Master of Teaching and Learning (MTchgLn)
College of Education

Inspire.
Ahakoa he iti, he pounamu
Although it is small, it is greenstone

About the MTchgLn
• Professional Masters
• Initial teacher education (Primary or Secondary)
• 180 pts
• One calendar year
• Focus on supporting learning for Māori and diverse learners

The Master of Teaching and Learning (MTchgLn) is a new initial teacher education qualification. It is an exciting option for those seeking to become primary or secondary teachers and who have a particular interest and commitment to supporting learning for Māori and diverse learners in mainstream schools.

The MTchgLn is an intensive professional preparation programme comprised of 180 points, over one calendar year. It integrates university-based coursework and embedded practice-based experiences throughout the extended academic year. The programme is aligned with the New Zealand Teacher Council Graduating Teacher Standards.

About the College
The UC College of Education builds on a 135-year tradition of quality teacher education and educational research.

The College is committed to research excellence in teacher education, educational studies and leadership, sports and physical education and health sciences. This commitment was recognised in its ranking among the world’s top 100 universities for Education (QS World University Rankings by Subject, 2014).

Primary Teaching
Primary teachers work with children in Years 1–8 (ages 5–13) in primary, intermediate, middle and area schools. As a Primary teacher you introduce children to the world of learning, by starting them on their road to reading, writing and mathematics, and engaging them in the world around them through investigations in other areas of the curriculum. It’s a very rewarding and satisfying career where you can make a real difference in children’s lives.

Secondary Teaching
Secondary teachers work with young adults in Years 7–13 (ages 11–18) in intermediate, middle, area and secondary schools. As a Secondary teacher you teach one or more subjects that you are passionate about. You encourage and inspire your students and support them to develop the knowledge and skills that they need to participate and make a positive difference in the world.

Disclaimer All the information in this booklet was correct at the time of printing.
Programme Overview

This innovative new programme combines research-informed professional knowledge, evidence-based inquiry and embedded practice-based experiences in schools. It has a particular focus on knowledge and practice that supports Māori and diverse learners, including Pasifika youth, students for whom English is a second language, students from low-socioeconomic backgrounds and students who experience special learning needs.

Pre-service teachers in the MTchgLn programme will work in two different local partnership schools that serve significant numbers of priority learners. The first semester placement will be completed in a local primary or secondary school context and consist of 1–2 days per week across the semester, as well as a 3 week intensive experience where candidates will take leadership responsibility for teaching. In the second semester the pre-service teacher will move to another local partnership school and complete a more intensive practice-based learning experience. This will include the 1–2 days per week, and 7 weeks of increased responsibility for leading teaching and learning in a classroom.

The delivery model is designed as a school-university community of practice. It is undertaken within a digitally enriched learning environment that reflects and supports modern learning pedagogies that are necessary for current and future professional practice in education.

MTchgLn programme structure

<table>
<thead>
<tr>
<th>Summer – January</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer – December</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMT601 Teaching and Learning in Aotearoa New Zealand</td>
<td>EDMT604 Inquiry and Evidence based Practice for Inclusive Learning Contexts 1</td>
<td>EDMT605 Inquiry and Evidence based Practice for Inclusive Learning Contexts 2</td>
<td>EDMT606 Developing a Teacher-researcher Stance</td>
</tr>
<tr>
<td>EDMT611 Curriculum, Pedagogy and Assessment in Primary Contexts 1: Engaging Diverse Learnings in NZC</td>
<td>EDMT612 Curriculum, Pedagogy and Assessment in Primary Contexts 2: Engaging Diverse Learnings in NZC</td>
<td>EDMT621 Curriculum, Pedagogy and Assessment in Secondary Contexts 1: Engaging Diverse Learnings in NZC</td>
<td>OR</td>
</tr>
<tr>
<td>OR EDMT622 Curriculum, Pedagogy and Assessment in Secondary Contexts 2: Engaging Diverse Learnings in NZC</td>
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<td>OR</td>
</tr>
<tr>
<td>EDMT622 Curriculum, Pedagogy and Assessment in Secondary Contexts 2: Engaging Diverse Learnings in NZC</td>
<td></td>
<td>EDMT602 Towards Māori Success: Presence, Engagement and Achievement</td>
<td></td>
</tr>
<tr>
<td>EDMT602 Towards Māori Success: Presence, Engagement and Achievement</td>
<td></td>
<td>EDMT603 Creating Inclusive Learning Environments for Diverse Learners</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDMT601 Teaching and Learning in Aotearoa New Zealand

This course provides the foundational constructs and principles for teaching and learning within the socio-political, cultural and historical context of the New Zealand education system. Pre-service teachers will systematically and critically engage with developmental, philosophical, ethical, professional and policy frameworks related to current educational issues that support inclusive and culturally responsive educational settings for diverse learners, while critically examining their own values, beliefs, attitudes and knowledge. The course includes a community-based learning experience in a non-school setting, as well as a Treaty of Waitangi workshop and a Noho Marae experience relating to education in the 21st century.

