Disclaimer
All the information in this booklet was correct at the time of printing.
Graduate Diploma of Teaching and Learning (Secondary)

The Graduate Diploma of Teaching and Learning (Secondary) is an internationally recognised, professional qualification that prepares students for a teaching career in the Secondary sector (Years 7-13; ages 11-18).

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 Requirements and Applications

To be considered for this programme applicants need the following:

**Academic Entry:**
International applicants must have a New Zealand recognised degree, usually approved by NZQA (New Zealand Qualifications Authority).
Domestic applicants must hold a degree including a major in a New Zealand school curriculum subject. Applicants must also have the prerequisite requirements for an Additional Teaching Subject. For example, with a degree major in Biology including courses in Maths, a student can apply for the programme with a Major Teaching Subject of Science with Biology and Maths as an Additional Teaching Subject. The depth as well as level of study in each subject area is taken into consideration when assessing applications.

**Further Requirements**
- Experience in dealing with young people recommended.
- Commitment to Te Reo and Tikanga 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.

**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.

For further requirements and information, see the Application for Programme Entry: [http://www.education.canterbury.ac.nz/teacher_apply.shtml](http://www.education.canterbury.ac.nz/teacher_apply.shtml)
Major Teaching Subjects
(not all subjects may be offered)
- Art
- English
- Health
- International Languages
- Mathematics
- Music
- Outdoor and Environmental Education
- Performing Arts
- Physical Education
- Science with Biology
- Science with Chemistry
- Science with Physics
- Social Studies with Classical Studies
- Social Studies with Economics
- Social Studies with Geography
- Social Studies with History
- Technology
- Te Reo Māori

Additional Teaching Subjects
- Art
- English
- Health
- International Languages
- Mathematics
- Music
- Outdoor and Environmental Education
- Performing Arts
- Physical Education
- Science
- Biology, Chemistry or Physics (Science Majors only)
- Social Studies
- Classics, Economics, Geography or History (Social Science Majors only)
- Technology
- Te Reo Māori

Duration
The GradDipTchLn (Secondary) is a one year fulltime course, but can be taken part time in two or three years (usually two). International students must usually study full time.

Locations
Christchurch  Domestic and International students on campus.

Attendance
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; 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 (half a year); students should be aware the timetable may change in Semester 2.
Key dates

Christchurch Orientation days:

**International students only**
Thursday 7 Feb, 10am,
College of Education,
College Office (Ōrakipaoa), off Dovedale Avenue

**All students**
Friday 8 Feb, 10am,
College of Education,
College Office (Ōrakipaoa), off Dovedale Avenue

Programme dates:
There are two Semesters per year, including two five week blocks of lectures, one seven week Teaching Practice.

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Official start date</td>
<td>Monday 11 February</td>
</tr>
<tr>
<td><strong>Block 1 lectures</strong></td>
<td>Monday 11 February – Friday 15 March</td>
</tr>
<tr>
<td><strong>Teaching Practice 1</strong></td>
<td>Monday 18 March – Friday 17 May</td>
</tr>
<tr>
<td>Easter Holiday</td>
<td>Friday 29 March – Monday 1 April (UC Holiday includes Tue 2 April)</td>
</tr>
<tr>
<td>Holiday</td>
<td>Monday 22 April – Friday 3 May</td>
</tr>
<tr>
<td><strong>Block 2 lectures</strong></td>
<td>Monday 20 May – Friday 21 June</td>
</tr>
<tr>
<td>Queen’s Birthday Holiday</td>
<td>Monday 3 June</td>
</tr>
<tr>
<td>Mid Year Holiday</td>
<td>Monday 24 June – Friday 5 July</td>
</tr>
<tr>
<td><strong>Block 3 lectures</strong></td>
<td>Monday 8 July – Friday 9 August</td>
</tr>
<tr>
<td><strong>Teaching Practice 2</strong></td>
<td>Monday 12 August – Friday 27 September</td>
</tr>
<tr>
<td>Holiday</td>
<td>Monday 30 September – Friday 11 October</td>
</tr>
<tr>
<td><strong>Block 4 lectures</strong></td>
<td>Monday 14 October – Friday 15 November</td>
</tr>
<tr>
<td>Labour Day Holiday</td>
<td>Monday 28 October</td>
</tr>
<tr>
<td>Programme end date</td>
<td>Thursday 14 November</td>
</tr>
<tr>
<td>Show Day Holiday</td>
<td>Friday 15 November</td>
</tr>
</tbody>
</table>
Teaching Practice (TP)

