Bachelor of Teaching & Learning (Primary) 2016

Primary.

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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Bachelor 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, Health and Human Development has a national and international reputation for producing high-quality graduates based on over 130 years of experience. A significant factor is the emphasis placed on literacy, mathematics, Te reo me nga Tikanga Māori and completing courses in all school curriculum areas.

The BTchLn (Primary) is a professional qualification that combines theoretical knowledge and practical experience and prepares you for a teaching career in primary, intermediate, middle and area schools in New Zealand and overseas. BTchLn graduates are eligible to apply for provisional registration as a teacher.

Successful completion of this programme meets the Education Council of Aotearoa New Zealand graduating teachers standards requirements. Upon successful completion, graduates may apply to the Education Council of Aotearoa New Zealand for provisional registration which enables them to apply for teaching positions in NZ.

This degree is designed to meet the requirements for the New Zealand setting;
Please contact the relevant authorities for international requirements.
Entry Requirements and Applications

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

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

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

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

**Further Requirements**
- Effective communication skills - you need to be able to communicate your ideas clearly, confidently and coherently, and to listen and respond to others appropriately.
- Experience in dealing with young people recommended
- Commitment to Te Reo Māori

**IELTS**
Students for whom English is an additional language must provide evidence of their English language ability as follows:

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

or

b. At least two years of successful study in a NZ secondary school, with a minimum number of NCEA level 2 credits in literacy, or have completed a tertiary qualification in New Zealand at NZQA level 7 or higher, may be eligible for an exemption from the requirements to sit IELTS.

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

**Application for Programme Entry (APE)**
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 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 usually within two weeks of receiving their completed application. Please direct enquiries about an application status to: education@canterbury.ac.nz.

Dates

All first year students will commence their programme of study on 16 February 2015. The first week will be a mixture of orientation and classes and will provide students with valuable information about University services and resources, as well as course and programme content. Attendance is compulsory for students at the orientation. Second semester begins on 18 July 2016.

Duration

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

Locations offered

The BTchLn (Primary) is available:

Christchurch: on campus full-time study only (site code C).

Flexible Learning Option (FLO) full or part-time study (site code D).

Rotorua: full-time only requiring attendance one morning a week (Friday for the 2016 intake) at the UC Rotorua campus and FLO study (site codes R and D).

Nelson: full-time study only requiring attendance up to two days a week at the UC Nelson campus and FLO study (site codes N and D).

Professional Placements

All full-time students will be allocated two professional placements in their first year. Part-time students typically complete TEPI101 in their first year and TEPE105 in their second year of study.

Professional placement 1 (TEPI101)
20 June – 1 July

Professional placement 2 (TEPI105)
10 October – 4 November

All students will need to be available between the hours of 8am and 5pm during their placements.
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. There may also be online tasks to complete. It is essential that students regularly check their student email and Learn.

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.

Professional Practice (On campus and FLO)
Professional Practice is an important component of the programme and 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, and a staff member from UC who mentors and assesses the teaching.

Students should expect to be at the school between 8am and 5pm, Mon – 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. Every effort is made to arrange placements in the same region in which students live, however, should this not be possible, 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

There are four components of the BTchLn(Primary) degree, which run through all three years.

1. **Education courses** address areas such as the aims and purposes of education, child development, teaching and learning, classroom management, assessment, the New Zealand education system, socio-political and cultural contexts and communication skills.

2. **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.

3. **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 introduces 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.

4. **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 and learning languages.
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. http://www.lps.canterbury.ac.nz/lsc/

Disability Resources
The Disabilities Resource Service provides advice, support and assistance for students who have a disability. To assess these services, students should register on enrolment. http://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. http://www.ubscan.co.nz/.

Fees, Studylink and Scholarships
All students should consult http://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 and OSI’s.
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 http://www.canterbury.ac.nz/future-students/fees-and-funding/scholarships-at-uc/ or contact TeachNZ www.teachNZ.govt.nz.
## Bachelor of Teaching and Learning (Primary)

