Graduate Diploma of Teaching and Learning (Secondary) 2016

Secondary.

UC EDUCATION, HEALTH & HUMAN DEVELOPMENT
Te Rāngai Ako me te Hauora
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 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.

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) which meets the requirements for a major and additional teaching subject.

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 conversant with email, internet and Microsoft Word programmes.

Disclaimer All the information in this booklet was correct at the time of printing.
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: www.education.canterbury.ac.nz/apply/teacher_sport.shtml

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). Interviewers are assessing interpersonal and communication skills, passion for teaching and expect professional presentation.

UC will endeavour to contact students with an outcome for their application within two weeks of receiving their completed application. Please direct enquiries about an application status to: education@canterbury.ac.nz.

Duration

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

Locations

Christchurch
Domestic and International students on campus.

Major Teaching Subjects

- 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
- Social Studies
- Classics, Economics, Geography or History
- Technology
- Te Reo Māori

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 equivalent to a full-time job; requiring a commitment of about 40 hours a week, including classes. 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 their timetable may change in Semester 2.

Key dates

International enrolment and orientation

*International students only*

Friday 29 January

Programme dates

There are two Semesters per year. The year includes four blocks of lectures, two teaching placements and an orientation which includes a powhiri (welcome), Treaty of Waitangi workshop and noho marare experience (overnight stay at a local marae). Specific groups, times and dates will be notified to successful applicants.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official start date</td>
<td>Monday 1 February</td>
</tr>
<tr>
<td>Block 1 lectures</td>
<td>Monday 9 February – Friday 19 March</td>
</tr>
<tr>
<td>Teaching Practice 1</td>
<td>Monday 21 March – Friday 20 May</td>
</tr>
<tr>
<td>Easter Holiday</td>
<td>Friday 25 March – Tuesday 29 March</td>
</tr>
<tr>
<td>Holiday</td>
<td>Monday 18 April – Friday 29 April</td>
</tr>
<tr>
<td>Block 2 lectures</td>
<td>Monday 23 May – Friday 17 June</td>
</tr>
<tr>
<td>Queen’s Birthday Holiday</td>
<td>Monday 6 June</td>
</tr>
<tr>
<td>Mid Year Holiday</td>
<td>Monday 20 June – Friday 1 July</td>
</tr>
<tr>
<td>Block 3 lectures</td>
<td>Monday 4 July – Friday 5 August</td>
</tr>
<tr>
<td>Teaching Practice 2</td>
<td>Monday 8 August – Friday 13 September</td>
</tr>
<tr>
<td>Holiday</td>
<td>Monday 26 September – Friday 7 October</td>
</tr>
<tr>
<td>Block 4 lectures</td>
<td>Monday 10 October – Thursday 10 November</td>
</tr>
<tr>
<td>Labour Day Holiday</td>
<td>Monday 24 October</td>
</tr>
<tr>
<td>Programme end date</td>
<td>Thursday 10 November</td>
</tr>
<tr>
<td>Show Day Holiday</td>
<td>Friday 11 November</td>
</tr>
</tbody>
</table>
Teaching Practice (TP)

Students will participate in two seven week Teaching Practices. 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 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 will be required 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 seventh 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 Education Council of Aotearoa New Zealand.

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 are encouraged to 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.
## 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><strong>Professional Studies</strong>&lt;br&gt;Five themes:&lt;br&gt;(i) Learning and Teaching – develops planning, preparation and strategies for teaching including effective classroom communication.&lt;br&gt;(ii) Class Management – specific preventative and correction strategies are discussed and developed into practical classroom approaches.&lt;br&gt;(iii) Māori Studies – introduces Te Reo Māori and Tikanga Māori to develop appropriate bicultural practices.&lt;br&gt;(iv) Safe and Inclusive Classrooms – introduces diversity and equity in educational achievement.&lt;br&gt;(v) Professional Role of the Teacher – discusses the professional roles and responsibilities of teachers.</td>
<td>TEPS370 and TEPP370 are co-requisites and are prerequisites for TEPS371. TEPP371 is a co-requisite for TEPS371.</td>
</tr>
<tr>
<td>TEDU370</td>
<td><strong>Education Studies</strong> – 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><strong>Teaching Practice 1</strong> – 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><strong>Teaching Practice 2</strong> – 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 a 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: TECS360 & 361. Majors may also choose TECS386
Additional: TECS360

