Graduate Diploma in Teaching and Learning (Primary)

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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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 135 years of experience. A significant factor in this is the emphasis placed on students completing courses in all school curriculum areas.

The Graduate Diploma in Teaching and Learning (Primary) is a core teaching qualification for university graduates with a degree. It can be undertaken full-time on campus in Christchurch or full or part-time by distance (Flexible Learning Option – FLO). 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 criteria and applications

Selection for entry is not automatic. Applications must be received by 8th January 2016. Please note that places may fill earlier.

To apply you must complete and submit the Application for Programme Entry (APE), which is available from July each year by phoning 0800 VARSITY (0800 827 748) or emailing enrol@canterbury.ac.nz. It can also be found online at the College of Education website www.education.canterbury.ac.nz/

Academic Entry

Applicants for this programme must hold a New Zealand bachelors degree or equivalent.

Further Requirements:

• Effective communication skills – you need to be able to communicate your ideas clearly, with confidence and coherently, and to listen and respond to others appropriately.
• Experience in dealing with young people recommended
• Commitment to Te Reo Māori
• You will require continual access to a computer with broadband internet to complete this programme. You will also need to be able be conversant with email, Internet and Microsoft word programmes. FLO (Flexible Learning Options) students should have access to a telephone for conference calls.

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:

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

Evidence of having completed a three year fulltime 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.

Selection process

Applications for Programme Entry are collated and considered for selection. 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 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.

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

Key dates

The GradDipTchLn (Primary) on campus programme commences Monday 15 February 2016. The FLO programme begins on Monday 8 February 2016 with a compulsory two week on-site intensive OSI programme in Christchurch for all FLO students. There is a second compulsory five-day on-site intensive programme in Christchurch for FLO students in the second semester: Monday 18 July – 22 July. FLO Students completing the course part-time must attend the first intensive in their first semester of study, then complete the second when required according to the courses they are enrolled in.

Semester 1: On-campus students

Compulsory one week intensive programme: 15 February – 19 February 2016.

Semester 1: FLO students

Compulsory two week on-site intensive programme in Christchurch: 8 February – Friday 19 February 2016.

Semester 2: FLO students:


Duration

The GradDipTchLn(Primary) can be completed in one year of full-time study or up to two years of part-time study (via the Flexible learning option only).
Fees, Studylink and Scholarships Domestic

All students should consult www.canterbury.ac.nz/future-students/fees-and-funding
Students should also budget for resources, travel and accommodation 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/scholarships/ or contact TeachNZ www.teachNZ.govt.nz.

Attendance and study requirements

On Campus

Classes are normally 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):

Students who study by FLO complete the same courses, course work and assessments as students attending classes on campus. They should be aware good time management skills are essential. Students are required to attend on-site intensive courses at the Christchurch campuses.

Lecturers will use the University's intranet website (Learn) to deliver course content and host forums for discussion. There may also be online tasks to complete. They will also to contact students via email and telephone. It is essential that students regularly check their student email and work on a daily basis within the course sites on Learn (www.learn.canterbury.ac.nz). Students should feel confident in approaching lecturers for assistance.

FLO Intensives (OSI's)

Onsite intensives are a compulsory part of the FLO programme and provide an opportunity to meet and work with course lecturers and other students. They cater for courses which require specific face-to-face contact with students and are also a chance to explore the university resources and form study groups.

At the first onsite intensive, students are introduced to the FLO program and university, and participate in lectures, workshops and tutorials. Students also visit local primary schools to conduct micro-teaching in small groups, experience an overnight stay at a marae with their cohort group and lecturers, and complete a Treaty of Waitangi workshop.

Full-time students attend one onsite intensive per semester during each semester of study. Part-time students will be required to attend onsite intensives dependent upon their enrolment each year. All FLO students are required to attend an onsite intensive in Christchurch at the beginning of their first year. It is the responsibility of the student to plan for attendance and arrange accommodation.
Study Requirements

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 and have access to a telephone.

This qualification has an intensive study programme and students must be able to dedicate the time needed to meet the course requirements.

Consider full-time study the equivalent a full-time job; commitment of at least 40 hours each week, including classes for on-campus students and online work for distance students. This may vary with some weeks requiring more, depending on assignment due dates.

All students will be involved in school visits in the first semester of study, as part of their TEPI331 course. FLO students will need to allow a free day per week for this school visiting. On-campus students have a day set aside for this within their weekly timetable.

Students should be aware the daily timetable will change in Semester 2.

Teaching Placements

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, 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.

Where possible students are placed in schools within their home area, however, should this not be possible, students may need to travel. Students need to meet their own travel and accommodation costs for placements.