### Year 1 Semester 1

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<tr>
<th>Course code</th>
<th>Course title and description</th>
<th>Points</th>
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<tbody>
<tr>
<td>TEDU 110</td>
<td>Child and Adolescent Development and Health&lt;br&gt;This course establishes a foundation in theory, concepts, processes and factual knowledge of infant, child, and adolescent development within the context of family, school, and community. The course aims to provide students with an understanding of developmental processes through the consideration of cognitive, language, physical, emotional, and social development. The impact of health on infant, child, and adolescent development will also be considered.</td>
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<tr>
<td>TEDU 111</td>
<td>Social and Cultural Studies in Education&lt;br&gt;An introduction to the foundational theories, concepts and processes in the social and cultural examination of education. Questions about power, justice, and fairness will be examined with respect to inequalities. The course will address questions such as whether educational inequality is inevitable and, if not, what can be done about it? It will also examine what part factors such as class, gender, disability, and ethnicity may play in maintaining unequal forms of education. Students will be introduced to theories about success and failure in education and their application to the examination of educational inequalities.</td>
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<td>TEPI 101</td>
<td>The Profession of Teaching&lt;br&gt;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 a primary school.</td>
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<td>TECM 101</td>
<td>Te Reo me nga Tikanga Māori 1&lt;br&gt;This course provides current and aspiring early-childhood and primary teachers an introduction to te reo Māori me ona tikanga appropriate for use in learning contexts and educational settings.</td>
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### Year 1 Semester 2

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<td>TEPP 102</td>
<td>The Profession of Teaching: Understanding Learning&lt;br&gt;This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of primary 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.</td>
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<td>TECP 112</td>
<td>Theoretical Foundations of Literacy&lt;br&gt;This is a 100 level compulsory BTchLn (Primary) course which focuses on the assessment and facilitation of foundational skills for literacy success (oral language, phonological awareness and letter-sound knowledge) within the New Zealand classroom. Students will learn to apply their knowledge of these skills to the assessment and teaching of reading and writing. The course links the New Zealand Curriculum (2007), theoretical underpinnings and research base to the oral and written language assessment and teaching strategies explored. The knowledge and use of writing conventions within a professional context are also explored.</td>
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<td>TECP 113</td>
<td>The Arts in the NZ Curriculum&lt;br&gt;This course provides pre-service teachers with an introduction to the theory, and pedagogy of teaching Music, Visual Arts, and Dance and Drama in the New Zealand primary school context. The course develops the knowledge, skills and attitudes needed to successfully plan, teach and evaluate the Arts learning areas in the New Zealand Curriculum (2007). The course also aims to prepare students for further study in higher-level course and will complement learning in other courses in the Bachelor of Teaching and Learning, including Professional Practice.</td>
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<td>TECP 122</td>
<td>Introduction to Mathematics Education&lt;br&gt;This course provides pre-service teachers with an introduction to the theory, and pedagogy of teaching Mathematics in the New Zealand primary school context. The course introduces the knowledge, skills and attitudes needed to successfully plan, teach and evaluate the Mathematics and statistics learning areas in the New Zealand Curriculum (2007). The course also aims to prepare students for further study in higher-level courses and will complement learning in other courses in the Bachelor of Teaching and Learning, including Professional Practice.</td>
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| TEDU201     | **Teaching, Learning and Assessment**  
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. | 15     |
| TEPI220     | **Professional Inquiry: Learners and Learning 1**  
This is a compulsory course that will further develop students understanding and knowledge of the profession of teaching. In particular, this course addresses the pedagogical (interpersonal) and didactic (instructional methods and techniques) needs of students as they prepare for a greater teaching role within the curriculum and complexities of the classroom. The course design provides experiences in inter and intrapersonal communication and feedback for students to enable them to form an accurate model of themselves and be able to use that model to operate effectively within the profession. | 15     |
| TEPI221     | **Professional Inquiry: Learners and Learning 2**  
This is a compulsory course that will further develop students understanding and knowledge of the profession of teaching. In particular, this course addresses the pedagogical (interpersonal) and didactic (instructional methods and techniques) needs of students as they prepare for a greater teaching role within the curriculum and complexities of the classroom. | 15     |
| TEPP220     | **Professional Practice 3**  
This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of primary 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     |
| TEPP221     | **Professional Practice 4**  
This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of primary 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     |
| TEC202      | **Languages, Social and Cultural Studies**  
This course introduces contemporary thinking related to cultural studies, language teaching and learning, and social science education in the revised New Zealand Curriculum (2007). The course develops the knowledge, confidence, skills, attitudes and dispositions needed to successfully plan, teach and evaluate programmes in Learning Languages, Social Sciences and ESOL, and provides a theoretical and practical framework for responsive teaching that takes account of the diverse backgrounds of children in New Zealand primary school community contexts. Students will be introduced to resources, pedagogical strategies and approaches appropriate to teaching Social Sciences and Languages (Including English as a Second Language, NZSL, te reo Māori and other languages). The course will complement learning in other courses in the Bachelor of Teaching and Learning, including Professional Practice. | 15     |
| TEC212      | **Effective classroom practices in Literacy and Mathematics**  
This compulsory course provides pre-service teachers with consolidation and further development of the theory and pedagogy of literacy and mathematics education. The course develops the knowledge, skills and attitudes needed to successfully plan, teach and evaluate the English and Mathematics & Statistics learning areas in the New Zealand Curriculum (2007). This course develops an understanding of how to identify all children’s literacy needs (with a focus on reading and written language) and the processes/procedures for planning and implementing effective programmes to meet these diverse needs. In addition, the course builds on understandings of mathematics and statistics developed in a 100 level course. It critiques Numeracy Project assessment tools and resources. The diagnostic interview will be used in conjunction with school visits to diagnose and teach individual numeracy needs. The course also aims to prepare students for further study in higher-level course and will complement learning in other courses in the Bachelor of Teaching and Learning, including Professional Practice. | 15     |
| TEC222      | **Health and Physical Education Curriculum**  
This course provides pre-service teachers with an introduction to the theory, and pedagogy of teaching Health and Physical Education in the New Zealand primary school context. The course develops the knowledge, skills and attitudes needed to successfully plan, teach and evaluate the Health and Physical Education learning area in the New Zealand Curriculum (2007). The course also aims to prepare students for further study in higher-level course and will complement learning in other courses in the Bachelor of Teaching and Learning (Primary) including Professional Practice. | 15     |
### Year 3

