Bachelor of Teaching & Learning (Early Childhood)

Early Childhood.

UC EDUCATION, HEALTH & HUMAN DEVELOPMENT
Te Rāngai Ako me te Hauora
Disclaimer
All the information in this booklet was correct at the time of printing.

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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.

Students can study full or part-time and through a variety of delivery options including on campus in Christchurch as well as by distance via the Flexible Learning Option (FLO) and through blended learning at the UC New Plymouth campus.

This programme is designed to meet the requirements for the New Zealand setting. Successful completion of this programme meets the Education Council of Aotearoa New Zealand graduating teachers’ standards requirements. Graduates must apply to the Education Council of Aotearoa New Zealand for provisional registration which enables them to apply for teaching positions in NZ. Applications should contact the relevant authorities for international requirements.

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.
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: 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 or above).

**Further Requirements**
- Involvement and interest in working with children, community involvement, communication skills and other favourable personal qualities is beneficial to applications
- 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 conversant with email, internet and Microsoft Word programmes.
- FLO (Flexible Learning Option) students should have a camera on their computer (such as those used for Skype) for online tutorials through Adobe Connect.
- For further requirements and information, see the Application for Programme Entry: www.education.canterbury.ac.nz/apply/teacher_sport.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. Evidence of having completed a three year full-time bachelors degree or a two year full-time masters degree at a New Zealand or Australian tertiary education organisation (TEO) fully on campus and in the medium of English.

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

Application for Programme Entry

Applicants must complete and submit the Application for Programme Entry (APE), which is available from July each year. Applications must be received no later than 15 January 2016. Entry is competitive as places are limited. We encourage students to apply as soon as possible.

To request an application form phone 0800 VARSITY (827748) or email enrol@canterbury.ac.nz. It can also be found at www.education.canterbury.ac.nz.

Selection Process

Applications for Programme Entry are collated and considered for selection once complete. 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 or Skype) and may be carried out in groups or individually. Interviewers are assessing interpersonal and communication skills, suitability for teaching, commitment to study and expect professional presentation.

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

UC will endeavour to contact students with an outcome for their application usually within two weeks of receiving their completed application.

Duration

The BTchLn (Early Childhood) can be completed in three years by full-time study or up to six years by part-time study.

Locations

On campus in Christchurch, or through blended learning via the UC New Plymouth Centre or by FLO (attendance at on-site intensives in Christchurch is required).

Professional Placements

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

Professional placement 1 (TEPI101)
20 June – 1 July

Professional placement 2 (TEPI105)
10 October – 4 November

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

FLO (Flexible Learning Option)
FLO delivery involves a combination of online learning, professional teaching practice and compulsory On-Site Intensives (OSI) held in either Christchurch or New Plymouth. Students are required to attend on-site intensives at the Christchurch campus. On-site intensives are delivered in New Plymouth for students based in this area.

On-site Intensives (OSI)
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.

All Students
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 and Skype.

Consider full-time study the equivalent to 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. Good time management skills are essential for all students.

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

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.

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

Professional Practice
Professional Practice is an important component of the programme and is time spent working in a centre. It provides a supportive context in which students can trial and refine their planning, teaching and management skills. Professional Practice initiates students into the complexities of the teacher’s role within the classroom, the school and the wider community. All students are allocated an Associate Teacher within the centre, and a staff member from UC who mentors and assesses the teaching practice.
In year one full-time students will complete a two week teaching practice in semester one and a four week teaching practice in semester two, two four-week teaching practices in year two and two five-week teaching practices in year three.

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

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 early childhood setting 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 within an integrated curriculum.
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.

