Imagine.
Graduate Diploma in Early Childhood Teaching (EC)

The GradDipECTch is a one-year, fulltime (or two year part-time equivalent) teaching qualification for students who already hold a Bachelor degree and wish to become qualified Early Childhood teacher. This qualification enables you teach children from 0 – 5 years of age.

The Graduate Diploma programme is available via distance study only through the flexible learning option (FLO). Students attend up to four on-site intensive (OSI) block courses at the University of Canterbury Christchurch campus throughout the academic year of study.

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 programme is designed to meet the requirements of NZ settings. Applicants should contact the relevant authorities for international requirements.

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

**Academic Entry**
To have gained a New Zealand bachelor degree, or equivalent. Applicants with international qualifications are required to have their qualifications assessed by NZQA.

**Further Requirements**
- Involvement and interest in working with children and community is recommended
- Excellent communication skills
- Commitment to tikanga and 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, Adobe and Microsoft Word programmes.

For further information, see the APE form: 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:

IELTS Academic 7.0, with no individual score below 7.0; or

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/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, by phone, or Skype) and may be carried out in groups or individually. 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 usually within two weeks of receiving their completed application.
Direct enquiries about an application status to: education@canterbury.ac.nz

International Students
International students are encouraged to apply for this programme, but must hold either a New Zealand Bachelor degree or a degree from overseas that has been assessed as equivalent to a New Zealand Level 7 degree.
Further information about fees, entry requirements and applying to study at UC can be found at www.canterbury.ac.nz/international/

Duration and Delivery
The GradDipECTch can be completed in one year by full-time study via distance (FLO). Part-time study is also available via the two year pathway. Consider full-time study the equivalent a full-time job; with a commitment of about 40 hours a week. This may vary with some weeks requiring more depending on assignment due dates.

Start date
This programme starts 15 February 2016 and runs until 25 November 2016. There is no mid-year intake for this programme.
FLO (Flexible Learning Option)

The flexible learning option combines distance study using written and online resources with face-to-face on-site intensive blocks of study. FLO students need to be able to manage their workload and assignments and should be aware good time management skills are essential. Students will require continual access to a computer with broadband internet to complete this programme. They will also need to be conversant with email, internet and Microsoft Word programmes.

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.

FLO On-site Intensives (OSI’s)

OSI’s require attendance on campus in Christchurch for up to two weeks per term 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.

Attendance requirements

Students are required to attend On-site intensive blocks of study at our UC Christchurch campus. The dates for these in 2016 are:

On-site intensive 1: 15 Feb – 26 Feb
On-site intensive 2: 2 – 6 May
On-site intensive 3: 18 July – 22 July

Professional Practice

Professional Practice is an important component of the programme, and is the time spent working in an early childhood setting. It provides a supportive context in which students can practice and reflect on their planning, teaching and management skills. Professional Practice initiates students into the complexities of the teacher’s role within the classroom/centre, the school and the wider community. All students are allocated an Associate Teacher within the centre, and a Programme staff member from UC who mentor and assess the teaching.

GradDipECTch students must complete three teaching placements in an early childhood setting and 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.

Placements have been scheduled for the following dates for 2016:

TEPP152 Professional Practice 1: 21 Mar – 15 Apr
TEPP252 Professional Practice 2: 23 May – 24 Jun
TEPP352 Professional Practice 3: 10 Oct – 11 Nov

Fees, Studylink and Scholarships

All students should refer to the following website for information on fees www.canterbury.ac.nz/future-students/fees-and-funding/. Fees will include a compulsory student levy and administration fee.
Students will need to budget for resources, travel and accommodation 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 www.canterbury.ac.nz/future-students/fees-and-funding/scholarships-at-uc/ or contact TeachNZ www.teachNZ.govt.nz.

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.

The Education Library provides excellent resources including full access for distance students via its distance services.

