2020
Introduction to Education
He Kupu Arataki mō te Ako

Education.

Bachelor of Sport Coaching
Bachelor of Teaching and Learning (Early Childhood)
Bachelor of Teaching and Learning (Primary)
Plus options for graduates
7 WAYS TO BE A TEACHER

Three-year and one-year pathways into Early Childhood, Primary, and Secondary Teaching are available.

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Cover: Graduate Diploma in Early Childhood Teaching student, Vivian (centre), interacts with children while on professional practice placement.

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The University’s official regulations are at www.canterbury.ac.nz/regulations
There are many exciting and rewarding careers in the Education and Health sectors that require well-educated and skilled practitioners. Our recent move to the heart of Ilam campus provides outstanding new learning spaces, more opportunities for interdisciplinary learning, and a range of social activities that combined provide you with a world-class student experience.

At Te Rāngai Ako me te Hauora College of Education, Health and Human Development, we will equip you with the education and skills you need to make a positive difference to the lives of children, youth, and adults, and to the communities in which they live. Our graduates are sought after nationally and internationally and have a very high rate of employment.

Our initial teacher education programmes are both for those studying for the first time and those who already have a degree and wish to undertake a one-year programme of study to become a certificated teacher. They include a strong focus on practice-focused learning through both community and school placements. These learning experiences are both rewarding and challenging, and support you in developing your capabilities and practices as an excellent and adaptive teacher in the classroom.

We look forward to supporting you in this important step of your lifelong learning journey as an education professional.

Professor Letitia Fickel
Acting Pro-Vice-Chancellor | Amorangi Taupua
College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
Study Education at UC

There are many exciting and rewarding careers in education and health that require well-educated and skilled practitioners. We will equip you to make a positive difference to the lives of children and adults, and their communities.

**Bicultural competence and confidence**

Biculturalism is woven into your studies at UC Education. By the end of the programme, you will have the cultural competence and confidence to live and work in bicultural Aotearoa New Zealand, and a multicultural world (page 4).

**Community responsiveness**

You get the opportunity to combine community service with academic learning; to combine rewarding experiences with a world-recognised qualification. UC Education provides many ways to engage with the community, including volunteering at events, practical placements, and community service (page 6).

**Leadership focus**

Learn from educational researchers who are leading their fields nationally and internationally. See how theory is translated into practice (page 8).

**Rehua, a modern purpose-built learning environment**

Come and learn in Rehua, the new home for education, health sciences, entrepreneurship, and executive development. Take advantage of flexible learning facilities equipped with the latest technology (page 10).
Teach who you are

Learn the best way to teach that matches your personal style by being challenged with questions, scenarios, and problems (page 12).

Practice-based learning

Classroom experience is a vital part of learning at UC Education – it’s where you will put into practice all of the skills and strategies that we will teach you (page 14).

Keep ahead of 21st century learning

At UC Education, you’ll be placed in groups where your individual talents can shine. Plus, the latest technology can allow you to learn many of our offerings even if you aren’t based on campus (page 16).

See the whole child

Learn to understand the whole child to become a better teacher with UC Education. We’ll also connect you with the wider community to get a better understanding of diversity to help inform your teaching style (page 18).
He awa whiria, haehae moana, braided rivers

Bicultural competency is not just a goal at UC Education – it’s why we are a leading educational institution. We weave together western science and te ao Māori approaches to teaching, and these work together to create an enhanced approach to learning. Combining these two practices is integral into your success as a leader, teacher, and educationalist.

‘We recognise the need for cultural competence applies to all people, not just tangata whenua. An approach often adopted is He Awa Whiria [Haehae Moana]. This refers to braided rivers, where western science and mātauranga Māori together, are more effective than either on its own.’ – Angus McFarlane, Ngāti Whakaue and Ngāti Rangiwewehi, Ahorangi | Professor – Rangahau Māori | Māori Research (above right).

Globally connected

Come to Te Rāngai Ako me te Hauora | UC College of Education, Health and Human Development and you will have the opportunity to place your understanding of biculturalism and diversity into the context of the global community. In recent years, students have had the opportunity to do professional practice placements in Rarotonga. Sport Coaching students have done internships in Australia, Japan, and Germany. Early Childhood students have taken cultural awareness trips to Samoa, and Primary students have taken similar trips to Japan. Students within Early Childhood and Primary teaching programmes have also done a five-month teaching placement in China. If you enrol with us, you will also be able to connect with teacher recruitment agencies which offer employment overseas.

‘A lot is being done around biculturalism, particularly within the School of Teacher Education. It’s hugely important for our teacher trainees to develop a bicultural understanding because they’ll be the ones out there working alongside our next generation.

The College teaches te reo Māori, and tikanga Māori (Māori language, protocols, values, and culture) and encourages teacher trainees to grow a heart for te ao Māori (the Māori world).’

Kay-Lee Jones (pictured right)
Te Aitanga a Māhaki, Ngāti Porou
Studying towards a Doctor of Education
Kaiwhakakao Matua | Senior Tutor in Te Kura Whakangungu Kaiako | School of Teacher Education

Bicultural competence and confidence

At UC, understanding and incorporating cultural identity gives you tools that are essential to your learning success.

Te Rāngai Ako me te Hauora College of Education, Health and Human Development has been training teaching and educational professionals for over 135 YEARS
Community responsiveness

We are connected, engaged, and responsive to our communities.

Service-based learning
Teaching students to become a valuable part of the community is a fundamental part of your studies at UC Education. International research shows that a mixture of community service combined with academic studies is more effective than either alone. This alsomeshes well with the UC Education philosophy of community engagement. This is why we prepare our graduates to become valuable members and future leaders of the communities they will work in. We are strongly connected with Waitaha Canterbury schools and early childhood centres, as well as a variety of other community-focused organisations.

Engaged with the community
We’ve many ways for you to get involved in the community. Our Bachelor of Teaching and Learning degrees include a community engagement course. There are professional practice placements and internships. You will be encouraged to attend events such as Principal Days where you’ll meet principals from around the country to discuss key career skills, school cultures, and employment. Presentations from national and international researchers happen regularly. Finally, all UC students are encouraged to take the CHCH 101 Strengthening Communities through Social Innovation course, where possible. CHCH 101 involves 20 hours of community service related to the Ōtautahi Christchurch rebuild which is integrated with relevant academic content about post-disaster response and volunteerism, and guided reflection.

‘Take every opportunity that comes up. UC is world renowned for its community responsiveness, so take advantage of that! You might raise your hand on a whim and it could turn into a life changing experience.

I would really encourage every student to take CHCH 101. The more you get involved, the more likely it is that something amazing will come from it.’

Sam Andrist (pictured right)
Bachelor of Commerce in Economics
Leadership focus

UC Education lecturers and professors are leaders in their field. Enrol to learn from the best.