You will participate in two seven week Teaching Practices arranged by the UC College of Education. This is the time spent working in a classroom, providing a supportive context in which students can trial and refine planning, teaching and management skills learned in Professional Studies (PS) classes. TP initiates students into 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 between 8am and 5pm, Monday-Friday. They should participate fully in the daily routines of their school 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.

Students need to meet their own travel and accommodation costs for out-of-town placements.

The first TP will usually be in a school in the local Christchurch area. Week one is usually spent observing Associate Teachers. Students are then expected to teach sections of the class and will be in full control during that time. By the end of the seven week TP, students should feel confident about teaching a range of lessons in their major subject area.

The second TP, later in the year, will normally be in another part of the country such as Auckland, Southland or Hawkes Bay, (local study will be considered in exceptional circumstances). This TP expands on the skills developed in the first TP and PS classes. In particular, students will demonstrate a wider range of pedagogical approaches in their teaching and will be able to teach a coherent unit of work. Students may also be teaching classes in their additional teaching subject. By the end of the TP, students will meet all of the Graduating Teacher Standards as developed by NZ Teachers Council.

Programme Structure

Students take at least 120 points as follows

(a) 30 points in Professional Studies
(b) 15 points in Education Studies
(c) 30 points of Teaching Practice
(14 weeks)
(d) at least 30 points in Major Teaching Subjects
(e) at least 15 points in Additional Teaching

Subjects

 Appropriately qualified students may enrol in a double major comprising 45 or 60 points in place of (d) and (e). An additional fee will be payable if the double major comprises 60 points.
## Codes, Titles, Descriptions

### 1 Compulsory

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course title</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEPS370 plus TEPS371</td>
<td>Professional Studies</td>
<td>TEPS370 and TEPP370 are co-requisites and are prerequisites for TEPS371. TEPS371 is a co-requisite for TEPS371.</td>
</tr>
<tr>
<td>TEDU370</td>
<td>Education Studies - The history, sociology, philosophy, politics, cultural contexts, and psychology of education. Helps prepare teachers to deal with problems that are often social, political and ethical in nature. Includes Strategies for E Learning – Core ICT skills and knowledge.</td>
<td></td>
</tr>
<tr>
<td>TEPP370</td>
<td>Teaching Practice 1 - Intensive school based opportunity for students to observe, plan and teach lessons in a secondary school setting. Students plan, prepare, teach and evaluate part lessons, progressing to a short sequence of whole lessons.</td>
<td>TEPS370 is a co-requisite for TEPP370</td>
</tr>
<tr>
<td>TEPP371</td>
<td>Teaching Practice 2 - Students take a greater role in planning and teaching a sequence of lessons, building towards teaching a unit of work with at least one class. Students continue to take an increased responsibility for class management including corrective management of students. This course requires the students to assume responsibility for all aspects of teaching a unit of work at different class levels.</td>
<td>TEPS370 and TEPP370 are pre-requisites. TEPS371 is a co-requisite.</td>
</tr>
</tbody>
</table>
Curriculum Courses

Curriculum courses comprise minimum of 30 points for the Major Teaching Subject and a minimum of 15 points for the Additional Teaching Subject as follows (P = Pre-requisite requirement).

Art

In visual arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues, and needs, both individually and collaboratively. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and time-based art works. They view art works, bringing their own experiences, sharing their responses, and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which art works are created, used, and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex and conscious ways. The visual arts develop students’ conceptual thinking within a range of practices across drawing, sculpture, design, painting, printmaking, photography, and moving image.

Art history may include a study of theories of the arts, architecture, and design. Theoretical investigations also inform practical enquiry. Opportunities to explore and communicate in the visual arts continue to expand as technologies and multi-disciplinary practices evolve.

