	\$982.26
Junior Mathematics	6	18	\$982.26
Senior Mathematics	6	18	\$982.26
Junior Science	6	18	\$982.26
Biology	6	18	\$982.26
Chemistry	6	18	\$982.26
Physics	6	18	\$982.26
Junior Social Studies	6	18	\$982.26
Geography	6	18	\$982.26
History	6	18	\$982.26
Classics	6	18	\$982.26
Media	6	18	\$982.26
Accounting	6	18	\$982.26
Economics	6	18	\$982.26
Business	6	18	\$982.26
Junior Technology	8	24	\$1309.68
Hard Materials	6	18	\$982.26
Food & Textiles	6	18	\$982.26
DVC	6	18	\$982.26
ITC	6	18	\$982.26
Total Financial Expenditure			\$31,432.32

The hours allocated for these responsibilities do not accurately reflect the work involved in the responsibility.

The administrative component of the Curriculum Tutorials has been undertaken by the Student Administrator for the Graduate Diploma in Secondary Teaching. This responsibility has entailed a considerable amount of effort and labour in managing the administration requirements relating to Curriculum Tutors and Tutorials. An example of the duties fulfilled include scheduling tutorials for each subject area; locating and arranging rooms for tutorials held at AUT; liaising with Curriculum Tutors regarding timing, frequency and schedule of tutorials; communicating with students regarding timing, frequency and schedule of tutorials; rescheduling tutorials to meet requests from individual tutors; communicating administrative responsibilities to tutors; organising employment affairs for tutors. These responsibilities are currently accounted for in the Student Administrator's workload, but it is important that changes and developments to the Curriculum Tutorials are consciously aware of the implications for the workload of the Student Administrator.

The imminent expansion of the Graduate Diploma in Secondary Teaching to include a cohort of students at the South Campus in Manukau has implications for the Curriculum Tutorials. It is unfeasible to have students travel from Manukau, at the conclusion of their day of lectures, to attend existing tutorials, which are predominantly on the North Shore and start at 4:00 in the afternoon. This necessitates appointing an additional set of tutors to service the South Campus cohort.

RECOMMENDATIONS

1. **Change of Title:** To better reflect the purpose and significance of the Curriculum Tutorials to the Graduate Diploma in Secondary Teaching - a point that was raised by the Education Council Programme Monitor during their visit in 2016 - a change of title is proposed. *Curriculum Specialist* would replace Curriculum Tutor and *Curriculum Workshops* would replace Curriculum Tutorials.
2. **Revised Workshop Themes:** To ensure a greater level of consistency in student experience, and to enhance the synergy between Curriculum Workshops and the taught component of the Graduate Diploma in Secondary Teaching, a more current outline of workshop content (themes and topics) will be created. Curriculum Specialists will then create their workshop outlines based on these themes. The staff with responsibility for Curriculum Workshops will lead the design of workshop themes and topics, with input from other lecturers on the programme. This will see content knowledge de-emphasised and a greater focus on such things as subject-specific pedagogy. As the Graduate Diploma in Secondary Teaching continues to evolve, with an eye on transforming to a post graduate level diploma, the outline of workshop content, themes and topics will also change to reflect this.
3. **Workshops Based on Learning Areas:** To overcome the issue of repetitive content and inconsistent outcomes identified in the Student Experience section, it is proposed that the number of workshop subjects be condensed in line with the Learning Areas of the New Zealand Curriculum. Where disciplinary divisions in Learning Areas are appropriate, particular Learning Areas will retain specific subdivisions to enhance the relevancy and student learning experience. An example of how workshop subjects will be reorganised is offered in the following chart:

Junior English	English
Senior English	
Drama	The Arts (Performing Arts)
Music	
Junior Art	The Arts (Visual Arts)
Senior Art	
Photography	
Health	Health & Physical Education
Physical Education	
Languages	Learning Languages
Te Reo Māori	Te Reo Māori
Junior Mathematics	Mathematics & Statistics
Senior Mathematics	
Junior Science	Science
Biology	
Chemistry	
Physics	
Junior Social Studies	Social Sciences
Geography	
History	
Classics	
Media	Social Sciences (Media)
Accounting	Social Sciences (Business)
Economics	
Business	
Junior Technology	Technology
Hard Materials	
Soft Materials	Technology (Food & Textiles)
Food	
DVC	Technology (Digital Technologies)
ITC	

The decreased emphasis on content knowledge will facilitate the merging of pre-existing tutorial subjects into the new workshop learning areas.