National and global leaders
We lead with Aotearoa New Zealand specific and international research on:
• student engagement in learning
• education leadership and policy
• early career learning and development for teachers
• student and teacher leadership
• children’s language and literacy learning
• culturally responsive practices
• inclusivity and equity in education
• e-learning.

It’s one of the reasons why Education at UC is ranked in the top 200 in the world.*

In their own words
‘I was told by several different people that UC had the best education programme in New Zealand. In all my years at UC, I knew I was in the right place.

‘The best thing about studying at UC is the quality of the lecturers. If you are serious about your studies, they take a real interest in your work and, more importantly, they offer feedback. That can be especially useful if you are considering postgraduate study.’

André Bertel, Bachelor of Arts in Education with a minor in Human Services

* QS World University Rankings by Subject, 2019.

Theory and practice
Researchers at UC Education draw from a variety of subjects to understand how people learn. Researchers are also highly experienced in real-world teaching and link both practice and theory together to better teach you how to teach.

‘We want more and more of our students to come through and be leaders themselves. Sometimes those research opportunities don’t happen until they reach higher year levels, but I always plant the seed in our first year students.

They’ve come to learn how to be teachers, but I want them to know that there are broad options, available for their future.’

Brigid McNeill (pictured right)
Ahorangi Tuarua | Associate Professor, Te Kura Whakangungu Kaiako | School of Teacher Education

5 NEW MAJORS
in the Sport Coaching degree in 2018
A modern learning environment

We’re based at Rehua, a completely refurbished building in the heart of the Ilam campus, to make UC Education the best place in Aotearoa New Zealand to become a teacher or educationalist.

Rehua
In Ngāi Tahu narratives, Rehua was the son of Ranginui (Sky Father) and Papatūānuku (Earth Mother) who is a rangatira | chief among the stars in the night sky. As well as being the brightest whetū | star, Rehua heralds the beginning of summer and is associated with wellness, healing, and leadership. The name of our building, Rehua, has been given by Ngāi Tūāhuriri, the mana whenua for Te Whare Wānanga o Waitaha | UC, and is the new home for Te Rāngai Ako me te Hauora | College of Education, Health and Human Development. This building is the central hub for education, health sciences, entrepreneurship, and executive development, where students from all subjects are supported in their studies and their professional and personal growth.

Purpose-built
Rehua is a high-technology, innovative and flexible working space where you can learn using 21st century teaching theory and practice.

Within Rehua you’ll find:
- large flexible learning spaces
- the latest technology
- formal teaching spaces
- social spaces
- meeting and project rooms
- a cultural function space
- health clinics
- a ‘makerspace’
- a light-filled atrium
- a café.

‘Rehua is a beautiful new home for the college, right in the heart of the Ilam campus. It has been designed with a variety of informal, formal, and flexible spaces, utilising state-of-the-art technology to enable digitally-supported learning opportunities.

This is a huge advantage to our students studying to become teacher, as they will have first-hand experience in how to maximise benefits from these types of innovative teaching-learning environments. They will graduate from UC understanding how digital technologies can be best used to create ako-centred practices that enhance student learning.’

Professor Letitia Fickel
Acting Pro-Vice-Chancellor | Amorangi Taupua, College of Education, Health and Human Development | Te Rāngai Ako me te Hauora

$79 MILLION
spent on the Rehua refurbishment
Teach who you are

At UC Education, we’ll help you to find the teaching approach that works best for you and the tamariki you’ll teach.

Active learning
Don’t expect to simply be taught established facts at UC Education. Here, we actively challenge you with questions, scenarios, and problems so that you can learn the way to teach that is right for you. You’ll learn critical thinking skills and gain experience so that you will be able to assess a situation and judge which is the correct teaching style for you to use.

In their own words
‘I learned to deal with a wide variety of kids, which I really enjoyed. I also learned that teaching the younger, new entrant kids was a lot harder than I expected, but it was surprisingly fun and really cool to see them understand something I was teaching them.’
Cain Tweedie-Cunningham, Bachelor of Teaching and Learning (Primary)

‘Deciding to study at UC was one of the best decisions I’ve made. I can’t wait to be a teacher in my own class, to have the opportunity to mould and inspire young minds and help the students discover new passions, talents, and to teach them to be comfortable being themselves.’
Emily Mason, Bachelor of Teaching and Learning (Primary)

‘Immersion settings celebrate te reo Māori, they enact tikanga (protocols and traditions) daily, they teach kaitiakitanga (guardianship) of our whenua (land), our culture and history. I think bilingual settings have the ability to teach tamariki to be more open and accepting of other languages and cultures. Tamariki in these environments become more well-rounded citizens of Aotearoa. We have an obligation to our children to empower them as individuals and open their inquiring minds.’
Kay-Lee Jones, studying towards a Doctor of Education, Kaiwhakaako Matua | Senior Tutor in Te Kura Whakangungu Kaiako | School of Teacher Education.

‘My teaching philosophy is built around my own values and experiences. Basically, I don’t see myself as a superior in the classroom, I see myself at the same level as the students. My main goal is to build relationships with them. Students buy into you a lot more when they see you as a real person.

Going on our first placement they said, “This is you, this is your time. Try things. See what works for you, and what doesn’t.” The opportunity to go on placements allowed us to see who we are in a classroom environment.’
Casey Davis (pictured right)
Ngāti Porou, Ngāti Kahungunu ki Wairarapa
Graduate Diploma in Teaching and Learning (Secondary)
Kaiako | Teacher, Kaikōura High School

3–7 WEEKS
spent in schools for each teaching placement
Practice-based learning

Learn practical skills and strategies to adapt to a wide range of teaching environments.

Diverse learning environments

You will face a wide range of learning environments throughout your teaching career. We will teach you practical skills and strategies to be able to effectively deal with these situations. We can also provide you with ongoing professional development to meet the changing needs of your classroom.

Employable and work-ready

As part of your learning experience with UC Education, you will undertake professional practical placements. An associate teacher will mentor you and teach you how to manage a classroom, create resources, and develop lesson plans. Trainee sports coaches do something similar as they are placed with sporting teams and organisations.

Not only do you learn the skills you’ll need to succeed, but through these networking opportunities, you might meet your future employers.

In their own words

‘I like to be challenged and I felt these programmes challenged me. I like the structure of lectures and laboratories, backing up the theory with the practical, and the lecturers were very approachable when assistance was needed. I now look back and feel proud of my achievements but I’m still motivated to learn more.’

Chrystie Woods, Bachelor of Science in Psychology, Graduate Diploma in Teaching and Learning (Secondary), Science Teacher at Villa Maria College

‘I’ve been on three placements. The first time you do it, it’s kind of scary, but once you get into it it’s pretty straightforward.