Major: TEC360 & 361. Majors may also choose EDEM 687 as their additional.
Additional: TEC360

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Pre-requisites</th>
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</thead>
<tbody>
<tr>
<td>TEC360</td>
<td>Art Years 7-10</td>
<td>P: 200 level Fine Arts or equivalent. Subject to approval of the HOS.</td>
</tr>
<tr>
<td>TEC361</td>
<td>Art Years 11-13</td>
<td>P: BFA or equivalent. Subject to approval of the HOS. Must also enrol in TEC360.</td>
</tr>
<tr>
<td>EDEM 687</td>
<td>Special Topic: From practice to theory in teaching art</td>
<td>P: Must also enrol in TEC360 and 361. Subject to approval of the HOS.</td>
</tr>
</tbody>
</table>
English

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language. Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Major:  TECS365 and 366. Majors may also choose 367 as their additional.
Additional:  TECS365 or TECS367

<table>
<thead>
<tr>
<th>TECS365</th>
<th>Junior English</th>
<th>P: 100 level English (focused on Drama and Literature, not Linguistics) or equivalent (eg Theatre and Film Studies) Subject to approval of the HOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS366</td>
<td>Senior English</td>
<td>P: 300 level English (focused on Drama and Literature, not Linguistics) or equivalent (eg Theatre and Film Studies) Subject to approval of the HOS Must also enrol in TECS 365</td>
</tr>
</tbody>
</table>
Health

Students develop their understanding of the factors that influence the health of individuals, groups, and society: lifestyle, economic, social, cultural, political, and environmental factors. Students develop competencies for mental wellness, reproductive health and positive sexuality, safety management, and develop understandings of nutritional needs. Students build resilience through strengthening their personal identity and sense of self-worth, through managing change and loss, and through engaging in processes for responsible decision making. They learn to demonstrate empathy, and develop skills that enhance relationships. Students use these skills and understandings to take critical action to promote personal, interpersonal, and societal well-being.

Major: TEC370 & 371
Additional: TEC370

Note for Canadian students: Health and Physical Education are taught as one subject in Canada, so Health should not be taken as an Additional Teaching Subject. In New Zealand, Health is often taught by Physical Education teachers.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prequisites</th>
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</thead>
<tbody>
<tr>
<td>TEC370</td>
<td>Health Education in the Secondary School</td>
<td>P: 100 level Health or equivalent. Subject to approval of the HOS</td>
</tr>
<tr>
<td>TEC371</td>
<td>Sexuality and Mental Health Education</td>
<td>P: 300 level Health or equivalent. Nursing or Psychology background preferable. Subject to the approval of the HOS. Must also enrol in TEC370.</td>
</tr>
</tbody>
</table>
International Languages

This course involves learning how to teach languages, not how to teach a specific language. Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

**Major:**  TECS351 & 352

**Additional:**  TECS351

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS351</td>
<td>Learning Languages Years 7-10</td>
<td>P: 100 level International Language or equivalent. Subject to the approval of the HOS.</td>
</tr>
<tr>
<td>TECS352</td>
<td>Learning Languages Years 11-13</td>
<td>P: 300 level International Language or equivalent. Subject to the approval of the HOS. Must also enrol in <strong>TECS351</strong>.</td>
</tr>
</tbody>
</table>
Maths

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but employ different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live. The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across these strands.

- Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable.

- Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

- Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement.

- Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

- Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating databased arguments, and dealing with uncertainty and variation.

**Major:** TECS372 and 373

**Additional:** TECS372

Note: it is strongly recommended that students have a background in both statistics and calculus.

<table>
<thead>
<tr>
<th>TECS372</th>
<th>Teaching Mathematics and Statistics Years 7-10</th>
<th>P: 100 level Maths or Statistics. Subject to the approval of the HOS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS373</td>
<td>Teaching Mathematics and Statistics Years 11-13</td>
<td>P: 300 level Maths and/or Statistics. Subject to the approval of the HOS. Must also enrol in TECS372.</td>
</tr>
</tbody>
</table>
Music

In music education, students work individually and collaboratively to explore the potential of sounds and technologies for creating, interpreting, and representing music ideas. As they think about and explore innovative sound and media, students have rich opportunities to further their own creative potential.