There are two teaching placements during your programme of study of seven weeks each. For students commencing at the start of 2016 these will be:

**TEPP 331 Professional Practice 1:**
9 May – 24 June 2015

**TEPP 332 Professional Practice 2:**
19 September 2015 – 18 November 2015 (with a two-week holiday break between 24 September – 9 October) 2016
School experiences and opportunities for Service Learning

In addition to the teaching placements, the qualification has been designed to provide opportunities for students to have experiences in schools on a regular basis throughout the programme of study. In the first semester of study, all students will spend time in schools within the induction intensive weeks, then spend five full days in schools prior to their first teaching placement. On-campus students will work in groups within schools and this is organised by the College for Education. FLO students will develop a relationship with a local school (their ‘home’ school for the duration of study) and work within this school for the five-day period. Students will not complete a teaching placement within the school they have worked in for this component of the course.

In the second semester of study, one day per week (for an eight-week period), has been allocated to enable students to identify and become involved in service learning opportunities within schools and/or community groups (e.g. sports coaching, mentoring, tutoring).

Programme structure

There are three core components within the GradDipTchLn(Primary) qualification: Professional and Educational Studies courses (3), Professional Practice courses (2) and Contextual Studies courses (5). All courses are compulsory.

Professional and Educational Studies courses introduce students to the field of educational theory and also 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. One Professional and Educational studies course specifically addresses Ngā Ahaatanga Māori and learning languages.

Professional Practice courses 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. Learning within all courses in the qualification is applied within the Professional Practice experiences in schools.

During Professional Practice courses students will spend approximately eight hours a day working alongside an experienced teacher.

Contextual Studies courses cover all of the New Zealand Curriculum learning areas that a primary teacher is expected to teach. These include English, mathematics, science, technology education, social studies, digital literacy and citizenship, visual art, music, drama and dance, health and physical education. The learning in these areas and courses is contextualized around important current educational themes (e.g. future focussed education).
UC Resources

Students studying in Christchurch have access to the full range of University services available on campus. Specific support services are also available for FLO students.

Library

The University has a specialist Education Library, located on the UC Dovedale Campus. Staff have extensive experience working with teacher education students, both on campus and FLO. The Library website also contains useful links on Citations and Referencing which are hugely helpful when essay and assignment writing. Visit http://library.canterbury.ac.nz/

Academic Skills Centre

We recommend that students take advantage of the workshops and seminars offered by the Academic Skills Centre to enhance assignment and essay writing. Individual consultations can be arranged to discuss assessments. Visit www.lps.canterbury.ac.nz/lsc/

Disability Resources

This team of experts provide study solutions and support for students who indicate that they are living with the effects of significant injury, long-term illness or disability. Contact: disabilities@canterbury.ac.nz.

Health Centre

The team at the Health Centre provide Medical, Counselling and related services to students. Students need to ensure that they enrol at the Health Centre to use their facilities. www.canterbury.ac.nz/healthcentre/