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| TEDU301     | **Inclusive and Special Education**  
  The course has been designed to introduce initial early childhood and primary teacher education students to critical issues and research in the fields of inclusive and special education. It will cover both theoretical and practical application of international and national policies and practices. Through critically engaging with and evaluating current national and international research and debates in inclusive and special education, students will develop knowledge and skills to ensure all learners are able to participate and develop in centres and classrooms. | 15     |
| TEPI320     | **Professional Inquiry: Teachers and Teaching 1**  
  This is a compulsory course that will further develop students understanding and knowledge of the profession of teaching. In particular, this course addresses the needs of students as they prepare for a greater teaching role within the curriculum and complexities of the classroom. The course design provides experiences and feedback for students to enable them to form an emerging teaching and learning philosophy and how to more effectively operate within the profession. | 15     |
| TEPI321     | **Professional Inquiry: Teachers and Teaching 2**  
  This is the final PI compulsory course that will further develop students understanding and knowledge of the profession of teaching. In particular, this course supports the individual needs of students as they prepare to meet all key aspects of the graduating teacher standards in preparation for being the teacher. | 15     |
| TEPP320     | **Professional Practice 5**  
  This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of primary 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     |
| TEPP321     | **Professional Practice 6**  
  This course is designed to deliver through practical application and first-hand experience in classrooms, the necessary curriculum and pedagogical content required of primary 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     |
| TEC331      | **Literacy and Mathematics Education for All**  
  This course provides pre-service teachers with a final compulsory opportunity to extend their learning about the theory, and pedagogy of literacy and mathematics education in the New Zealand primary school context. The course extends previous knowledge about planning, teaching and evaluating programmes for the literacy and mathematics classroom. The English and Mathematics and Statistics learning areas of the New Zealand Curriculum (2007) are studied in congruence with available resources, assessment tools and planning formats to meet the needs of all diverse learners in the New Zealand primary school setting.  
  The course will complement learning in other courses in the Bachelor of Teaching and Learning, including Professional Practice. | 15     |
| TEC223      | **Science and Technology Education: Nature and Practice**  
  This is a compulsory course that will introduce students to Science and Technology Education: Nature and Practice. Science and Technology are two of the eight essential learning areas of the New Zealand Curriculum (2007). Students will develop understandings of the philosophy (What is Science and Technology?), rationale (Why teach them?), curriculum content (What is their place in the New Zealand curriculum?) and implementation (How are they taught?) in the classroom. | 15     |

### 300 Level Optional Courses

Students will also select a further compulsory course from a selection of five options.
For further information please contact:

Liaison: liaison@canterbury.ac.nz
Phone: 0800 VARSITY (827748)
Student Advisors: educationadvice@canterbury.ac.nz
Phone: 03 343 9606

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