For further information visit: http://library.canterbury.ac.nz/distance

The Academic Skills Centre offers assistance with a wide range of topics including understanding essay questions, assignment writing, grammar, and time management. FLO students are also catered for: www.lps.canterbury.ac.nz/lsc/distance.php

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/

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.

For further information about admissions and enrolment and accommodation please contact Liaison.

www.canterbury.ac.nz/liaison/
## GradDipECT (EC) Courses

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<th>Code</th>
<th>Graduate Diploma of Early Childhood Teaching</th>
<th>Points</th>
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| TECE355| Social and Cultural Studies 1  
Early childhood teachers need to be aware of the cultures within the society of Aotearoa/New Zealand. They must understand what it means to be bicultural and how to function as teachers in a multicultural society, guided by Te Tiriti o Waitangi. This course will focus on New Zealand as a bicultural and multicultural society, and develop students' knowledge and understanding of te Tiriti o Waitangi. This course will also provide students with an historical context within which to place contemporary early childhood provision in New Zealand. | 15     |
| TECE356| Social and Cultural Studies 2  
This course examines the role of early childhood professionals as advocates for children and families. Students will consider the parliamentary process, legislation and policy, and issues related to advocacy and children's rights.  
*Pre-req: TECE355* | 15     |
| TECE357| The Early Childhood Context 1  
Early Childhood teachers have a responsibility to foster ongoing and diverse learning pathways for children. This course will enable students to provide inclusive early childhood education, and to partner with family/whanau in the education and care of infants, toddlers and young children. Students will explore curriculum theory and practice and will examine their role in providing curriculum experiences. Students will also investigate issues in Early Childhood Education and paradigms of childhood. | 15     |
| TECE358| The Early Childhood Context 2  
This course covers the principles of learning and assessment; the planning, implementation and evaluation of activities which foster learning, and the assessment of learning in early childhood settings. Students will explore broader educational issues, particularly in relation to government policy on education in New Zealand and how this impacts on the role of the early childhood teacher. Students will continue to examine their role in providing curriculum experiences for infants, toddlers and young children.  
*Pre-req: TECE357* | 15     |
| TECE359| Te Reo me ngā Tikanga Māori  
This course will develop students’ competence in oral and written Maori, their understanding of tikanga as a foundation for working in early childhood and an understanding of Maori concepts, understandings and issues within education and the wider community. | 15     |
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<td>TEPI351</td>
<td><strong>Professional Inquiry 1</strong></td>
<td>This course will guide students in the development of a professional framework for their work with children, families, whanau and colleagues. It will examine the role of the early childhood teacher, professional relationships, graduating teacher standards, and reflection as a key component of being a teacher and will provide the links between teaching and learning theory and practice.</td>
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| TEPI352    | **Professional Inquiry 2**       | This course provides the link between theory and early childhood centre practice. It will equip students with the skills to be ethical teachers and competent team members and will clarify for students the myriad of administrative tasks associated with early childhood teaching. The course will assist students in developing a professional framework for their work with children and adults in early childhood settings.  
*Pre-req: TEPI351*                                                                 | 15      |
| TEPP152    | **Professional Practice 1**      | 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 1. Associate Teachers assist the College to assess students developing competence as a teacher.  
*Co-req: TEPI351*                                                                 | 15      |
| TEPP252    | **Professional Practice 2**      | This course provides students with opportunities to progress towards the demonstration of 200-level competencies and professional qualities. The course is closely linked to Professional Inquiry 1. Associate Teachers assist the College to assess students developing competence as a teacher.  
*Pre-req: TEPP152*  
*Co-req: TEPI351*                                                                 | 15      |
| TEPP352    | **Professional Practice 3**      | This course provides students with opportunities to progress towards the demonstration of 300-level competencies and professional qualities. The course is closely linked to Professional Inquiry 2. Associate Teachers assist the College to assess students developing competence as a teacher.  
*Pre-req: TEPP252*  
*Co-req: TEPI352*                                                                 | 15      |
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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