<table>
<thead>
<tr>
<th>Course</th>
<th>Years</th>
<th>P:</th>
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</thead>
<tbody>
<tr>
<td>TECS360</td>
<td>Art Years 7–10</td>
<td>200 level Fine Arts or equivalent. Subject to approval of the HOS.</td>
</tr>
<tr>
<td>TECS361</td>
<td>Art Years 11–13</td>
<td>BFA or equivalent. Subject to approval of the HOS. Must also enrol in TECS360</td>
</tr>
</tbody>
</table>

English

Learning English encompasses learning the language, learning through the language, and learning about the language in a language-mediated and saturated world. As a subject area, English is wide-ranging and multifaceted. 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; it is both productive and receptive in nature. It aims to produce students who are effective communicators and able to think critically and in depth.

The study of English focuses on textual representations of human experiences, and aims to develop appreciation and enjoyment of its literature(s). As well as enjoyment and response, students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others’ lives. The study of New Zealand and world literature contributes to students’ developing sense of identity, their awareness of New Zealand’s bicultural heritage, and their understanding of the world.
As a subject, English also includes the study of literacy. It is fundamental to success across the curriculum, enabling students to access the understandings, knowledges, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world.

**Major:** TECS365 and TECS366  
**Additional:** TECS365

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>TECS365</td>
<td>Junior</td>
<td>100 level English (focused on Drama and Literature, not Linguistics) or equivalent Subject to approval of the HOS</td>
</tr>
<tr>
<td>TECS366</td>
<td>Senior</td>
<td>300 level English (focused on Drama and Literature, not Linguistics) or equivalent Subject to approval of the HOS Must also enrol in TECS365</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>
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<tr>
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<th>Level</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>TECS351</td>
<td>Learning Languages Years 7–10</td>
<td>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>300 level International Language or equivalent. Subject to the approval of the HOS. Must also enrol in TECS351</td>
</tr>
</tbody>
</table>

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>
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<tr>
<th>Course</th>
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<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS370</td>
<td>Health Education in the Secondary School</td>
<td>100 level Health or equivalent. Subject to approval of the HOS</td>
</tr>
<tr>
<td>TECS371</td>
<td>Sexuality and Mental Health Education</td>
<td>300 level Health or equivalent. Nursing or Psychology background preferable. Subject to the approval of the HOS. Must also enrol in TECS370.</td>
</tr>
</tbody>
</table>
Maths

Mathematics and Statistics is the current school curriculum description of the content and focus of school 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 school students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Both courses in teaching mathematics and statistics focus on how teachers can connect with student prior learning and then provide opportunities for deeper and richer mathematical learning. Beginning teachers are introduced to processes for identifying and analysing student tasks, and then transforming these into a range of classroom activities. Conceptual tools such as symbols, graphs and other visual resources are incorporated as foundational aspects of the three strands of the school curriculum: number and algebra, geometry and measurement, and statistics including probability. The crucial roles of the teacher are also developed with a focus on assessment processes, curriculum design and strategies for teaching a diverse range of students.

Major: TECS372 and 373
Additional: TECS372

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

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.

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: TECS376 & 377
Additional: TECS376

Note: Often taken by PE students. Not a separate teaching subject in Canada.
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 Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS393</td>
<td>Introduction to Teaching Drama</td>
<td>100</td>
<td>Subject to approval of the HOS.</td>
</tr>
<tr>
<td>TECS394</td>
<td>Advanced Studies in Teaching Drama</td>
<td>300</td>
<td>Subject to approval of the HOS. Must also enrol in TECS376.</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:** TECS380

Notes: BSpC graduates may major in PE and may qualify for an additional teaching study in subjects such as 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

<table>
<thead>
<tr>
<th>TECS382</th>
<th>Science Education Years 7–13</th>
<th>P: 200 level Science or Applied Science such as Biology, Chemistry, Physics, Environmental Science, Engineering, Geology, Health, Nursing. Subject to the approval of the HOS.</th>
</tr>
</thead>
</table>

Science with Biology

**Major:** TECS382 & 383

Note: Majors may add Chemistry TECS384 or Physics TECS385 to make a double major

<table>
<thead>
<tr>
<th>TECS383</th>
<th>Biology Curriculum Years 11–13</th>
<th>P: 300 level Biology. Subject to the approval of the HOS. Must also enrol in TECS382.</th>
</tr>
</thead>
</table>