It’s been amazing. The placements are really helpful because they allow you to test ideas and strategies you’ve talked about in lectures. You learn a lot on the job and you get to craft your own teaching style. That’s important because the best way to interact with kids is to be yourself.’

Isaac Levings (pictured right)
Bachelor of Teaching and Learning (Primary)

94% EMPLOYMENT RATE
for education students*

* UC Graduate Destination Survey 2016.
Keep ahead of 21st century learning

Use the latest technologies to learn how to teach both on campus and off.

Modern learning
The latest in cognitive research informs our teaching. We create active learning situations where teams create knowledge among people. This means that you can bring your specialist skills to the table to contribute to the wider learning experience. Learning this way will filter down to your classroom where you can actively engage the children that you teach.

Distance learning
Living too far away from campus? Too busy to study full-time? UC Education’s distance learning allows you to incorporate learning into your busy life. Or you can study the Bachelor of Teaching and Learning (Primary) in our center in Whakatū Nelson.

We also have a number of e-resources that allows you to study some qualifications part-time or full-time from home. These distance programmes include onsite learning intensives in Ōtautahi Christchurch, usually twice a year.

When UC Education moved into Rehua during 2018, the distance student experience was elevated by the latest technologies. The ability to connect online students in real-time enables greater synergies between campus and distance students, and the design of the teaching rooms, high-spec wi-fi, and multiple AV screens supports students to work digitally in collaborative ways.

‘With technology, we make a point of teaching the fundamental skills behind what kids are learning. It’s about encouraging innovation, creativity, and critical thinking – the life skills that underpin whatever particular technology might be in use at the time.

The key skill is building relationships. If you can get on with the kids and nurture relationships with them, you can get them onboard with what you’re teaching. It’s more about facilitating their learning and getting them excited about what they’re doing.’

Georgia Guilford (pictured right)
Graduate Diploma in Teaching and Learning (Secondary)
2017 TeachNZ Technology Scholarship awardee
Teacher, Timaru Girls’ High School
See the whole child

Engage with the wider community and learn how to see the whole child.

The whole child

Children bring their whānau | families with them when they enter the classroom. Which is why we teach you to build a holistic view of an individual child to understand the distinct and complex lives of tamariki and their whānau. We will give you tools from diverse subjects such as health sciences, languages, and child and family psychology to do so.

Learn in the community

One of the ways that we help you to connect with the students you’ll teach, and the whānau that they come from, is through the new TEPI 230 Informing Teaching and Learning through Community Engagement course. You will undertake 25 hours of community service and engage with people from vastly different backgrounds to your own. This new perspective will allow you to gain a better understanding of diversity and reflect on your own teaching philosophies.

Previous students have completed their community service in a variety of organisations across Aotearoa New Zealand, including:

- the Special Olympics
- Riding for the Disabled
- Ronald McDonald House
- Hohepa
- IDEA Services
- PILLARS.

Jennah Hegarty described her time volunteering at Stand Services, by stating ‘it is going really well. Such an amazing organisation and exactly what I needed to experience at this point in my study.’ Tracey Kumar said of her time at the Chris Ruth Centre, ‘I am loving the placement so far. I’m learning a lot of new things about both the staff and the people I am working with.’

‘It’s really important in teaching to have a relationship with a child’s whanau. Ideally you’re forming a partnership where everyone’s working together for a child’s best outcome. It goes beyond education to their overall well-being. We set up environments that stimulate all the different domains of learning, and it’s fun for teachers as well!’

Gemma Hussey (pictured right)
Bachelor of Teaching and Learning (Early Childhood)
Bachelor of Sport Coaching

The Bachelor of Sport Coaching (BSpC) is the only specialist sport coaching degree in Aotearoa New Zealand. With options for flexible learning and internships, this qualification can cater for a wide variety of students.

UC students gain key skills employers are looking for, not just in sport and related fields but in everything from communications to corporate management. BSpC students learn skills such as leadership, accountability, communication, teamwork, motivation, and psychology.

This degree also provides a recognised pathway for entry to teaching qualifications, in particular physical education and health teaching at secondary level. There is the ability to include additional teaching subjects (eg, maths or science) through the optional course spaces in the degree.

Entry requirements

The BSpC has an intake in February or July. Entry is subject to an interview and satisfactory police vetting as some courses involve students working with school-aged children.

Applicants under 20 years old must have University Entrance or provide evidence of their ability to complete tertiary study successfully.

Degree structure

The BSpC requires courses to a total of 360 points. These are grouped into three main strands:

- Pedagogy (the theory and application of coaching and learning)
- Sport and exercise sciences
- Sociology of sport.

All students complete one major within the degree, and can also choose a second major or a minor.

Applied learning in context

The degree has strong practical elements, including two or three practicums coaching teams in the context of your choosing, and a 120-hour internship in a professional sporting workplace as part of your final year.

www.canterbury.ac.nz/regulations

Subject Major Minor

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Distance learning option

Most BSpC courses are available to study on campus or as a flexible, online learning option. Students may enrol part or full-time according to their interests and needs.

Certificate option

For those who wish to gain an entry-level qualification, the Certificate in Sport Coaching (CertSpC) is available part-time or over one semester – see page 23.

Further study

Graduates can complete a qualification in one year to become a teacher or manager:

- Graduate Diploma in Teaching and Learning (Secondary)
- Graduate Diploma in Teaching and Learning (Primary)
- Master of Sport Science
- Master of Teaching and Learning
- Master of Business Management
- Postgraduate Certificate in Sport Science
- Postgraduate Diploma in Sport Science.

Career opportunities

By gaining a broad range of professional competencies throughout your Bachelor of Sport Coaching, you can enjoy a varied career in professional and community sporting organisations and management roles both within and beyond sport.

Past students have used the 120-hour internship to gain experience at the Canterbury Rugby Union, High Performance Sport New Zealand, and the New Zealand School of Gymnastics. Recent graduates have become strength and conditioning coaches, community sports coordinators and advisors, performance analysts, sport scientists, as well as teachers, police officers, project planners, and managers.

www.canterbury.ac.nz/careers

More information

College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education/schools-and-departments/school-of-health-sciences
Bachelor of Teaching and Learning (Early Childhood)

As an early childhood teacher you have the chance to teach infants, toddlers, and young children when they are most open to learning. The rapid rate of development in children of this age and their natural desire to learn makes for a hugely gratifying environment in which to work.

The BTchLn(EarlyChildhood) is an internationally recognised qualification that prepares you for a teaching career in different early childhood settings. The qualification is available to study part or full-time:

- on campus in Ōtautahi Christchurch
- by distance study.

Entry requirements

Applicants under 20 years old must have University Entrance. Applicants 20 years old or over must have University Entrance or provide evidence of their ability to complete tertiary study successfully.

