



STUDENT PROFILE

STUDENT NAME

Dinusha Devagiri

NATIONALITY

Sri Lanka

PROGRAMME

Graduate Diploma in
Teaching (Early
Childhood Education)
(Level 7)

STUDY DURATION

2024 to 2025
(1.33 years)

CAMPUS

NZTC Online

DINUSHA'S STORY

NZTC Student Success Story

Background

I am Dinusha from Sri Lanka, where I worked as a secondary school teacher, teaching English literature to students from grades 10 to 13. After spending years in secondary education, I decided to pursue a new path in Early Childhood Education (ECE), which led me to New Zealand.

Graduate Diploma in ECE

I chose to study the Graduate Diploma in ECE at New Zealand Tertiary College (NZTC). The course's online format and the excellent communication with the support team made it easy to adapt to the new learning environment. The course covers a wide range of theoretical knowledge, which was new to me, as I had never worked in ECE before. The most exciting part is that the theory is paired with real-world practical experiences, which has been incredibly beneficial for my growth.

Practicum

During the course, I had to complete full-time practicums for four months at various ECE centres. These practicums, which are essentially field practice, gave me the opportunity to work closely with children, parents, and staff. I could apply the theories I had learned in a real-world setting and gain hands-on experience, which was invaluable in building my confidence as an ECE teacher.



New Zealand
Tertiary College



Part-time teacher

After my practicum, I was fortunate enough to be offered a part-time position at the centre where I did my field experience. My typical day starts at 9:00 AM, and I work with children until 4:30 PM. Every day is filled with engaging activities such as singing, dancing, and play-based learning, which is an integral part of the ECE curriculum in New Zealand. The transition from a practicum student to a part-time teacher has been incredibly rewarding.

Career goal

My ultimate goal is to establish myself as a professional ECE teacher in New Zealand. The demand for skilled ECE teachers is high, and I see this as a stable and fulfilling career. I look forward to contributing to the field and continuing to grow both personally and professionally.

Resident pathway

One of the main reasons I chose to study ECE in New Zealand is the resident pathway it offers. The ECE field is on New Zealand's Green List, which means it is in high demand. Upon completion of my course, I can apply for a post-study work visa, and after securing full-time employment as a registered teacher, I will apply for the residency. This pathway makes New Zealand an attractive destination for international students like myself.



Real-world application

One of the most valuable aspects of this course has been the practicum experiences. These real-world applications allowed me to take what I learned in the classroom and apply it directly in ECE centres. From working with children to communicating with parents and collaborating with staff, every experience has strengthened my practical skills. The hands-on nature of the practicums has prepared me to confidently step into a full-time teaching role in the future.

Multiculture

As an international student, adjusting to the multicultural, multilingual, and multi-religious environment in New Zealand was initially challenging. However, working closely with the children helped me overcome these challenges. The children are loving, caring, and genuine, which made the experience enjoyable and fulfilling.

Recommendation

I highly recommend NZTC for anyone considering a career in Early Childhood Education. The combination of online learning, hands-on practicums, and a supportive environment has made my experience both enriching and successful. NZTC has empowered me with the skills and confidence I need to excel in this field.

"The best part of this course is that my husband and children could come to New Zealand with me. I'm so happy I can study, work, and build a future with my family here in New Zealand." -Dinusha

DINUSHA IS SHAPING HER FUTURE.

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