Science with Chemistry

**Major:** TECS382 & 384

Note: Majors may add Biology TECS383 or Physics TECS385 to make a double major

<table>
<thead>
<tr>
<th>TECS384</th>
<th>Chemistry Curriculum Years 11–13</th>
<th>P: 300 level Chemistry, Biochemistry or Chemical Engineering. Must also enrol in TECS382.</th>
</tr>
</thead>
</table>

Science with Physics

**Major:** TECS382 & 385

Note: Majors may add Chemistry TECS384 or Biology TECS383 to make a double major

<table>
<thead>
<tr>
<th>TECS385</th>
<th>Physics Curriculum Years 11–13</th>
<th>P: 300 level Physics, Engineering, or Electronics. Subject to approval of the HOS. Must also enrol in TECS382.</th>
</tr>
</thead>
</table>
**Social Sciences**

Learning in the social sciences is about understanding 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.

**Social Studies**

In school-based social studies, 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 cultural contexts. Social studies provides a foundation for learning in senior social sciences, which include geography, history, economics and classical studies.

**Additional:** TECS358

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

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**Social Studies with Classical Studies**

**Major:** TECS358 & 357

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>P: 300 level Classics or equivalent. Subject to approval of the HOS. Must also enrol in TECS358.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS357</td>
<td>Classical Studies Years 11–13</td>
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</tbody>
</table>

**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>Course</th>
<th>Description</th>
<th>P: 300 level Economics or equivalent. Subject to approval of the HOS. Must also enrol in TECS358.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECS350</td>
<td>Economics Years 9–13</td>
<td></td>
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</tbody>
</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>Course</th>
<th>Description</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>TECS355</td>
<td>Senior Geography Years 11–13</td>
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</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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</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>
<tbody>
<tr>
<td>TECS356</td>
<td>Senior History Years 11–13</td>
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</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.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>TECS386</td>
<td>Introduction to Technology Education Years 7–10</td>
<td>P: 200 level Technology related course, eg Engineering/Architecture, Design</td>
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<td></td>
<td>(Textiles, Graphics, Landscape, Interior, Web), Food Technology, Computing</td>
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<tr>
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<td></td>
<td>and Information and Communication Technology, Electronics, Biotechnology.</td>
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<tr>
<td>TECS387</td>
<td>Advanced Studies in Technology Education Years 11–13</td>
<td>P: 300 level Technology related course, eg Engineering/Architecture, Design</td>
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<td></td>
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<td>and Information and Communication Technology, Electronics, Biotechnology.</td>
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</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

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<tr>
<td>TECS353</td>
<td>Māori Years 9–11</td>
<td>P: 100 level Te Reo Māori language (Te Pihinga) or equivalent. Subject to the</td>
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<td></td>
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<td>approval of the HOS.</td>
</tr>
<tr>
<td>TECS354</td>
<td>Te Reo Māori Years 12–13</td>
<td>P: 300 level Te Reo Māori language (Te Pihinga) or equivalent. Subject to the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>approval of the HOS.</td>
</tr>
</tbody>
</table>
Support

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 www.library.canterbury.ac.nz/

The Academic Skills Centre offers assistance with a wide range of topics including understanding essay questions, assignment writing, grammar, time management etc. www.lps.canterbury.ac.nz/lsc

The Disabilities Resource Service 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: www.canterbury.ac.nz/healthcentre/

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

The University Bookshop can provide most of the course text books: www.ubscan.co.nz/

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

International students please contact the UC International Office at www.canterbury.ac.nz/international/

Fees, Scholarships and Studylink
Approximate course fees for domestic students for one year of full-time study are $5,560 (based on 2015 fees). 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 www.canterbury.ac.nz/future-students/fees-and-funding/scholarships-at-uc/ or contact TeachNZ www.teachNZ.govt.nz.

For further information please contact:
Liaison: liaison@canterbury.ac.nz
Phone: 0800 103 109
Student Advisors: educationadvice@canterbury.ac.nz
Phone: 03 343 9606
Campus Map www.canterbury.ac.nz/theuni/maps
UC Contact Centre:

NZ Freephone: 0800 VARSITY (0800 827 748)
T: +64 3 364 2555
E: info@canterbury.ac.nz

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