EDMT602 Toward Māori Success: Presence, Engagement and Achievement

The course explores theoretical notions specific to identity, culture, knowledge, evidence and pedagogy, providing a critical approach to understanding the enablers of educational success for Māori learners in contemporary Aotearoa New Zealand. Pre-service teachers will be encouraged to critically reflect on the significance of the Treaty of Waitangi principles in the broader education sense. Kaupapa Māori worldview perspectives will be drawn on by way of a series of frameworks to inform the threads of culturally responsive principles and strategies for action.

EDMT603 Creating Inclusive Learning Environments for Diverse Learners

This course establishes the theoretical framework and research base for inclusive practices in classrooms and schools. Pre-service teachers will critically examine, apply and evaluate models and practices that enable the development of engaging, inclusive environments for all students and that build meaningful partnerships with families and whānau, and with other professionals.

EDMT604 Inquiry and Evidence-based Practice for Inclusive Learning Contexts 1

This course supports pre-service teachers with the development of an evidence-based approach to teacher inquiry through iterative cycles of self-reflection on, and refinement of, their own professional and pedagogical understandings and practices. Pre-service teachers continue their systematic engagement in critical reflection on their beliefs, attitudes, knowledge and practices through linking theory with embedded professional experiences, in order to deepen their awareness of the way the two interact to shape the teaching and learning processes.
EDMT605 Inquiry and Evidence-based Practice for Inclusive Learning Contexts 2
This course extends pre-service teachers’ professional and pedagogical understandings, knowledge and skills through refinement and expansion of the evidence-based inquiry cycle process begun in prior programme coursework and learning experiences. Pre-service teachers will synthesise research-informed and experience-based knowledge in critical examination of their own and others’ emerging professional and pedagogical practices.

EDMT606 Developing a Teacher-Researcher Stance
This synthesising course provides the opportunity for each pre-service teacher to consolidate and evaluate their professional knowledge and skills and situate their pedagogical practice in relation to professional standards and contemporary educational research. Pre-service teachers critically appraise the content and process of their professional learning journey through the programme, including the evidence of adaptive expertise, cultural responsiveness, and action competence as a teacher.

Primary teaching
EDMT611 Curriculum, Pedagogy and Assessment in Primary Contexts 1: Engaging Diverse Learners in NZC
The course explores the development of pedagogical content knowledge, including evidence-based approaches to curriculum design and implementation within the context of the New Zealand curriculum. The course will focus on literacy, mathematics and science as enablers of curriculum engagement for all learners. Embedded practice experiences will occur throughout the course to ensure that pre-service teachers will engage in iterative cycles of reflection and refinement of curriculum development and implementation.

EDMT612 Curriculum, Pedagogy and Assessment in Primary Contexts 2: Engaging Diverse Learners in NZC
The course continues to explore the development of pedagogical content knowledge, including evidence-based approaches to curriculum design and implementation within the context of the New Zealand curriculum. The course will focus on Future Focused (Science, Technology and Digital Literacies), Community-based (Health, Physical Education, Social Sciences and Learning Languages) and the Arts (Dance, Drama, Music and Visual Arts) learning areas as enablers of curriculum engagement for all learners. Embedded practice experiences will occur throughout the course to ensure that pre-service teachers will engage in iterative cycles of reflection and refinement of curriculum development and implementation.
Secondary Teaching

EDMT621 Curriculum, Pedagogy and Assessment in Secondary Contexts 1: Engaging Diverse Learners in NZC

Pre-service teachers (secondary) are introduced to, and critically engage with, the New Zealand Curriculum (NZC). They examine the research and evidence base for how adolescents learn and pedagogical and assessment practices that support learning for diverse students in particular subject areas. In their course work and embedded teaching practice experiences, pre-service teachers apply knowledge and skills to plan, evaluate and refine teaching and learning sequences. Pre-service teachers examine ‘puzzles of practice’ relating to teaching and learning in subject contexts, focusing on learners in Years 7 to 10.

EDMT622 Curriculum, Pedagogy and Assessment in Secondary Contexts 2: Engaging Diverse Learners in NZC and NCEA

Pre-service teachers (secondary) critically engage with the New Zealand Curriculum (NZC) and the New Zealand national qualification for secondary schools, the National Certificate for Educational Achievement (NCEA). They examine ‘puzzles of practice’ related to teaching, learning and assessment within subject contexts, focusing on the learning needs of diverse students and schooling Years 11 to 13. Embedded teaching practice experiences provide opportunities for pre-service teachers to design and evaluate planning for learning and to use assessment evidence to refine teacher planning and classroom curriculum design.
You should apply for the MTchgLn at least six weeks prior to the commencement of the programme on 19 January 2015. Applications must be received by Friday 12 December 2014. 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 the MTchgLn programme need to demonstrate that they have

i. qualified for a degree in a disciplinary field appropriate to teaching and learning in Aotearoa New Zealand1 from a New Zealand Tertiary Educational Organisation, and have either
   a. a Bachelor’s degree at level 7 on the New Zealand Qualifications Framework (NZQF) consisting of at least 360 credits or
   b. a Bachelor’s degree with Honours at level 8 on the NZQF consisting of at least 480 credits; or
   c. a Master’s degree at level 9 on the NZQF consisting of at least 240 credits or

ii. been admitted under the Regulations for admission ad eundem statum as entitled to enrol for the Degree of Master of Teaching and Learning; and

