GradDipECT (Early Childhood)
Disclaimer

All the information in this booklet was correct at the time of printing.
Graduate Diploma in Early Childhood Teaching (EC)

The GradDipECT is a one-year, fulltime (or part-time equivalent) teaching qualification for students who hold a Bachelor degree and wish to become qualified Early Childhood teachers able to teach children from 0 - 5 years of age.

The Graduate Diploma programme is available via distance study through the flexible learning option (FLO). Students attend up to four on-site intensive courses at the University of Canterbury Christchurch campus throughout the year of study.

Successful completion of this programme meets the New Zealand Teachers Council (NZTC) graduating teachers’ standards requirements. Graduates must apply to the NZTC for provisional registration which enables them to apply for teaching positions in NZ. This programme is designed to meet the requirements of NZ settings. Applicants should contact the relevant authorities for international requirements.

Entry and Applications

Selection for entry is not automatic. To be considered for this programme students need:

**Academic Entry**
To have gained a New Zealand bachelor degree, or equivalent.

**Further Requirements**
Involvement and interest in working with children and community

Excellent communication skills and other favourable personal qualities

Commitment to Te Reo Māori

Students will require continual access to a computer with broadband internet to complete this programme. Students will also need to be able to play CDs and DVDs and be conversant with email, internet and Microsoft Word programmes. FLO (Flexible Learning Option) students should have access to a telephone for conference calls.

For further information, see the APE form: www.education.canterbury.ac.nz/teacher_apply.shtml

**IELTS:**

Students for whom English is an additional language must provide evidence of their English language ability as follows:

IELTS Academic 7.0, with no individual score below 7.0; or

At least two years of successful study in a NZ secondary school, with at least eight Level 2 NCEA credits in English (four reading and four writing).

Note that satisfying these criteria does not guarantee entry to the programme.

**Application for Programme Entry (APE)**

Applicants must complete and submit the Application for Programme Entry (APE), which is available from August each year. Applications must be received no later than four weeks before the programme start date (18 January, 2013) Entry is competitive as places are limited. We encourage students to apply as soon as possible.

Please phone or email UC to request an Application for Programme Entry:

Prospective Students webpage: http://www.education.canterbury.ac.nz/for/prospective.shtml

Contact Centre: +64 3 364 2555 (Christchurch area/overseas) or Freephone in NZ: 0800 VARSITY (0800 827 748 – within New Zealand) or email enrol@ canterbury.ac.nz
Selection Process

Applications for Programme Entry are collated and considered for selection once complete; see the checklist on page 11 of the application. UC will contact students with confirmation that their application is complete.

Those considered for the programme will be invited to an interview (these can be face to face, by phone, or SKYPE) and may be carried out in groups or individually. Interviewers are assessing interpersonal and communication skills, passion for teaching and expect professional presentation.

All applicants will be assessed in basic literacy and numeracy as part of the selection process.

UC will endeavour to contact students with an outcome for their application within one month of receiving their completed application. Direct enquiries about an application status to: education@canterbury.ac.nz

International Students

International students are encouraged to apply for this programme, but must hold either a New Zealand Bachelor degree or a degree from overseas that has been assessed as equivalent to a New Zealand Level 7 degree.

Further information about fees, entry requirements and applying to study at UC can be found at http://www.canterbury.ac.nz/international/

Duration and Delivery

The GradDipECT can be completed in one year by full-time study via distance. Part-time study is also available. Consider full-time study the equivalent a full-time job; with a commitment of about 40 hours a week. This may vary with some weeks requiring more depending on assignment due dates.

Start date

This programme starts 11 February 2013 and runs until 1 December 2013. There is no mid-year intake for this programme.

FLO (Flexible Learning Option)

The flexible learning option combines distance study using written and online resources with face-to-face on-site intensive blocks of study. FLO students need to be able to manage their workload and assignments and should be aware good time management skills are essential. Students will require continual access to a computer with broadband internet, CD and DVD drive to complete this programme. They will also need to be conversant with email, internet and Microsoft Word programmes and have access to a telephone for conference calls.