Library
The University has a specialist Education Library. Staff have extensive experience working with teacher education students, both on campus and FLO. http://library.canterbury.ac.nz

Academic Skills Centre
The Academic 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. Individual consultations can be arranged to discuss assessments. www.lps.canterbury.ac.nz/lsc

Disabilities Resource Centre
The Disabilities Resource Service provides assistance for students who have a disability. To access these services, students should register on enrolment. www.canterbury.ac.nz/disability/

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

UBS University Book Shop
The University Bookshop is located on the Ilam Campus near the Library. It holds required texts and stationery as well as general reading. www.ubscan.co.nz

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

Fees, Studylink and Scholarships
All students should consult www.canterbury.ac.nz/future-students/fees-and-funding

Fees will include a compulsory student levy and administration fee.

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

For information on scholarships available, visit the UC scholarships website www.canterbury.ac.nz/future-students/fees-and-funding/scholarships-at-uc/ or contact TeachNZ at www.teachNZ.govt.nz

For further information
UC Liaison Email: liaison@canterbury.ac.nz
Tel: 0800 103 109

College of Education Student Advisors
Email: educationadvice@canterbury.ac.nz
Tel: 03 343 9606

For further information about admissions and enrolment and accommodation please contact Liaison: www.canterbury.ac.nz/liaison/
# Programme Structure

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<thead>
<tr>
<th>Year 1</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>TECE105</td>
<td>Integrated Curriculum: Ako and WhanangaTanga</td>
<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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<tr>
<td>TECE106</td>
<td>Rethinking Infants and toddlers/Te Köhungahunga</td>
<td>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.</td>
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<tr>
<td>TECM101</td>
<td>Te Reo me ngā Tikanga Māori 1</td>
<td>This course provides current and aspiring early-childhood and primary teachers an introduction to te reo Māori me ōna tikanga appropriate for use in learning contexts and educational settings.</td>
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<tr>
<td>TEDU105</td>
<td>Cultural Studies/Te Tirohanga Ahurea</td>
<td>This compulsory course will begin to prepare initial teacher education early childhood students to become competent bicultural and intercultural teachers of Aotearoa New Zealand.</td>
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<tr>
<td>TEDU110</td>
<td>Child and Adolescent Development and Health</td>
<td>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.</td>
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<tr>
<td>TEDU111</td>
<td>Social and Cultural Studies in Education: An Introduction</td>
<td>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.</td>
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<tr>
<td>TEP1101</td>
<td>The Profession of Teaching</td>
<td>This course is a 100 level, compulsory, foundation course for the BTchLn (Early Childhood) and BTchLn (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 BTchLn, initial teacher education qualification. The course includes a two-day Treaty of Waitangi workshop and a two-week professional practice placement in an early childhood centre or primary school.</td>
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<tr>
<td>TEP1105</td>
<td>Teacher Identity/Ngā Tirohanga Whānui</td>
<td>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 four-week Professional Practice placement in an early childhood centre.</td>
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<tr>
<td>Year 2</td>
<td>Course Code</td>
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<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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<tr>
<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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<tr>
<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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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>TECM301</td>
<td>Te Reo me ngā Tikanga Māori 3</td>
<td>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.</td>
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<tr>
<td>TEDU301</td>
<td>Inclusive and Special Education</td>
<td>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.</td>
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<tr>
<td>TEDU305</td>
<td>Discovering Early Years Education</td>
<td>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.</td>
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<tr>
<td>TEPI305</td>
<td>The teacher’s role in learning and assessment/Ngā Tirohanga Whānui</td>
<td>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.</td>
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<tr>
<td>TEPI306</td>
<td>The Pedagogical Threads of Teaching/Te Umanga Ako – Tuia!</td>
<td>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.</td>
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<tr>
<td>TEPP305</td>
<td>Professional Practice 4: Assessment and Planning</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. Associate Teachers assist the College to assess students’ developing competence as a teacher.</td>
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<tr>
<td>TEPP306</td>
<td>Professional Practice 6: Pedagogical Threads</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 The profession of Teaching – Te Umanga Ako – Tuia! Associate Teachers assist the College to assess students’ developing competence as a teacher.</td>
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### 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     |