Selection process

The BTchLn(EarlyChildhood) has one intake each February. Selection for entry is based on:

- academic ability, involvement and interest in working with children, community involvement, communication skills, and other personal qualities
- a police check, referees’ reports, and an interview
- a short literacy and numeracy test.

Students for whom English is an additional language must meet English language requirements as determined by the Teaching Council of Aotearoa New Zealand.

Degree structure

The BTchLn(EarlyChildhood) requires 360 points as follows:

- 105 points from Education courses
- 105 points from Professional Inquiry
- 45 points from Professional Practice
- 105 points from Curriculum Studies.

www.canterbury.ac.nz/regulations

Distance Options

If you would like to study by distance you will typically need to attend two on-site intensives per year, one of which is a two week on-site intensive at the beginning of the programme. This will be held in Ōtautahi Christchurch.

Courses integrate web-based material, audiovisual resources, video conferences, and email. Students will undertake a community engagement course, as well as attend professional practice placements in early childhood education centres for up to ten weeks per year.

How to apply

Applications are open throughout the year and close four weeks prior to the start of the programme in early February, or when places are filled.

www.canterbury.ac.nz/education/student-advice-and-forms/guide-to-applying

Graduate options

If you already hold a degree, the Graduate Diploma in Early Childhood Teaching is a pathway to a new career in early childhood teaching. The diploma can be studied full-time for one year (part-time option also available) and is offered by distance.

Career opportunities

Successful graduates meet the requirements for provisional teacher registration with the Matatū Aotearoa | Teaching Council.

A UC degree in Early Childhood teaching means you will be able to join a skilled and collaborative teaching profession. Early Childhood graduates can work in a range of early childhood settings including early learning centres, childcare centres (public and private), and government agencies.

Many graduates have gone on to own and operate their own early childhood businesses. Teaching skills of management, communication, coordination, responsibility, and organisation are prized in many professions such as management, policy and advocacy, publishing, politics, and business.

www.canterbury.ac.nz/careers

More information

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T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education
Bachelor of Teaching and Learning (Primary)

If you are inspired by the world around you and wish to make a positive difference in the lives of young people, then a career in teaching or education could be for you.

The BTchLn(Primary) is a professional qualification that prepares you for a rewarding career as a primary school teacher. There are a number of study options available to students including:

- full-time or part-time study on campus in Ōtautahi Christchurch
- full-time in Whakatū Nelson by a mix of face-to-face and distance study
- full-time or part-time study by distance.

Entry requirements

Applicants under 20 years old must have University Entrance. Applicants 20 years old or over must have University Entrance or provide evidence of their ability to complete tertiary study successfully.

Selection process

The BTchLn(Primary) has one intake each February. Selection for entry is based on:

- academic ability, involvement and interest in working with children, community involvement, communication skills, and other personal qualities
- a police check, referees' reports, and an interview
- a short literacy and numeracy test.

Students for whom English is an additional language must meet English language requirements as determined by the Teaching Council of Aotearoa New Zealand.

Degree structure

The BTchLn(Primary) requires a total of 360 points:

- 60 points from Education courses
- 90 points from Professional Inquiry
- 45 points from Professional Practice
- 165 points from Curriculum Studies.

The optional course at 300-level allows students to specialise in an area of particular interest in their third year.

www.canterbury.ac.nz/education

Distance Options

Students can complete the BTchLn by distance study. Courses integrate web-based material, audiovisual resources, video conferences, and email (students need good internet access). You will attend two professional practice placements per year (one each semester) as well as undertake a community engagement course. Placements are arranged by Te Rāngai Ako me te Hauora | College of Education, Health and Human Development.

If you would like to study by distance-only, you will need to attend two on-site intensives in Ōtautahi Christchurch each year of full-time study, with the first in February.

Students enrolled in Whakatū Nelson do not attend the on-site intensives in Ōtautahi Christchurch. They complete a blended model of online course work and face-to-face courses and curriculum components held at their regional campus.

How to apply

Applications are open throughout the year and close four weeks prior to the start of the programme in early February, or when places are filled.

www.canterbury.ac.nz/education/student-advice-and-forms/guide-to-applying

Graduate options

If you already hold a degree, the Graduate Diploma in Teaching and Learning (Primary) is a pathway to a new career as a primary school teacher. The diploma can be studied full-time for one year.

Other postgraduate qualifications are available at UC – see pages 24–27 for listings.

Career opportunities

Successful graduates meet the requirements for provisional teacher registration with the Matatū Aotearoa | Teaching Council.

Primary teaching graduates are employed in teaching and management positions in primary, intermediate, middle, and area schools in Aotearoa. Internationally recognised, many BTchLn(Primary) graduates also find work abroad.

Teaching skills of management, communication, coordination, responsibility, and organisation are prized by many professions such as management, policy and advocacy, publishing, politics, and business.

www.canterbury.ac.nz/careers

More information

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Bachelor of Teaching and Learning (Primary)

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<td>TECM 330</td>
</tr>
<tr>
<td>TECM 112</td>
<td>TECM 202</td>
<td>TECM 313</td>
</tr>
<tr>
<td>TECP 113</td>
<td>TECP 212</td>
<td>TECP 223</td>
</tr>
<tr>
<td>TECP 122</td>
<td>TECP 222</td>
<td>Option</td>
</tr>
</tbody>
</table>

For full course requirements go to the University Regulations webpage www.canterbury.ac.nz/regulations/academic-regulations. Each small block represents a 15-point course. However, some courses may be 30 points (or more).
Certificates

Certificate in Sport Coaching
Designed for working professionals from any walk of life who want to develop their skills and knowledge in the area of Sport Coaching, this certificate can be completed by distance learning or your other commitments.
Coaches can complement and enhance their work-based skills or, if you are currently not employed in the sporting industry, you can develop skills and competencies to support your knowledge and performance in the area of Sport Coaching and related fields.

Certificate in Sport Coaching – possible structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>SPCO 101</th>
<th>SPCO 201</th>
<th>100 or 200 Level</th>
<th>100 or 200 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses</td>
<td>Optional courses</td>
<td>Each block represents a 15-point course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Certificate in Sport Coaching comprises a minimum of 60 points at 100 and 200-level and can be completed full-time over one semester or up to two years part-time. Once complete, you may be exempt 60 points from the Bachelor of Sport Coaching.

The Certificate in Sport Coaching comprises a minimum of 60 points at 100 and 200-level and can be completed full-time over one year or up to two years part-time. Once complete, you may be exempt 60 points from the Bachelor of Sport Coaching.

The CertSpC comprises two core courses SPCO 101 Introduction to Sport Coaching and SPCO 201 Athlete-Centred Coaching 1, plus three other optional courses.