Lecturers will use email and the University's Learn website (www.learn.canterbury.ac.nz) to contact students, provide resources and host forums for discussion. Assessments are generally submitted online via Learn. It is essential that students regularly check their student email and Learn. A free phone number 0800 763 676 is provided by for students to contact for advice on issues. For further information on FLO, check http://www.education.canterbury.ac.nz/flo/index.shtml
FLO On-site Intensives
These require attendance up to two weeks per term and are an essential part of the FLO programme. They provide an opportunity to meet course lecturers and other students and form study groups. On-site intensives will include face-to face classes and are also a chance to explore the University resources available. At the first on-site intensive, students are introduced to the FLO programme, learn how to access materials and participate in lectures and classes.

Attendance requirements
Students are required to attend On-site intensive blocks of study at our UC Christchurch campus. The dates for these in 2013 are:

On-site intensive 1: 11 – 22 February
On-site intensive 2: 6 – 10 May
On-site intensive 3: 29 July – 3 August

Professional Practice
Professional Practice is an important component of the programme, it is the time spent working in a centre. It provides a supportive context in which students can trial and refine their planning, teaching and management skills. Professional Practice initiates students into the complexities of the teacher’s role within the classroom/centre, the school and the wider community. All students are allocated an Associate Teacher within the centre, and a Programme staff member from UC who mentor and assess the teaching.

All GradDipECT students must complete three teaching placements in an early childhood setting and should expect to be at the centre between 8am and 5pm, Monday-Friday. They will participate fully in the daily routines of their centre for the duration of the placement, including attending meetings where appropriate. Students should be aware that they will be required to complete planning and other assessments, outside of these hours.

Professional placements are coordinated and arranged by the Centre for Professional Inquiry and Practice at the College of Education. Every effort is made to arrange placements in the same region in which students live, however, to get the required variety of early childhood settings, students may have to travel away from their home. Students need to meet their own travel and accommodation costs for out-of-town placements.

Placements have been scheduled for the following dates for 2013:

TEPP152 Professional Practice 1: 25 Feb – 31 March
TEPP252 Professional Practice 2: 28 May – 1 July
TEPP352 Professional Practice 3: 27 August – 30 September
Fees, Studylink and Scholarships

Domestic students: The fee for this programme is approximately $7,500. Fees will include a compulsory student levy and administration fee. For further information about this levy please consult the University website: http://www.canterbury.ac.nz/enrol/fees/levy.shtml.

International students: should consult http://www.canterbury.ac.nz/international/costs/tuition.shtml for information on tuition fees.

Students need to budget for resources, travel and accommodation to Professional Practices.

If students intend to seek financial support from Studylink, it is recommend that they apply as soon as they have a UC ID number, to ensure loan applications are fully processed in time for the start of the academic year. Fees must be paid in order to access all UC services.

For information on scholarships available, visit the UC scholarships website http://www.canterbury.ac.nz/scholarships/ or contact TeachNZ www.teachNZ.govt.nz.

UC Support Services

Students studying in Christchurch have access to the full range of University services available on campus. Specific support services are also available for FLO students.

The Education Library provides excellent resources including full access for distance students via its distance services. For further information visit http://library.canterbury.ac.nz/distance

The Learning Skills Centre offers assistance with a wide range of topics including understanding essay questions, assignment writing, grammar, time management etc. FLO students are also catered for: http://www.lps.canterbury.ac.nz/lsc/distance.php

The Disabilities Resource Service provides assistance for students who have a disability. To access these services, students should register on enrolment.

The Health Centre has an extensive range of Medical, Counselling and related services that are affordable, accessible and of high quality: http://www.canterbury.ac.nz/healthcentre/.

Many other support services are available; for a complete list visit www.canterbury.ac.nz/student/

The University Bookshop can provide most of the course text books.