**Major:** TECS391 & 392

**Additional:** TECS391

Note: Many music majors choose TECS393, Intro to Teaching Drama, as an additional

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>TECS391</td>
<td>Music Education Years 7-10</td>
<td>P: 100 level Music. Subject to approval of the HOS</td>
</tr>
<tr>
<td>TECS392</td>
<td>Music Education Years 11-13</td>
<td>P: 300 level Music. Performance background with Music Education courses preferred. Subject to approval of the HOS. Must also enrol in TECS391</td>
</tr>
</tbody>
</table>
Outdoor and Environmental Education

Outdoor and environmental education courses develop organisational, sequencing, risk management and field trip implementation skills. They focus on teachers using experiences outside the classroom to enhance their teaching and learning programmes in all curriculum areas, as well as exploring an environmental sustainability focus. The courses aim to develop an approach to planning, implementation and evaluation that maximises student safety and educational outcomes for students. Both courses are delivered experientially and include a practicum.

**Major:** TEC376 & 377

**Additional:** TEC376

Note: preferably taken in conjunction with a core Teaching Study. Often taken by PE students. Not a separate teaching subject in Canada.

<table>
<thead>
<tr>
<th>Course</th>
<th>Years</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC376</td>
<td>Outdoor Ed</td>
<td>P: Either a) proven interest such as community involvement in outdoor education and subject to approval of the HOS, or b) EDPE 161</td>
</tr>
<tr>
<td></td>
<td>Years 7-10</td>
<td>R: EDOE 302, EDOE 309, EDOE 311</td>
</tr>
<tr>
<td>TEC377</td>
<td>Outdoor Ed</td>
<td>P: 300 level outdoor and/or environmental education or equivalent. NZ Mountain Safety Outdoor First Aid course recommended. Subject to approval of the HOS. Must also enrol in TEC376.</td>
</tr>
<tr>
<td></td>
<td>Years 11-13</td>
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</tbody>
</table>
Performing Arts

As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage and language, and new power to examine attitudes, behaviours, and values.

Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction.

Students develop literacy in dance as they learn about, and develop skills in, performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts.

Major:  TECS393 and 394

Additional:  TECS393

Notes: Courses at NASDA, UNITEC, Toi Whakaari etc, may meet requirements

Students taking Performing Arts as a major often take TECS391, Music Education Years 7-10 or TECS365 Junior English as an additional.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Prereq</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS393</td>
<td>Introduction to Teaching Drama</td>
<td>P: 100 level Performing Arts (eg Theatre &amp; Film Studies courses). Subject to approval of the HOS.</td>
</tr>
<tr>
<td>TECS394</td>
<td>Advanced Studies in Teaching Drama</td>
<td>P: 300 level Performing Arts (eg BPA, Theatre &amp; Film Studies courses). Subject to approval of the HOS. Must also enrol in TECS393.</td>
</tr>
</tbody>
</table>
Physical Education

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Four underlying and interdependent concepts are at the heart of this learning area:

- **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whanau, each one influencing and supporting the others.

- **Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.

- **The socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.

- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

**Major:** TECS380 & 381

**Additional:** TECS379

Notes: Majors cannot take TECS379. BSpC graduates may major in PE and may qualify for an additional teaching study in Science, Outdoor and Environmental Education or Social Studies.
Science

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

By studying science, students:

• develop an understanding of the world, built on current scientific theories;

• learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve;

• use their current scientific knowledge and skills for problem solving and developing further knowledge;

• use scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.

Additional: TECS382

Note: Majors in Biology, Chemistry and Physics overleaf

| TECS382 | Science Education Years 7-13 | P: level Science or Applied Science such as Biology, Chemistry, Physics, Environmental Science, Engineering, Geology, Health, Nursing. Subject to the approval of the HOS. |
Science with Biology

Major: TECS382 & 383
Note: Majors may add Chemistry TECS384 or Physics TECS385 to make a double major

| TECS 383 | Biology Curriculum Years 11-13 | P: 300 level Biology. Subject to the approval of the HOS. Must also enrol in TECS382. |