More information
College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education/schools-and-departments/school-of-health-sciences

Certificate in University Preparation
The Certificate in University Preparation (CUP) is a one-semester programme designed for students who do not meet the requirements for University Entrance or who have been out of study for a substantial period.

Students who successfully complete the programme will be eligible to apply for entry to 100-level degree courses at UC.

CUP intakes are in February, June, and November.

CUP welcomes students who:
- have recently finished Year 13 programmes but missed University Entrance
- are under 20 and left school without University Entrance
- have been out of study for a number of years and want to refresh their study skills and obtain further background knowledge before beginning a degree programme
- are Aotearoa New Zealand or Australian Citizens or Permanent Residents who are proficient in English.

If you are under 18, you must meet the literacy and numeracy requirements for University Entrance and provide evidence of support from your school.

www.canterbury.ac.nz/get-started/transition/certificate

Programme structure and duration
The CUP programme helps students to develop the skills necessary for successful university study, including time management; oral and written communication; analytical, critical, and problem solving; and interpersonal, group, and teamwork skills.

In the February and June intakes, the core course BRDG 006 Academic Communication and Study Skills is delivered in partnership with Hagley College on the UC campus.

Self-identified Māori and Pasifika students can study the core skills course on the University campus as part of the connective grouping – Te Waka Talanoa. An academic pathway will be designed around a student’s individual needs via another three courses that make up the CUP certificate.

While it is desirable to complete the CUP full-time in one 13 week semester, it is possible to study part-time. Distance/flexible options are also available. Students who want to enrol in one or more CUP courses are able to do so by enrolling in a Certificate of Proficiency Preparatory (COP PREP). A number of CUP courses are available through distance learning.

CUP courses
The certificate comprises four courses: BRDG 006 and three optional courses.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDG 006</td>
<td>Academic Communication and Study Skills**</td>
</tr>
<tr>
<td>BRDG 011</td>
<td>Individuals in Society</td>
</tr>
<tr>
<td>BRDG 014</td>
<td>Teacher Education and Educational Studies</td>
</tr>
<tr>
<td>BRDG 016</td>
<td>Mathematics Part One</td>
</tr>
<tr>
<td>BRDG 017</td>
<td>Mathematics Part Two</td>
</tr>
<tr>
<td>BRDG 018</td>
<td>Statistics: Data and Probability</td>
</tr>
<tr>
<td>BRDG 019</td>
<td>Statistics: Probability Distributions and Inference</td>
</tr>
<tr>
<td>BRDG 023</td>
<td>Chemistry</td>
</tr>
<tr>
<td>BRDG 024</td>
<td>Physics</td>
</tr>
<tr>
<td>BRDG 025</td>
<td>Biology</td>
</tr>
<tr>
<td>BRDG 028</td>
<td>Accounting</td>
</tr>
<tr>
<td>BRDG 029</td>
<td>Economics</td>
</tr>
<tr>
<td>BRDG 032</td>
<td>Special Topic</td>
</tr>
<tr>
<td>BRDG 034</td>
<td>Making the World a Better Place: Ideals and Realities</td>
</tr>
<tr>
<td>BRDG 035</td>
<td>Pacific Migration, European Expansion and the Treaty of Waitangi</td>
</tr>
</tbody>
</table>

* Courses are under review and may change. See www.canterbury.ac.nz/get-started/transition/certificate for the latest information.
** Compulsory.

More information
UC Liaison | Te Rōpū Takawaenga
Freephone in NZ: 0800 VARSITY (827 748)
E: liaison@canterbury.ac.nz
www.canterbury.ac.nz/get-started/transition/certificate
Graduate Diploma in Early Childhood Teaching  GradDipECTeach

As an early childhood teacher, you have the chance to teach kids when they are most open to learning. You will provide support for families with parenting and caregiving. Through guided play, you can help children gain the skills they need for healthy intellectual, emotional, and physical development.

Early childhood teaching is a very challenging and satisfying career where you can make a real difference in children’s lives.

Entry requirements
Students wishing to enrol in the GradDipECTeach must have:
• qualified for an equivalent level 7 bachelor’s degree; or
• been admitted ad eundem statum as entitled to enrol for the Diploma; and
• approval as a candidate by the Dean of Education and Health Sciences, on the recommendation of a Selection Committee.

Involvement and interest in working with children and community is recommended. You should also have excellent communication skills and a commitment to tikanga and te reo Māori.

Students will require continual access to a computer with broadband internet to complete this qualification.

Students for whom English is an additional language must meet English language requirements as determined by the Teaching Council of Aotearoa New Zealand.

www.canterbury.ac.nz/regulations

Selection process
Selection for entry is not automatic and is based on academic ability, involvement and interest in working with children and young people, community involvement, communication skills, and other personal qualities.

The selection process includes a police check and may include an interview.

Study options
Distance study
Studying this diploma through distance learning combines distance study using written and online resources with three face-to-face on-site intensive blocks of study. Distance students need to be able to manage their workload and assignments, and 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 UC’s Learn website (https://learn.canterbury.ac.nz) to contact students, provide resources, and host forums for discussion.

On-site intensives (OSIs)
OSIs require attendance on campus in Ōtautahi Christchurch for up to two weeks per term and are an essential part of the distance 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 UC resources available.

How to apply
Applications are open throughout the year and we strongly recommend that you apply as early as possible. Applications close four weeks prior to the commencement of the programme in February, or when places are filled (whichever comes first).

www.canterbury.ac.nz/education/student-advice-and-forms/guide-to-applying

Career opportunities
Successful completion of this graduate diploma meets the Matatū Aotearoa | Teaching Council graduating teachers’ standards requirements. Upon successful completion, graduates may apply to the Teaching Council for provisional registration which enables them to apply for teaching positions in Aotearoa.

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

www.canterbury.ac.nz/careers

More information
College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education

24 2020 Introduction to Education
Graduate Diploma in Teaching and Learning (Primary)  GradDipTchLn(Primary)

As a primary teacher, you will introduce children to the world of learning, and start them on their road to reading, writing, and mathematics. It’s a very rewarding and satisfying career in which you can make a real difference in children’s lives.

Entry requirements
Applicants for this programme must hold a level 7 Aotearoa New Zealand bachelor’s degree or equivalent.
You should also have effective communication skills and a commitment to te reo Māori.
Experience in dealing with young people is recommended.
Students for whom English is an additional language must meet English language requirements as determined by the Teaching Council of Aotearoa New Zealand.

www.canterbury.ac.nz/regulations

Selection process
Selection for entry is not automatic and is based on academic ability, involvement and interest in working with children and young people, community involvement, communication skills, and other personal qualities.
The selection process includes a police check and may include an interview.

Degree structure
This programme can be studied full-time in one year either on-campus or by distance study. Please note that this programme is not currently open to part-time students.