For further information about admissions and enrolment and accommodation please contact Liaison http://www.canterbury.ac.nz/liaison/
### Graduate Diploma of Early Childhood Teaching (for study commencing in 2013)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>TECE355</td>
<td>Social and Cultural Studies 1</td>
<td>Early childhood teachers need to be aware of the cultures within the society of Aotearoa/New Zealand. They must understand what it means to be bicultural and how to function as teachers in a multicultural society, guided by Te Tiriti o Waitangi. This course will focus on New Zealand as a bicultural and multicultural society, and develop students' knowledge and understanding of Te Tiriti o Waitangi. This course will also provide students with an historical context within which to place contemporary early childhood provision in New Zealand.</td>
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<tr>
<td>TECE356</td>
<td>Social and Cultural Studies 2</td>
<td>This course examines the role of early childhood professionals as advocates for children and families. Students will consider the parliamentary process, legislation and policy, and issues related to advocacy and children's rights. Pre-req: TECE355</td>
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<tr>
<td>TECE357</td>
<td>The Early Childhood Context 1</td>
<td>Early Childhood teachers have a responsibility to foster ongoing and diverse learning pathways for children. This course will enable students to provide inclusive early childhood education, and to partner with family/whanau in the education and care of infants, toddlers and young children. Students will explore curriculum theory and practice and will examine their role in providing curriculum experiences. Students will also investigate issues in Early Childhood Education and paradigms of childhood.</td>
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<tr>
<td>TECE358</td>
<td>The Early Childhood Context 2</td>
<td>This course covers the principles of learning and assessment; the planning, implementation and evaluation of activities which foster learning, and the assessment of learning in early childhood settings. Students will explore broader educational issues, particularly in relation to government policy on education in New Zealand and how this impacts on the role of the early childhood teacher. Students will continue to examine their role in providing curriculum experiences for infants, toddlers and young children. Pre-req: TECE357</td>
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<tr>
<td>TECE359</td>
<td>Te Reo me nga Tikanga Māori</td>
<td>This course will develop students’ competence in oral and written Maori, their understanding of tikanga as a foundation for working in early childhood and an understanding of Māori concepts, understandings and issues within education and the wider community.</td>
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<td>TEPI351</td>
<td>Professional Inquiry 1</td>
<td>This course will guide students in the development of a professional framework for their work with children, families, whanau and colleagues. It will examine the role of the early childhood teacher, professional relationships, graduating teacher standards, and reflection as a key component of being a teacher and will provide the links between teaching and learning theory and practice.</td>
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<tr>
<td>TEPI352</td>
<td>Professional Inquiry 2</td>
<td>This course provides the link between theory and early childhood centre practice. It will equip students with the skills to be ethical teachers and competent team members and will clarify for students the myriad of administrative tasks associated with early childhood teaching. The course will assist students in developing a professional framework for their work with children and adults in early childhood settings. Pre-req: TEPI351</td>
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<tr>
<td>TEPP152</td>
<td>Professional Practice 1</td>
<td>This course provides students with opportunities to progress towards the demonstration of appropriate competencies and professional qualities. The course is closely linked to Professional Inquiry 1. Associate Teachers assist the College to assess students’ developing competence as a teacher. Co-req: TEPI351</td>
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<tr>
<td>TEPP252</td>
<td>Professional Practice 2</td>
<td>This course provides students with opportunities to progress towards the demonstration of 200-level competencies and professional qualities. The course is closely linked to Professional Inquiry 1. Associate Teachers assist the College to assess students’ developing competence as a teacher. Pre-req: TEPP152 Co-req: TEPI351</td>
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<tr>
<td>TEPP352</td>
<td>Professional Practice 3</td>
<td>This course provides students with opportunities to progress towards the demonstration of 300-level competencies and professional qualities. The course is closely linked to Professional Inquiry 2. Associate Teachers assist the College to assess students’ developing competence as a teacher. Pre-req: TEPP252 Co-req: TEPI352</td>
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For further information please contact:

Liaison: liaison@canterbury.ac.nz
Phone: 0800 103 109

Student Advisors: education@canterbury.ac.nz
Phone: 03 343 9606