Science with Chemistry

Major: TECS382 & 384
Note: Majors may add Biology TECS383 or Physics TECS385 to make a double major

| TECS 384 | Chemistry Curriculum Years 11-13 | P: 300 level Chemistry, Chemical Engineering, or Forensic Science. Organic and Inorganic Chemistry preferred. Subject to approval of the HOS. Must also enrol in TECS382. |

Science with Physics

Major: TECS382 & 385
Note: Majors may add Chemistry TECS384 or Biology TECS383 to make a double major

| TECS 385 | Physics Curriculum Years 11-13 | P: 300 level Physics, Engineering, or Electronics. Subject to approval of the HOS. Must also enrol in TECS382 |
Social Studies

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand. Through the social sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

Additional:  TECS358

Note: Majors in Classical Studies, Economics, Geography and History below

| TECS358 | Social Studies  
Teaching Years 7-13 | P: 200 level in a Social Science subject or equivalent such as History, Economics, Geography, Classics, Sociology (New Zealand content preferred). Subject to approval of the HOS. |

Social Studies with Classical Studies

Major:  TECS358 & 357

Note: Majors may add Economics TECS350, Geography TECS355 or History TECS356 to make a double major

| TECS357 | Classical Studies Years 11-13 | P: 300 level Classics or equivalent. Subject to approval of the HOS. Must also enrol in TECS358. |
Social Studies with Economics

Major:  TECS358 & 350
Note:  Majors may add Classical Studies TECS357, Geography TECS355, or History TECS356 to make a double major

<table>
<thead>
<tr>
<th>TECS350</th>
<th>Economics</th>
<th>P: 300 level Economics or equivalent. Subject to approval of the HOS. Must also enrol in TECS358.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Years 9-13</td>
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</table>

Social Studies with Geography

Major:  TECS358 & 355
Note:  Majors may add Classical Studies TECS357, Economics TECS350, or History TECS356 to make a double major

<table>
<thead>
<tr>
<th>TECS355</th>
<th>Senior Geography</th>
<th>P: 300 level Geography or equivalent. Subject to approval of the HOS. Must also enrol in TECS358.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Years 11-13</td>
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</tbody>
</table>

Social Studies with History

Major:  TECS358 & 356
Note:  Majors may add Classical Studies TECS357, Economics TECS350 or Geography TECS355 to make a double major.
This is a competitive subject area.

<table>
<thead>
<tr>
<th>TECS356</th>
<th>Senior History Years 11-13</th>
<th>P: 300 level History or equivalent, (eg some Political Science courses). Subject to approval of the HOS. Must also enrol in TECS358.</th>
</tr>
</thead>
</table>
Technology

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative. Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication. Technology is never static. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

Major: TECS386 & 387
Additional: TECS386

Note: preferably taken in conjunction with a core Teaching Study. Not a separate teaching subject in Canada.

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<tr>
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<tr>
<td>TECS386</td>
<td>Introduction to Technology Education Years 7-10</td>
<td>P: 200 level Technology related course, eg Engineering/Architecture, Design (Textiles, Graphics, Landscape, Interior, Web), Food Technology, Computing and Information and Communication Technology, Electronics, Biotechnology.</td>
</tr>
</tbody>
</table>
**Te Reo Māori**

The Māori Education courses provide critical awareness and understanding of the aims and objectives of the te reo achievement standards and relevant unit standards, assessment guidelines and explores appropriate planning, teaching and assessment methods.

**Major:** TECS353 & 354  
**Additional:** TECS353

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Pre-requisities</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS353</td>
<td>Māori Years 9-11</td>
<td>P: <strong>100</strong> level Te Reo Māori language (Te Pihinga) or equivalent. Subject to the approval of the HOS.</td>
</tr>
<tr>
<td>TECS354</td>
<td>Te Reo Māori Years 12-13</td>
<td>P: <strong>300</strong> level Te Reo Māori language (Te Pihinga) or equivalent. Subject to the approval of the HOS. Must also enrol in <strong>TECS353</strong>.</td>
</tr>
</tbody>
</table>
UC Support Services

Students have access to the full range of University services available on campus.

The Education Library provides excellent resources. 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.

http://www.lps.canterbury.ac.nz/lsc

The Disabilities Resource Service http://www.canterbury.ac.nz/disability/ 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: www.ubscan.co.nz/

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:

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

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