GradDipTchLn (Primary)
Graduate Diploma of Teaching and Learning (Primary)

Primary Teaching

Primary teaching (for Years 1 - 8, ages 5 - 13) allows you to use your energy, commitment and creativity in a rewarding and satisfying career, which can make a real difference in people’s lives. The University of Canterbury College of Education has a national and international reputation for producing high-quality graduates based on over 130 years of experience. A significant factor in this is the emphasis placed on students completing courses in all school curriculum areas.

The Graduate Diploma in Teaching and Learning (Primary) is a core teaching qualification for university graduates with a degree. It can be undertaken full-time on campus in Christchurch or by distance (Flexible Learning Option - FLO). 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; contact the relevant authorities for international requirements.

Entry criteria and applications

You should apply for Teacher Education programmes at least four weeks prior to the commencement of the programme (11 January 2013). Please note that places may fill earlier.

To apply you must complete and submit the Application for Programme Entry (APE), which is available from August each year by phoning 0800 VARSITY (0800 827 748) or email enrol@canterbury.ac.nz. It can also be found online at the college of Education website www.education.canterbury.ac.nz/

Academic Entry

Applicants for this programme must hold a New Zealand bachelors degree or equivalent.

Further Requirements:

Effective communication skills - you need to be able to communicate your ideas clearly, with confidence and coherently, and to listen and respond to others appropriately.

Experience in dealing with young people recommended

Commitment to Te Reo Maori

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

For further requirements and information, see the Application for Programme Entry: 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 2 years of successful study in a NZ secondary school, with at least 8 level 2 NCEA credits in English (4 reading and 4 writing).

Note that satisfying these criteria does not guarantee entry to the programme.
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 by skype) and may be carried out in groups or individually. Interviewers are assessing interpersonal and communication skills, passion for teaching and expect professional presentation.

Applicants will be tested in basic literacy and numeracy as part of the selection process.

UC will endeavour to contact students with an outcome for their application within two months of receiving their completed application. Direct enquires about an application status to: education@canterbury.ac.nz – if you could add the subject: Application for Primary <Your name> that would help us to direct your enquiry more quickly.

Key dates

The GradDipTchLn(Primary) on campus commences Monday 18 February 2013. The FLO option begins on Monday 11 February 2013 with a two week Residential School in Christchurch for all students. There is no mid-year intake for the GradDipTchLn.

Semester 1:

Year 1: 11 Feb - 14 July 2013
Year 2 and 3: 18 Feb - 14 July 2013
Mid Semester break: 20 April - 5 May 2013

Semester 2:

29 July – 17 Nov 2013
Mid Semester break: 28 Sept - 13 Oct 2013
Duration

The GradDipTchLn(Primary) can be completed in 15 months of full-time study.

Fees

Fees are charged according to the courses you enrol in. Approximate fees for the full 15 months are (full-time) $8000. You will also need to budget for resources, travel etc. There is also a Student Service levy (was $630 in 2012). See the university website www.canterbury.ac.nz/enrol/fees for information about fees and rebates.

Locations offered

- full-time on campus in Christchurch
- full-time via distance study through Christchurch campus (FLO)

Attendance and study requirements:

On Campus

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.

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 may be required to attend on-site intensive courses at the Nelson, Rotorua or Christchurch campuses.

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 intranet website (Learn) to contact students, provide resources and host forums for discussion. There may also be online tasks to complete. It is essential that students regularly check their student email and Learn (www.learn.canterbury.ac.nz).

Study Requirements

Consider full-time study the equivalent a full-time job; 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.

The majority of the courses are one Semester long; students should be aware the timetable may change in Semester 2.
Teaching Placements:

Professional Practice is the time spent working in a classroom. 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.

Students should expect to be at the school or centre between 8am and 5pm, Mon-Friday. They should 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.

Where possible students are placed in schools within their home area, however, should this not be possible, students may need to travel. Students need to meet their own travel and accommodation costs for placements.

There are three teaching placements during your programme of study of five weeks each. For students commencing at the start of 2013 these will be:

**TEPP160 Professional Practice 1:** Children and Classroom Teaching - 06 May 2013 - 09 Jun 2013. A minimum of two mornings and two afternoons teaching with the Associate Teacher

**TEPP260 Professional Practice 2:** Professional Knowledge and Development - 26 Aug 2013 - 29 Sep 2013. 6 consecutive days full control of the classroom.

