Disclaimer
All the information in this booklet was correct at the time of printing.
Bachelor of Teaching and Learning (Early Childhood)

The Bachelor of Teaching and Learning (Early Childhood) is an internationally recognised three-year full-time (up to six years part-time) professional qualification that prepares students for a teaching career in the early childhood sector (0 – 5 years). This is the preferred qualification for those starting out in Early Childhood teacher education.

As well as gaining a teaching degree which qualifies graduates to teach in New Zealand, this qualification can lead to many other exciting career and postgraduate study opportunities. This programme is available on campus in Christchurch and by distance via the Flexible Learning Option (FLO) and through blended learning at the UC New Plymouth campus in either a full or part-time capacity.

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 for the NZ setting. Applicants should contact the relevant authorities for international requirements.
Entry Requirements and Applications

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

**Academic Entry**
- To have gained or intend to gain University Entrance (before the programme start date). For further information see Admissions and Entry: http://www.canterbury.ac.nz/admissions/

**Under 20:**
The minimum requirement is University Entrance.

**Over 20:**
Provide recent evidence of the ability to study at Tertiary level (NZQA level 4 and above).

Further Requirements
- Involvement and interest in working with children, community involvement, 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 requirements and information, see the Application for Programme Entry: http://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:

a) IELTS Academic 7.0, with no individual score below 7.0;

or

b) 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**

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:
Telephone: +64 3 364 2555 (Christchurch area/overseas) or Freephone in NZ: 0800 VARSITY (0800 827 748 – within New Zealand)

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

Key Dates

This programme runs from 11 February to 24 November 2013.

Semester 1, 2013  11 February – 14 July
Orientation (year 1 only)  11 February
Orientation (year 2 and 3)  18 February
Good Friday  29 March
Easter Monday  1 April
Easter Tuesday  2 April
Mid semester break  22 April – 5 May

Semester 2, 2013  29 July – 24 November
Mid semester break  30 Sep - 13 Oct
Labour Day  28 October
Canterbury Show Day  15 November

Professional Placements

All full-time students will be allocated two 3-week long professional placements in their first year.

Professional placement 1 (TEPI101) 17 June – 5 July
Professional placement 2 (TEPI105) 21 October - 8 November

Students will need to be available between the hours of 8am and 5pm during their placements.

Duration

The BTchLn (Early Childhood) can be completed in three years by full-time study and up to six years by part-time study. The maximum period of enrolment is six years, as required by the NZ Teachers Council.

Locations

On campus in Christchurch, or through the UC New Plymouth Centre or by FLO (attendance to on-site intensives in Christchurch is required).
Attendance and Study Requirements

Classes are scheduled between the hours of 8am and 7pm, Monday through Friday. Classes will not be scheduled all day, every day, but will normally run between these times.

Consider full-time study the equivalent a full-time job with a commitment of about 40 hours a week, including classes for on-campus students. This may vary with some weeks requiring more depending on assignment due dates.

Consider part-time study a commitment of about 20 hours a week.

The majority of the courses are one semester long. Students should be aware the timetable may change in Semester 2.

FLO (Flexible Learning Option)

Students who study by FLO, complete the same courses, course work and assessments as students attending classes on campus. They 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.

On-site Intensives

These require attendance of up to two weeks per semester 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.
Professional Practice

Professional Practice is an important component of the programme, it is the time spent working in a classroom/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, the school and the wider community. All students are allocated an Associate Teacher within the school/centre, and a Programme staff member from UC who mentor and assess the teaching.

Full-time students will complete two three-week teaching practices in the first year, two four-week teaching practices year two and two five-week placements in year three.

Students should expect to be at the school or centre between 8am and 5pm, Monday-Friday. They will participate fully in the daily routines of their school/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 school hours.

Professional placements are coordinated and arranged by the Centre for Professional 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.

Programme Structure

The BTchLn (Early Childhood) requires 360 points in the following four areas:

- **Education Studies** courses focus on the aims and purposes of education, child development, teaching and learning, assessment, the New Zealand education system, socio-political and cultural contexts, communication skills, information skills, and contemporary issues in education.

- **Professional Studies** introduces students to observation, interaction, management and practical teaching skills required within the Early Childhood sector. The courses encompass the knowledge and skills required to implement a range of teaching and learning methods and knowledge of legal and community expectations of teachers.

- **Professional Practice** takes place in Early Childhood centres. This provides a supportive context in which students can trial and refine their teaching, planning and management skills. Professional Practice introduces students to the complexities of the teacher’s role within the classroom, school and community.