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

More Information

Details of each course may be found at www.canterbury.ac.nz/courses

If you have further questions please contact a Student Advisor: educationadvice@canterbury.ac.nz or phone 03 343 9606.
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<th>Course Code</th>
<th>Course title and description</th>
<th>Points</th>
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<tr>
<td>TECP 331</td>
<td><strong>English Literacy and Mathematics Education 1</strong>&lt;br&gt;The development of literacy and numeracy skills is essential as a basis for all subject knowledge and the ability to make sense of the world around us. All teachers must have the knowledge and skills to design effective learning experiences in these areas. They must be able to evaluate current English literacy and mathematics practice across all levels of primary education. New technologies for information and increasing change, continue to challenge educators to prepare students appropriately. Every teacher requires the skills and knowledge to make it possible for children to understand, clarify, problem solve, test hypotheses and communicate in appropriate ways. This includes the processes of gathering data, interpreting and critiquing information and creating solutions which can be evaluated against recognised research in the areas.</td>
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<tr>
<td>TECP 332</td>
<td><strong>English Literacy and Mathematics Education 2</strong>&lt;br&gt;This course continues to focus on the development of literacy and numeracy skills with an emphasis on more specific assessment (including nationally developed monitoring tools), evaluation and planning. Topics such as meeting the needs of diverse learners, engaging students with texts, critical literacies, effective mathematical pedagogies and the New Zealand Number Framework will be explored in greater depth. Following professional experiences in schools, students will be encouraged to reflect on their own classroom practice and that of others. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary), including Professional Practice.</td>
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<td>TECP 333</td>
<td><strong>Future Focussed Education: Science, Technology and Digital Literacy</strong>&lt;br&gt;This course for pre-service teachers is designed to develop a rationale, philosophy and pedagogy of teaching Science, Technology and Digital Literacy/citizenship in the New Zealand. Through the acquisition of knowledge, skills and attitudes pre-service teachers will be better informed to successfully plan, resource, implement, assess and evaluate these learning areas. Future-focussed themes and issues that integrate digital literacy, technologies and citizenship, are used to explore the Nature of Science and Technology through engagement in authentic contexts. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary), including Professional Practice.</td>
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<td>TECP 334</td>
<td><strong>Community-based Approaches in Education: Health, Physical Education and Social Studies</strong>&lt;br&gt;This course provides pre-service teachers with an introduction to the conceptual and structural frameworks in the New Zealand Curriculum (2007) in the Health, Physical Education and Social Sciences Learning Areas with a particular emphasis placed on well-informed practical application. A community based emphasis provides participants with a local context to explore key concepts and issues in authentic community settings. Course content will demonstrate the College’s commitment to upholding Te Tiriti o Waitangi and Te reo me nga tikanga Māori and the Ministry of Education’s Pasifika Education Strategy. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary).</td>
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<td>TECP 335</td>
<td><strong>Creative Action and Response in Education: The Arts</strong>&lt;br&gt;This course provides pre-service teachers with an introduction to the theory and practice of fostering creative action and response in education within the context of teaching the New Zealand Curriculum learning area ‘The Arts’ in primary and intermediate schools. Each of the four arts disciplines (i.e. Music-Sound Arts, Visual Arts, Dance and Drama) will be critically examined in terms of pedagogical and subject content knowledge, and current research related to the development of creativity within an Arts education context explored, to enable participants to design and implement relevant, research-informed, culturally inclusive Arts programmes in schools. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary), including Professional Practice.</td>
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<td>TEPI 331</td>
<td><strong>Professional and Educational Studies 1</strong>&lt;br&gt;This compulsory course provides pre-service teachers with an introduction to the New Zealand education system and New Zealand Curriculum (2007), explores legal/ ethical issues related to the teaching profession, and introduces the planning design process to address diverse learning needs in schools. Culturally responsive pedagogies are explored within the context of learning theory, child development, and evidence-based teaching practices, involving school visits, a Treaty of Waitangi workshop and Noho Marae experience. Students will systematically critically reflect on their beliefs, attitudes, understandings and practices, including inter and intrapersonal skills, to develop greater awareness of the way their ontology may impact the teaching and learning process and their continued development as an emerging professional.</td>
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<td>TEPI 332</td>
<td><strong>Professional and Educational Studies 2</strong>&lt;br&gt;This course builds upon TEPI331 Professional and Educational Studies 1. It is a learner focussed study with experiences and tasks that extend students’ understandings towards becoming successful beginning teachers. The course incorporates the principles and practice of planning, assessment, evaluation and reporting and explores the links between professional practice experiences and established educational theory. Pedagogical models, curriculum integration, the diverse needs of children and learning environments are explored within these contexts. Students will experience, as well as learn about, authentic inquiry-based learning and associated pedagogies, and ‘teaching as inquiry’ models. These experiences will further develop participant’s personal teaching philosophy.</td>
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<td>TEPI 333</td>
<td>Ngā Āhuatanga Māori and Learning Languages</td>
<td>This course provides pre-service teachers with a theoretical and practical framework for language teaching and learning. The course develops the knowledge, confidence, skills, attitudes and dispositions needed to successfully plan, teach and evaluate programmes for language learning, including Te Reo Māori, international languages, Pasifika languages, English as an Additional Language, and New Zealand Sign Language. It also develops students’ awareness of Māori culture, the rich cultural heritages of Aotearoa New Zealand, and responsive teaching practices that take account of learners’ cultural and linguistic diversity. Students will be introduced to theories, resources, and pedagogical strategies appropriate to the teaching of languages and cultures. The course will also develop students’ own competency in te reo Māori, and endorse their responsibilities as teachers for the promotion and protection of te reo Māori me ngā Āhuatanga katoa in New Zealand schools.</td>
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<td>TEPP 331</td>
<td>Professional Practice 1</td>
<td>This first practicum course provides an intensive school-based opportunity for students to interact with and observe a range of teachers in a primary or intermediate school, and then work collaboratively with one mentor/associate teacher for a prolonged period of time. Students will observe, plan, teach, manage and assess student learning and then evaluate / critically appraisal and reflect on their professional development. Teaching experiences will progress from working with small groups to full class, with the students taking increasing responsibility, with support and guidance, for daily programme /class management as the placement progresses. These experiences and the associated documentation, in conjunction with mentor/lecturer observations, will provide formative feedback in relation to the students developing knowledge, skill and practices, identify emergent needs, and enable summative assessment in relation to the course learning outcomes.</td>
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<td>TEPP 332</td>
<td>Professional Practice 2</td>
<td>Students will conduct observations, and use these, in conjunction with advice and guidance from their mentor teacher and content covered in other initial teacher education courses, to inform their planning, teaching, management and assessment strategies and the subsequent evaluation / critical appraisal of their teaching and professional development. Teaching experiences will progress, with students taking increasingly independent responsibility for full programme /class management as the placement progresses. These experiences and reflective practices enable the student, his/her lecturers and the associate teacher to provide formative feedback on his/her developing knowledge and skill, identify emergent needs, and to record the student’s progress in achieving the course learning outcomes.</td>
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For further information please contact:

Liaison: liaison@canterbury.ac.nz
T: 0800 VARSITY (827748)

Student Advisors: educationadvice@canterbury.ac.nz
T: 03 343 9606

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