**TEPP360 Professional Studies 3:** Learning and Teaching Independence - 03 Mar 2014 - 06 Apr 2014: 15 consecutive days full control of the classroom.
Programme structure

There are three components of the GradDipTchLn (Primary).

**Professional Inquiry** courses introduce students to the observation, interaction, management, planning, diagnostic and practical teaching skills required of teachers in New Zealand primary, intermediate, middle and area schools. The courses encompass the knowledge and skills required to implement a range of teaching and learning methods, knowledge of legal and community expectations of teachers and an individualised component which is responsive to each student’s professional needs.

**Professional Practice** is the time spent working in a classroom. 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. During Professional Practice students will spend approximately eight hours a day working alongside an experienced teacher. You may be required to undertake a teaching placement away from home. You will need to budget for transport and accommodation costs associated with such a placement.

**Curriculum Studies** includes all curriculum subjects that a primary teacher is expected to teach. These include English, Marautanga Māori, mathematics, science, technology education, social studies, art, music, drama and dance, health and physical education.

Scholarships and Studylink

If students intend to seek financial support from Studylink, it is recommended that students 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 and Internships.

For further information on Scholarships available, visit the scholarships website: [http://www.canterbury.ac.nz/scholarships/](http://www.canterbury.ac.nz/scholarships/)

UC Resources

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.

Library: The University has a specialist Education Library, located on the UC Dovedale Campus. Staff have extensive experience working with teacher education students, both on campus and FLO. The Library website also contains useful links on Citations and Referencing which are hugely helpful when essay and assignment writing. Contact: helpdesk@libr.canterbury.ac.nz.

Learning Skills Centre: We recommend that students take advantage of the workshops and seminars offered by the Learning Skills Centre to enhance assignment and essay writing. Individual consultations can be arranged to discuss assessments. Contact: learningskills@canterbury.ac.nz.
Disability Resources: This team of experts provide study solutions and support for students who indicate that they are living with the effects of significant injury, long-term illness or disability. Contact: disabilities@canterbury.ac.nz.

Health Centre: The team at the Health Centre provide Medical, Counselling and related services to students. Students need to ensure that they enrol at the Health Centre to use their facilities. Contact: healthcentre@canterbury.ac.nz.

UBS: The University Bookshop is located on the Ilam Campus near the Library. It holds required texts and stationary as well as general reading. Contact: ubs@ubscan.co.nz.

For further information about admissions and enrolment, accommodation and scholarships please contact Liaison http://www.canterbury.ac.nz/liaison/

Flexible Learning Option (FLO) Distance
The Flexible Learning Option combines distance study blending online resources with face-to-face onsite intensives.

Additional support for FLO students
Lecturers use UC student email and the College’s Learn website (www.learn.canterbury.ac.nz) to contact students, provide resources and host forums for discussion. There may also be on-line tasks to complete. It is essential that students regularly check their student email and Learn homepage. Students should also feel confident in approaching lecturers for assistance.

Onsite intensives
Onsite intensives, lasting up to two weeks, are a compulsory part of the FLO programme and provide an opportunity to meet course lecturers and other students and form study groups. They cater for courses which require specific face-to-face contact with students and are also a chance to explore the university resources which are available.

At the first onsite intensive students are introduced to the FLO programme, receive distance materials, and participate in lectures and classes. Students also visit local primary schools in small groups as an introduction to Professional Studies.

Full-time students attend one onsite intensive per semester during each semester of study. All FLO students are required to attend an onsite intensive in Christchurch at the beginning of their first year. Following onsite intensives may be offered in Rotorua but this will depend on numbers. It is the responsibility of the student to plan for attendance and arrange accommodation.

More Information
Details of each course may be found at www.canterbury.ac.nz/courses