- **Curriculum Studies** focus on Te Whāriki – the Early Childhood Curriculum. Students gain pedagogical knowledge (knowledge about the theory of teaching), and skills required to teach effectively in each curriculum area.
# Programme Structure

## Bachelor of Teaching and Learning (Early Childhood)

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<thead>
<tr>
<th>Year 1</th>
<th>Points</th>
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<tr>
<td><strong>TECE105</strong> Intergrated Curriculum: Ako and Whanaungatanga</td>
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<td>This course provides an initial teacher education student with the knowledge of the central role of relationships in children’s learning. The course will give an introduction to current theoretical debates related to early childhood curricula, investigating what is meant by the term ‘curriculum’. Through the course students will develop their knowledge and understanding of the influence of early childhood curriculum document(s) in the context of Aotearoa New Zealand and the notion of learning through play and the importance of relationships in achieving this. The course aims to bring students to an understanding of how a range of domains can be brought together through a holistic and integrated approach to create meaningful learning experiences for children.</td>
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| **TECE106** Rethinking Infants and toddlers/Te Kōhungahunga             | 15     |
| This course will introduce and explore a variety of early childhood educational contexts and philosophies to demonstrate teaching and learning experiences and practices for infants, and toddlers, with their families and whānau. |

| **TECM101** Te Reo me ngā Tikanga Māori i | 15     |
| This course provides current and aspiring early-childhood and primary teachers an introduction to te reo Māori me āna tikanga appropriate for use in learning contexts and educational settings. |

| **TEDU105** Cultural Studies/Te Tirohanga Ahurea                      | 15     |
| This compulsory course will begin to prepare initial teacher education early childhood students to become competent bicultural and intercultural teachers of Aotearoa New Zealand. |

| **TEDU110** Child and Adolescent Development and Health               | 15     |
| This course establishes a foundation in theory, concepts, processes and factual knowledge of infant, child and adolescent development within the context of family, school, community, and culture. The course aims to provide students with an understanding of developmental processes through the consideration of physical, cognitive, language, emotional, and social development. The role of risk and protective factors will be considered as will the impact of health on infant, child and adolescent development. |

| **TEDU111** Social and Cultural Studies in Education: An Introduction | 15     |
| This is a compulsory course that introduces students to the socio-cultural contexts of education. With a particular focus on educational inequalities, this course addresses issues of power, justice and fairness with respect to inequalities in education. Oriented towards the New Zealand context and grounded in social theory, the course draws on contemporary and historical material to demonstrate ways in which education is mediated by factors such as class, gender, disability and ethnicity. |

| **TEPI101** The Profession of Teaching                                 | 15     |
| This course is a 100 level, compulsory, foundation course for the BThLn (Early Childhood) and BThLn (Primary), which introduces students to what it means to be a teacher in early childhood and primary contexts in New Zealand. It also introduces students to the major threads, conceptual framework and founding documents of the BThLn, initial teacher education qualification. The course includes a two-day Treaty of Waitangi workshop and a three-week professional practice placement in an early childhood centre or primary school. |

<p>| <strong>TEPI105</strong> Teacher Identity/Ngā Tirohanga Whānui                     | 15     |
| This course specifically aims to give students the opportunity to examine their values, attitudes and beliefs in regard to children, childhoods, whānau and early childhood contexts, and to explore how these impact on their understandings of themselves as teachers. This course will support students to articulate aspects of their developing teaching philosophy. The course includes a three-week Professional Practice placement in an early childhood centre. |</p>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>TECE205</td>
<td>Negotiated Curriculum: The multiple languages of children.</td>
<td>This course will examine the multiple languages of children within the negotiated early childhood curriculum of the Aotearoa New Zealand context. The course will emphasise planning and delivery of meaningful and appropriate curriculum experiences, within the multiple, creative and expressive languages of children. Affordances and constraints for learning within the environment, and building confidence in student teachers to facilitate, listen to infants, toddlers and young children and promote multiple language experiences will be the foci of this course.</td>
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<tr>
<td>TECM201</td>
<td>Te Reo me ngā Tikanga Māori 2</td>
<td>This course will contribute to an understanding of the importance of bilingual/bicultural early childhood environments, and how teachers can work effectively within these. Students will gather information from relevant research and pedagogies to develop and strengthen tiriti based early childhood programmes and will learn how to develop and foster collaborative teaching and learning within a bicultural/tiriti based curriculum. A focus of the course will be the need for teachers of young children to understand and use te reo Māori in early childhood settings.</td>
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<tr>
<td>TEDU201</td>
<td>Assessment for Learning.</td>
<td>This course develops knowledge about learning and assessment and the relationships between learning, teaching and assessment in school and early childhood education contexts. It gives initial teacher education students opportunities to develop knowledge for teaching and learning by examining what is known about the conditions for learning and emerging issues regarding the role of assessment in learning.</td>
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<tr>
<td>TEDU206</td>
<td>Inclusive Education in Early Childhood/Te Aoturoa Tataki.</td>
<td>The course is designed to provide initial early childhood teacher education students with knowledge of inclusion and exclusion in early childhood education. The focus will be on knowledge of the cultures, policies and practices that contribute to the inclusion and exclusion of children and their families/whānau in early childhood education. It is important that students develop a critical awareness of the contested pedagogies and theoretical debates around inclusion in early childhood education within the social, historical, cultural and political context in New Zealand. Students will develop their understanding, knowledge and skills to ensure that all children and their families/whānau are included and supported in regular early childhood settings.</td>
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<tr>
<td>TEPI205</td>
<td>Professional Responsibilities and Relationships/Ngā Tirohanga Whānui.</td>
<td>This course will support initial teacher education students to explore their role as a committed member of the teaching profession.</td>
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<td>TEPI206</td>
<td>The teacher’s role in numeracy and literacy Ngā Tirohanga Whānui</td>
<td>This course content will cover exploration of personal, popular and theoretical views on numeracy and literacy, the characteristics of an effective numeracy and literacy teacher 1. Being a mathematician, reader and writer 2. Numeracy and literacy in The New Zealand Curriculum (2007) 3. Numeracy and literacy linked to educational success Examination of the critical pathways to evidence based practice as teacher of numeracy and literacy in early childhood settings.</td>
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<tr>
<td>TEPP205</td>
<td>Professional Practice 3: Responsibilities and Relationships</td>
<td>This course provides students with opportunities to progress towards the demonstration of appropriate competencies and professional qualities. The course focuses on becoming a teacher as it is closely linked to Professional Inquiry 2. Associate Teachers assist the College to assess students’ developing competence as a teacher.</td>
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<td>TEPP206</td>
<td>Professional Practice 5: Focus on Numeracy and Literacy</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 4 – The teacher as an inquirer, advocate, and political being. Associate Teachers assist the College to assess students’ developing competence as a teacher.</td>
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### Year 3