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.

Distance study
Students who study by distance complete the same courses, coursework, and assessments as students attending classes on campus. They should be aware good time management skills are essential. Lecturers will use UC’s Learn website (https://learn.canterbury.ac.nz) to deliver course content and host forums for discussion. There may also be online tasks to complete.
On-site intensives (OSIs) are a compulsory part of the distance 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. Full-time students attend one on-site intensive per semester. All distance students are required to attend an on-site intensive in Ōtautahi Christchurch at the beginning of their first year.
Students will require continual access to a computer with broadband internet to complete this qualification.

How to apply
Applications are open throughout the year and we strongly recommend that you apply as early as possible. Applications close four weeks prior to the commencement of the programme in February, or when places are filled (whichever comes first).

www.canterbury.ac.nz/education
/student-advice-and-forms/guide-to-applying

Career opportunities
Successful completion of this programme meets the Matatū Aotearoa | Teaching Council graduating teachers’ standards requirements. Graduates must apply to the Teaching Council for provisional registration, which allows them to apply for teaching positions in Aotearoa.
This programme is designed to meet the requirements of Aotearoa settings. Applicants should contact the relevant authorities for international requirements.

www.canterbury.ac.nz/careers

More information
College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education

Graduate Diploma in Teaching and Learning (Primary) – typical diploma structure

Year 1

<table>
<thead>
<tr>
<th>TEPI 331</th>
<th>TEPI 332</th>
<th>TEPI 333</th>
<th>TEPP 331</th>
<th>TEPP 332</th>
<th>TECP 331</th>
<th>TECP 332</th>
<th>TECP 333</th>
<th>TECP 334</th>
<th>TECP 335</th>
</tr>
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<tbody>
<tr>
<td>Professional Studies</td>
<td>Professional Practice</td>
<td>Contextual/Curriculum Studies</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Each small block represents a 15-point course and each large block represents a 30-point course.

www.canterbury.ac.nz
Secondary school teaching gives you the opportunity to specialise in the subjects you are most passionate about and inspire others.

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).

**Entry requirements**

Students wishing to enrol in the Graduate Diploma in Teaching and Learning (Secondary) must have:

- qualified for an equivalent level 7 bachelor’s degree; or
- been admitted with equivalent academic standing as entitled to enrol for the Diploma; and
- approval as a candidate by the Dean of Education and Health Sciences, on the recommendation of a Selection Committee.

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 may apply for the programme with a specialist 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.

Involvement and interest in working with children and the community is recommended. You should also have excellent communication skills and a commitment to tikanga and te reo Māori.

Students for whom English is an additional language must meet English language requirements as determined by the Teaching Council of Aotearoa New Zealand. www.canterbury.ac.nz/regulations

**Selection process**

Selection for entry is not automatic and is based on academic ability, involvement and interest in working with children and young people, community involvement, communication skills, and other personal qualities.

The selection process includes a police check and may include an interview.

**Degree structure**

The GradDipTchLn(Secondary) is a one-year full-time course.

This programme can only be studied on-campus.

**Subjects**


**How to apply**

Applications are open throughout the year and we strongly recommend that you apply as early as possible. Applications close four weeks prior to the commencement of the programme in February, or when places are filled (whichever comes first).

www.canterbury.ac.nz/education/student-advice-and-forms/guide-to-applying

**Career opportunities**

Successful completion of this programme meets the Matatū Aotearoa | Teaching Council graduating teachers’ standards requirements. Graduates must apply to the Teaching Council for provisional registration which enables them to apply for teaching positions in Aotearoa New Zealand.

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

Transferable skills gained during the degree apply to other workplaces and careers such as educational publishing, policy, advocacy, consultancy, social work, and the police.

www.canterbury.ac.nz/careers

**More information**

College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education

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**Graduate Diploma in Teaching and Learning (Secondary) – typical diploma structure**

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEPI 370</td>
</tr>
<tr>
<td>TEPI 371</td>
</tr>
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<td>TEPI 399</td>
</tr>
<tr>
<td>TEPP 370</td>
</tr>
<tr>
<td>TEPP 371</td>
</tr>
<tr>
<td>TECS 395</td>
</tr>
<tr>
<td>TECS 395/397</td>
</tr>
</tbody>
</table>

Each small block represents a 15-point course and each large block represents a 30-point course.
Master of Teaching and Learning

This taught Master’s degree combines research-informed knowledge, evidence-based inquiry, and practice-based experiences in schools.

The degree has a particular focus on knowledge and practice that supports Māori and diverse learners, including Pasifika youth, students for whom English is a second language, students from low socio-economic backgrounds, and students who experience special learning needs.

Students can choose an endorsement in Primary or Secondary.

Entry requirements

Applicants for the MTeChGln programme will normally have a degree in a disciplinary field appropriate to teaching in Aotearoa New Zealand. In addition:

- Students are normally expected to have achieved a B+ Grade Point Average or better in the 300-level courses in their major subject in their undergraduate degree.
- Students will need to demonstrate academic literacy and digital literacy/ICT competence at a standard sufficient to independently engage with postgraduate study and professional work contexts.
- For the Secondary endorsement, the entry qualification shall include courses to 300 or 400-level in a teaching subject appropriate to the secondary school curriculum.
- Students who wish to do a Primary endorsement will need to demonstrate sufficient numeracy and scientific literacy to support curriculum development and learning in primary contexts.
- Students who completed an entry qualification overseas, and who intend to become registered teachers in Aotearoa, are advised that the Teaching Council will require an assessment of their qualification by the New Zealand Qualifications Authority (NZQA).

www.canterbury.ac.nz/education

English language requirements

Students for whom English is an additional language must provide evidence of having passed IELTS (Academic) with a minimum score of 7.5 overall, with no component score lower than 7.5.

Degree structure

Pre-service teachers in the MTeChGln programme will work in two different local partnership schools that serve significant numbers of priority learners. The first semester placement will be completed in a local primary or secondary school context and consist of 1–2 days per week across the semester, as well as a four-week intensive experience where candidates will take leadership responsibility for teaching. In the second semester the pre-service teacher will move to another local partnership school and complete a more intensive practice-based learning experience. This will include 1–2 days per week, and six weeks of increased responsibility for leading teaching and learning in a classroom.

The delivery model is designed as a school-university community of practice. It is undertaken within a digitally enriched learning environment that reflects and supports modern learning pedagogies that are necessary for current and future professional practice in education.

How to apply

Applications are open throughout the year and close four weeks prior to the start of the programme or when places are filled.

www.canterbury.ac.nz/education/student-advice-and-forms/guide-to-applying

Career opportunities

The programme is aligned with Teaching Council Graduating Teacher Standards, which means after successfully completing the programme you can apply for teacher registration in Aotearoa.

www.canterbury.ac.nz/careers

More information

College of Education, Health and Human Development | Te Rāngai Ako me te Hauora

T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz

www.canterbury.ac.nz/education

‘I was inspired to take on this career path at uni so I could learn the skills and knowledge I needed to assist children in their growth and development in these crucial years of their lives.