In addition,

a. Applicants are normally expected to have achieved a B+ average or better in the 300 level courses in their major subject in their undergraduate degree.

b. Applicants will need to demonstrate academic literacy and digital literacy/ICT competence at a standard sufficient to independently engage with postgraduate study and professional work contexts.

c. For the Secondary endorsement, the entry qualification shall include courses to 300- or 400-level in a teaching subject appropriate to the secondary school curriculum2.

d. Applicants to the Primary endorsement will need to demonstrate sufficient numeracy and scientific literacy to support curriculum development and learning in primary contexts.

e. Candidates who completed their entry qualification overseas and who intend to become registered teachers in New Zealand are advised that the NZTC will require an assessment of their qualification by the New Zealand Qualifications Authority (NZQA)3.

1 Examples of disciplinary fields appropriate to teaching are Education and fields that relate to the learning areas in the New Zealand Curriculum: English, The Arts, Health and Physical Education, Te Reo Māori and Learning Languages, Mathematics and Statistics, Science, Social Sciences, Technology.

2 Teaching subjects appropriate to the secondary school curriculum include, but are not restricted to: English, Te Reo Māori, Mathematics, Biology, Chemistry, Physics, History, Geography, Economics, Classical Studies, Music, world languages.

3 It is strongly recommended that candidates with overseas qualifications get an NZQA assessment of their qualification before seeking admission to the MTchgLn. In most cases an NZQA assessment will be a required in order to gain admission to the programme.
Selection Process

Selection into the MTchgLn is competitive and will be determined by a selection committee. Selection will be based on the review of a range of items, which will include:
1. Academic qualifications and record
2. Applicant’s personal statement
3. Two confidential referee reports
4. In-person interview
5. Assessment tasks for academic literacy (all) and numeracy and scientific literacy (applicants for Primary endorsement)
6. Completed police background check
7. IELTS assessment (for students for whom English is an additional language)

International students

For overseas students who have an overseas qualification, a New Zealand Qualifications Authority (NZQA) assessment of qualifications to determine the equivalent level on the New Zealand Qualifications Framework (NZQF) will be required. It is the applicant’s responsibility to obtain this assessment.

Students for whom English is an additional language must provide evidence of having passed IELTS (Academic) with a minimum score of 7.5 overall, with no component score lower than 7.5.

Where an applicant is living overseas, in-person interviews may be conducted by video conference. Assessment tasks will need to be conducted with digitally mediated proctoring, to verify the applicant’s identity and ensure independent completion of the assessment tasks.

For further requirements and information, see the Application for Programme Entry: www.education.canterbury.ac.nz/teacher_apply.shtm
Duration
The MTchgLn can be completed in one calendar year of fulltime study.

Key Dates for 2015

| Start date | Monday 19 January |
| January summer semester | Monday 19 January – Friday 13 February |
| Semester 1 | Monday 16 February – Friday 19 June |
| Mid-semester break | Monday 6 April – Friday 17 April |
| Mid-year break | Monday 22 June – Friday 10 July |
| Semester 2 | Monday 13 July – Friday 13 November |
| Mid-semester break | Monday 28 September – Friday 9 October |
| Nov/Dec summer semester | Monday 16 Nov – Friday 11 Dec |

Fees
Approximate fees for 12 months of full-time study in the MTchgLn are $10,000. You will also need to budget for resources, travel etc. There is also a Student Service levy (approx. $745). See the university website www.canterbury.ac.nz/enrol/fees for information about fees and rebates.

Comparison with Graduate Diploma Pathway
The MTchgLn builds on and extends the high-quality professional preparation provided through existing UC Graduate Diplomas. Points of difference for this Masters programme include:
• Specific papers focused on inclusive practice for Māori and diverse learners;
• Weekly professional practice experiences in schools throughout the academic year; and
• Cultivating a teacher-researcher approach to support student development and learning.

Successful completion of either of these pathways lead to eligibility to apply for NZTC registration. However, there are differences in the duration, focus and qualification awarded. Below is a quick overview of these differences

<table>
<thead>
<tr>
<th>GradDipTchg</th>
<th>MTchgLn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of qualification</td>
<td>Graduate</td>
</tr>
<tr>
<td>Fees</td>
<td>Primary = $7,360, Secondary = $5,360</td>
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<tr>
<td>Loans</td>
<td>Yes</td>
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<tr>
<td>Allowance</td>
<td>Yes</td>
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<tr>
<td>Starting salary point – primary*</td>
<td>Q3+</td>
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<tr>
<td>Starting salary point – secondary*</td>
<td>G3E</td>
</tr>
</tbody>
</table>


4 These fees are for 2014. The University Council has approved an increase in domestic fees of 4-5% for 2015.
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.

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: education@canterbury.ac.nz or phone 03 343 9606.