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<th>Course Code</th>
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| TECM301     | Te Reo me ngā Tikanga Māori 3  
This course will allow students to be prepared and resourced as co-learners and teachers of te reo Māori me ngā tikanga-a-iwi in early childhood settings, and to have strategies and skills in planning for and resourcing themselves as teachers within tiriti based early childhood settings. | 15     |
| TEDU301     | Inclusive and Special Education  
This course merges the philosophies and attitudes of inclusive education and the knowledge and skills from the field of special education. The course draws on research to support beginning teachers to engage with understanding and consideration of learner diversity across theory and practice contexts. This will be achieved through consideration of historical and contemporary policy and legislation and how these influence both the intended and the operational curriculum. Students will also consider the debates surrounding inclusive and special education. The course will examine the barriers to effective participation of all children such as teachers’ beliefs, values and attitudes and how these influence their preschool/classroom practice and outcomes for children with specific learning needs. Students will consider and apply research-based knowledge and teaching strategies that have been demonstrated to support the preschool and classroom participation of children in preschools and regular classrooms. | 15     |
| TEDU305     | Discovering Early Years Education  
This course will examine the histories, policies and research, which have contributed to the current contexts and practices within early years education (including early childhood education and the early school years) in Aotearoa New Zealand, and in international contexts. | 15     |
| TEPI305     | The teacher’s role in learning and assessment/Ngā Tirohanga Whānui  
This course explores sociocultural assessment theories and related, foregrounding the principles of Te Whāriki and the teacher’s role as it relates to current pedagogies in learning. Students will develop the skills and knowledge necessary to provide meaningful formative assessment, which forms the basis for planning for infants, toddlers and young children, including transitions to, within and from early childhood settings. | 15     |
| TEPI306     | The Pedagogical Threads of Teaching/Te Umanga Ako – Tūia!  
This course will require students to revisit the ‘threads’ of the programme as part of ensuring that they are able to articulate a philosophy of teaching and have a clear understanding both of the teacher registration process and their professional responsibilities. | 15     |
| TEPP305     | Professional Practice 4: Assessment and Planning  
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 4. Associate Teachers assist the College to assess students’ developing competence as a teacher. | 15     |
| TEPP306     | Professional Practice 6: Pedagogical Threads  
This course provides students with opportunities to progress towards the demonstration of appropriate competencies and professional qualities. The course is closely linked to The profession of Teaching – Te Umanga Ako – Tūia! Associate Teachers assist the College to assess students’ developing competence as a teacher. | 15     |

### Year 3 Optional Course

Students will be able to select one course in their third year of study from a specified list of options. This list is being finalised. | 15     |
Course Details

Details of each course may be found at http://www.canterbury.ac.nz/courses/

For the full degree requirements see the Regulations for the Bachelor of Teaching and Learning (Early Childhood) (www.canterbury.ac.nz/regulations/award/btchln_ece_regs.shtml).

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/

Fees, Scholarships and Studylink

Approximate fees for domestic students for one year of full-time study are $5,100. An additional student levy and administration fee applies.

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.

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

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

For further information please contact:

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

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