If you have further questions please contact a Student Advisor; www.education@canterbury.ac.nz or phone 03 343 9606.
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<th>Course Code</th>
<th>Course title and description</th>
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| TEP160      | **Professional Inquiry I** *(including Inter and Intra personal skills)*  
Professional Inquiry is the core component of the GradDipTchLn (Primary). This course specifically introduces students to the skills of professional observation of teacher and child behaviours and microteaching and it explores the links between students professional practice experiences and established educational theory related to child development and learning. The course also explores influences on learning and pedagogical practice in the New Zealand educational context. Students will also gain experience in inter and intra personal communication and receive feedback to enable them to explore their own beliefs and practices and develop greater awareness of the way their ontology may impact on the teaching and learning process. | 15     |
| TEP160      | **Professional Practice I: Children and Classroom Teaching**  
This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of teachers. These experiences enable the student, his/her lecturers and associate teacher to systematically evaluate his/her developing knowledge and skill, identify emergent needs, and to record the student’s progress in achieving course learning outcomes. | 15     |
| TEP160      | **Professional Studies and Inquiry Based-Learning 1**  
Professional Inquiry is core components of the GradDipTchLn. This course explores the links between professional practice experiences and established educational theory related to pedagogical models, learning environments, and the principles and practice of planning, assessment, evaluation, and reporting. Students will also be introduced to an Inquiry approach to teaching and learning (to be extended in the TEP160 course), and will further develop their personal teaching philosophy and evidence of teaching through a portfolio. | 15     |
| TEP160      | **Professional Practice 2: Professional Knowledge & Development**  
This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of teachers. These experiences enable the student, his/her lecturers and associate teacher to systematically evaluate his/her developing knowledge and skill, identify emergent needs, and to record the student’s progress in achieving course learning outcomes. | 15     |
| TEP160      | **Professional Studies 3**  
This course will enable students to explore links between professional practice and curriculum experiences and established educational theory related to curriculum integration and the diverse needs of children. It will also support them in their transition to the teaching profession. Students will experience, as well as learn about, authentic inquiry-based learning. They will share ideas and record links to theory, to best classroom practice, and to their developing philosophy of teaching and learning. In using an inquiry-based approach, students will be introduced to contemporary and well-researched means of optimising learning within the New Zealand Curriculum. | 15     |
| TEP160      | **Professional Studies 3: Learning and Teaching Independence**  
This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of teachers. These experiences enable the student, his/her lecturers and associate teacher to systematically evaluate his/her developing knowledge and skill, identify emergent needs, and to record the student’s progress in achieving course learning outcomes. | 15     |
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<td>TEC350</td>
<td>Te Tiriti, nga Reo me nga Tikanga a Iwi: The Treaty, Languages, Social and Cultural Studies</td>
<td>This course provides a theoretical and practical framework for inclusive responsive teaching that takes account of the cultural and linguistic backgrounds of children within the context of teaching from the Social Sciences and Learning Languages Curriculum Statements, including Te Reo me ona Tikanga Māori. The course encourages students to develop an awareness of Māori culture and an appreciation of the dual heritage of Aotearoa New Zealand through engaging with the Treaty of Waitangi, and experiencing a noho marae. In addition students will consider the implications of cultural and linguistic diversity on teaching and learning. Students will be introduced to resources, pedagogical strategies and process skills appropriate to teaching Social Studies and Languages – including Te Reo me ona Tikanga Māori, English as an additional language, NZ Sign Language and international languages.</td>
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<td>TEC360</td>
<td>Literacy Education</td>
<td>The course develops knowledge about teaching, learning and assessment in literacy learning. It is designed to give graduate initial teacher education students the opportunity to develop research informed knowledge and practice in literacy education.</td>
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<td>TEC361</td>
<td>Teaching and Learning in, Through and About The Arts</td>
<td>Students in this course will develop the knowledge, skills and attitudes needed to teach children in schools effectively in each of The Arts disciplines (i.e Dance, Drama, Music-Sound and Visual Art). Students will also develop both personal and professional literacies in each of these disciplines, and learn how the vision, principles, values and key competencies in the New Zealand Curriculum.</td>
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<td>TEC370</td>
<td>Mathematics and Technology Curriculum Studies</td>
<td>This is a compulsory course which ensures all students in the graduate programme can demonstrate competence in the planning, implementation and evaluation of effective practices in the areas of Mathematics and Statistics and Technology in the New Zealand primary classroom. The course will develop the knowledge, skills and attitudes, to plan, teach and assess successfully, using relevant and recent resources and research practice to inform these processes. The course aims to ensure successful students are knowledgeable about current numeracy programmes and technology education.</td>
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<tr>
<td>TEC371</td>
<td>Science, Health and Physical Education Curriculum Studies</td>
<td>The course is designed to provide pre-service primary teachers development in the theory, philosophy and pedagogy of teaching Science, Health and Physical Education in the New Zealand Curriculum. The course develops knowledge, skills and attitudes to successfully plan, resource, implement, assess and evaluate these learning areas. Students will also gain an understanding of contemporary issues that impact on each area.</td>
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