I wanted to explore and further build on my teaching knowledge and career, as well as leave my future career options open for all age groups.

I can confidently say that I have grown so much throughout my degree as a result of the support from my lecturers and classmates.’

Aroha Weaver
Bachelor of Teaching and Learning (Early Childhood)
Studying towards a Master of Teaching and Learning (Primary)
Subjects

31 Adventure Sport and Environment
35 Early Childhood Teacher Education
29 Education
31 Performance Analysis
31 Physical Education
36 Primary Teacher Education
37 Secondary Teacher Education
30 Sport Coaching
32 Sport Science
32 Sports Leadership and Management
32 Strength and Conditioning with Nutrition
33 Teacher Education

24 COUNTRIES
represented by
Education students
Education

BA, BCom (minor only), CertArts
See also Teacher Education on page XX.

Learning is something that we do every day, and it can be applied in settings ranging from classrooms to the workplace to sport and gaming.

Students of Education gain a thorough understanding of human development across the whole lifespan and of teaching and learning processes. A breadth of study takes you from discussion on sociological perspectives and social justice issues in education to the exploration of inclusive education, adult learning, adolescent well-being, and more.

Why study Education at UC?

UC is ranked in the top 200 universities in the world for Education (QS World University Rankings by Subject, 2019).

Our intellectually challenging courses are designed to introduce students to in-depth, discipline-based knowledge of the social world as it applies to education. There are three broad streams of educational study offered at UC:

• Learning: using the findings of behavioural science, cognitive science, and new research into how the brain works, you will address questions such as how we learn, and what the necessary conditions for learning are.

• Child and Adolescent Development and Health: explore the theory, concepts, and processes of infant, child, and adolescent development within multiple contexts. It also considers the impact of health on children and adolescents.

• Social and Cultural Studies in Education: examine the broader social context in which educational systems operate, looking at factors such as history, politics, social class, ethnicity, gender, disability, and inequality, and their impact on education.

Recommended background

No specific secondary school subjects are required as preparation.

100-level courses

Students intending to major in Education should take at least two of the three EDUC courses in their first year.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Spark! How &amp; What People Learn</td>
</tr>
<tr>
<td>EDUC 102</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>EDUC 103</td>
<td>Education, Culture and Society</td>
</tr>
<tr>
<td>CHCH 101</td>
<td>Strengthening Communities Through Social Innovation</td>
</tr>
</tbody>
</table>

Those students wishing to attain a major or a minor in Education also need to:

• take at least one course from the area of psychology of Education, and

• take at least one course from the area of socio-cultural studies of Education.

Interested students can take the off-schedule course CHCH 101 Strengthening Communities Through Social Innovation which complements Education courses and has links to community internships and partnerships.

www.canterbury.ac.nz/regulations

200-level and beyond

Courses at 200-level address a range of critical and contemporary issues.

Courses at 300-level teach scholarly methods of research and analysis. They address topics that include researching child and adolescent development, learning, socio-cultural issues, and theory and methods in education.

www.canterbury.ac.nz/courses

Career opportunities

Bachelor of Arts graduates with a major in Education have many and varied career opportunities available to them including work in government (particularly in policy), the education sector (public and private), commercial enterprises, social service agencies, health and rehabilitation, museums, counselling, and voluntary organisations.

A major in Education can open the door to postgraduate study research in Counselling, Health Sciences, Child and Family Psychology, and to Teacher Education programmes.

www.canterbury.ac.nz/careers/students/subjects

‘Education I have loved as it has really broadened my perspective on the world and how I fit in and contribute to it. It is a broad subject which encompasses the humanities as well as teaching, which is so valuable and correlates well with the psychology side of my degree.

I have always loved working with kids. I worked as an English aid at a learning centre, as a nanny and tutor, and have a certificate in teaching English as a second language, so having Education as a major was a no-brainer for me.

I would eventually like to teach English as a Second Language overseas, predominantly in South America and Spain.’

Allie Coyle
Bachelor of Arts in Education, Psychology, and Spanish Volunteer, IDEA Services

Contact

College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education

www.canterbury.ac.nz
Sport Coaching
BSpC, CertSpC

Sport Coaching graduates are motivated and passionate leaders who inspire others and are committed to success. They are equipped with key skills employers are looking for, not just in sport, recreation, or athlete development, but in everything from people development and motivation in business environments, to events and corporate management.

Sport Coaching students develop a valuable set of transferable skills including motivation and teaching skills, awareness of holistic health principles and well-being, interpretive and analytical skills, leadership and people management skills, and problem solving skills.

A degree in Sport Coaching also provides a recognised pathway to teaching, in particular physical education and health teaching, when combined with a graduate teaching qualification.

Why study Sport Coaching at UC?
• The Bachelor of Sport Coaching (BSpC) degree is a unique blend of practical application and theory that immerses you in the sociology, science, theory, and practice of sport and sport coaching.
• Students experience coaching practice with clubs and schools in the community.
• Strong practical elements, including a 120-hour internship in the final year, help motivate students to excel in their chosen field and to work towards getting the job they want.
• All Sport Coaching courses are open to students from other degrees and BSpC students can also study towards a double degree at UC.

Entry requirements
See the Bachelor of Sport Coaching on page 20 for information on entry requirements and the application process.
The BSpC can be started in February or July. Programme entry is subject to satisfactory police vetting as some courses involve students working with school-aged children.
Applicants under 20 must have University Entrance. Applicants over 20 must provide evidence of their ability to complete tertiary study successfully.

100-level courses
Sport Coaching courses are grouped into three main strands: pedagogy (the theory and application of coaching and learning), sport and exercise sciences, and sociology of sport.

Course code | Course title
--- | ---
SPCO 101 | Introduction to Sport Coaching
SPCO 102 | Theoretical Foundations of Coaching and Teaching
SPCO 103 | Sport Psychology 1
SPCO 104 | Anatomy and Physiology
SPCO 105 | Social History of Sport and Physical Education
SPCO 107 | Sport Nutrition
SPCO 110 | Practicum 1
SPCO 126 | Land Journeys and Ethics

All students complete core Sport Coaching courses throughout the three years of the degree, as well as courses towards a major, or a major and minor, or a double major.