This change will impact on the employment arrangements of existing tutors. Reducing the number of offerings will mean a reduction of personnel. At present, Curriculum Tutors are employed on an annual contract, with an understanding that this is dependent on student numbers and subject areas represented in each cohort of students. However, some tutors have been a part of the programme for a significant period of time. If this change is taken up, it is imperative that the School of Education carefully manages this process.

Decisions about the appointment of Curriculum Specialists to the new Curriculum Area Workshops will create a high level of work. The School of Education will need to prepare for this, and ensure that the responsibility for matters of employment does not fall solely on the lecturing staff or Student Administrator. The Education Council's Programme Monitor recommended reviewing the process for the appointment of new tutors. It is suggested that the policy "Selection of Curriculum Tutors in the Graduate Diploma in Secondary Teaching" is reviewed and revised to ensure a sound and consistent process.

If this suggestion is accepted, the School of Education will make approximate savings of \$17,680. This is calculated by multiplying the revised number of workshop subjects (14) by the consistent number of hours in the programme (18), and then multiplying the total hours by the average hourly rate (\$54.57). However, it is noted that financial considerations should not be the primary motive for this structural change.

Point 6 (below) recognises that the frequency and duration of Curriculum Workshops could be revised in the future, which may have other economic implications. For example, it is suggested that the duration of Curriculum Workshops be changed to two hours. Taken together with the present recommendation, these alterations would account for total savings of \$22,264 (approx.).

4. **Strategy for Group Size:** The issue of group size that was identified in the consultation with Curriculum Tutors will partially be remedied by the changes noted in point 3 above. In some cases, small workshop sizes will be unavoidable as student uptake of different learning areas fluctuates. Where a workshop size is excessively large, and this is deemed to be problematic of the Curriculum Specialist, the School of Education could consider the appointment of an additional Curriculum Specialist and offer two streams of reduced sizes.
5. **Consistent Frequency:** The frequency of Curriculum Workshops will be made consistent across the programme with each workshop scheduled for six occurrences in the year.
6. **Sustainable Time Commitments and Duration:** In response to both students' and tutors' feedback about the duration of tutorials, each Curriculum Workshop will be reduced to two hours in length. This change also aligns with the reduction of class times across the School of Education.
7. **South Campus & Transition:** The same model of Curriculum Workshops will be run across the North and South campuses for the respective student cohorts.

The first cohort of students on the South campus start in Semester One 2018. This will allow for a transition period to commence the revised model with workshops centred on Learning Areas from the New Zealand Curriculum (point 3 above). Curriculum Workshops and Specialists from those subjects that have historically comprised larger numbers of students will be the initial focus, with other workshops included subject to student demand.

The existing model will be in place on the North campus as normal for Semester One and Two 2018. The revised model will be put in place for the North campus in Semester One 2019.

These changes will entail a significant amount of work, particularly with appointing new Curriculum Specialists as well as managing the transition on the North campus. A meeting with existing Curriculum Tutors will be held to discuss the outcomes of the review, the revised model of Curriculum Workshops and the revised workshop themes.

8. **Workload Time Allowance:** The workload time allowance that is allocated to staff with responsibilities for Curriculum Workshops should reflect the amount of time that is attributable to the tasks involved. A portion of the Student Administrator's workload is currently allocated to these tasks. The Head of School has indicated the SOE's commitment to providing the resourcing a staffing to undertake the changes and work involved in commencing the Graduate Diploma in Secondary Teaching on the South campus. For instance, allocating a 0.2 position to school partnerships and relationships, which would carry some of the responsibilities for Curriculum Workshops has already been discussed.