Major and minor subject options include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventure Sport and Environment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Performance Analysis</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Physical Education</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sport Science</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sports Leadership and Management</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Strength and Conditioning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Strength and Conditioning with Nutrition</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

200-level and beyond
200-level courses include ethics in sport, sport and culture in Aotearoa New Zealand, athlete-centred coaching, biomechanics, exercise physiology, and sport injuries, as well as an internship placement.

www.canterbury.ac.nz/courses

Certificate options
For those who wish to gain an entry-level qualification in Sport Coaching, there is a certificate option. The Certificate in Sport Coaching (CertSpC) is available part-time or over one semester – see page 23.

For those with an undergraduate degree or relevant post-secondary school study and work experience, the Graduate Certificate in Sport Coaching is an online, flexible learning qualification that enables students to develop their professional coaching skills.

“The course suited my needs and the content looked great. I am learning the finer arts of sports coaching, outside the traditional mechanical or instructional based approaches.

I went to Japan to complete my coaching practicum. This was a great experience and really helped me to appreciate my own life and culture as well as cherish and respect another. I highly recommend this experience to any student wishing to push their boundaries. I spent some time with professional teams which really helped solidify why I was completing the course in the first place and made me hungry to succeed.

I want to work professionally in the analyst/coaching side of professional rugby.”

Cameron Gray
Ngāpuhi, Tainui, Ngāi Tahu
Studying towards a Bachelor of Sport Coaching in Performance Analysis
Part-time Rugby Coach, St Joseph’s College
Career opportunities

The BSpC degree gives students a strong grounding in transferable career skills that are highly valued in the workforce, including leadership, communication, motivation, and teamwork.

Rewarding careers can be gained in professional and community sport coaching, administration and strategic management, as well as coach and athlete development.

Recent UC Sport Coaching graduates have become sports coaches, personal trainers, policy analysts, health advisors, teachers, managers, outdoor recreation guides, school sports directors, community development officers, and performance analysts.

www.canterbury.ac.nz/careers/students/subjects

Adventure Sport and Environment

BSpC (minor only)

With a mix of practical and theory, the Adventure Sport and Environment minor appeals to students with an interest in adventure and exploring Aotearoa New Zealand.

In this minor, risk-taking, skill-learning, and environmentally and culturally responsive practices are examined through practical experiences and contemporary theories. The Adventure Sport and Environment minor includes courses in Tramping (Backpacking), Rock Climbing, Paddlesports, and the Analysis of Expeditioning.

There is an emphasis on Te Tiriti o Waitangi Treaty of Waitangi, and Aotearoa New Zealand’s bicultural history, with study based around the nature of contemporary realities of Māori society and culture of the land eg, Tikanga and kawa, and te reo Māori.

This minor can lead to careers in the areas of tourism or outdoor instruction, outdoor education teaching via the Graduate Diploma in Teaching and Learning (Secondary), and offers a strong pathway for suitably capable students into the Master of Sport Science.

Career opportunities

Adventure sport opens up career opportunities nationally and internationally. You will gain transferrable skills that will enable you to work in a range of jobs including: sports and recreation; community health; outdoor education teacher (via the Graduate Diploma in Teaching and Learning (Secondary)); education management; policy and planning; local government; sport development; and coaching.

Performance Analysis

BSpC

Performance Analysis is about collating real data to provide accurate information about performance and forecasting of future results. As well as collating statistics, students are taught to gather performance data, analyse, and identify significant patterns eg, decipher a SWOT Analysis (strengths, weaknesses, opportunities, and threats), to understand the strengths of your own athletes as well as those of your competitor.

You will learn to communicate this data effectively, in the form of written and verbal reports to managers, athletes, and coaches. You will then be able to support and advise on the analysis of skill performance in team and individual settings, using a range of equipment and analytical tools.

Career opportunities

Rewarding careers can be gained in professional and community sport coaching, administration and strategic management, as well as physical education, primary teaching, and coach and athlete development.

Physical Education

BSpC (major only)

Graduates develop a valuable set of skills including knowledge of human movement; health and physical activity; awareness of the holistic nature of health and movement; interpretive and analytical thinking; and leadership, organisational, and interpersonal skills.

It is a popular major for students wishing to follow a recognised pathway to teaching, in particular physical education and health teaching. It supports and informs learning and skill development in the classroom. There is the option to include an additional teaching subject such as mathematics or science, when combined with a graduate teaching qualification.

Career opportunities

Combined with a recognised teaching qualification, physical education opens up career opportunities nationally and internationally. You will gain transferrable skills that enable you to work in a range of jobs including primary teaching, education management, policy and planning, sports and recreation, community health, local government, and sport development and coaching.

‘I found that what I learned through my Sport Coaching degree at UC was so helpful when it comes to working with young children. The hands-on practicums also allowed me to make connections with schools and youth organisations.

This degree offers you so many opportunities to get involved with your dream sporting organisation, so don’t be afraid to stand up and take them.

Having studied Sport Coaching means that I am a step ahead in being able to be involved in the sports side of my school. I also found that because of the practical aspects of the Sport Coaching degree, I had no fear when it came to transitioning to teaching, as my relationship building skills had already been developed.’

Maia Smith
Bachelor of Sport Coaching in Leadership Primary School Teacher

Contact

College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
T: +64 3 369 3333
E: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education
Sport Science
BSpC

Choosing this subject enables students to specialise in two or three chosen areas of sport science including: sport psychology; exercise physiology; nutrition; biomechanics; strength and conditioning; and performance analysis. It also offers a strong pathway for suitably capable students to progress to the Master of Sport Science degree.

Career opportunities
Job options for those taking Sport Science could be working as an exercise physiologist, high performance coach, fitness trainer, teacher, research scientist, or sports administrator.

Sports Leadership and Management
BSpC (major only)

There is growing demand for people qualified to work in sport leadership and management in Aotearoa New Zealand. The 2013 Sport and Recreation Sector Workforce Survey found that in Aotearoa, up to 44,000 new staff will be required in the sector by 2026.

The Sports Leadership and Management major is one of the five majors of the Bachelor Sport Coaching. Students choosing this major will explore the principles and foundations of leadership and management, how they are applied in sport, and the influences of social, cultural, and economic forces.

Career opportunities
With the rapid growth of the BSpC, there are exciting opportunities across a variety of disciplines, as the professional sports sector expands.

The Sport Leadership and Management major provides career opportunities for graduates that include coaching and working in schools and community youth sport, to professional coaching in Aotearoa and internationally.

Examples include sports coaches, athlete development coaches for major sports, sport coordinators, directors of sport, community sport advisors, and regional facilities advisors.

Strength and Conditioning with Nutrition
BSpC

The Strength and Conditioning with Nutrition specialisation is targeted at those who wish to train and motivate individuals and teams to help them meet performance and body composition goals. The major focuses on nutrition, strength and condition, and offers optional courses in psychological skills training. Students have the opportunity to work with individuals and teams to set and meet training goals, rehabilitate and recondition injured or under-performing athletes, and analyse and prescribe programmes for strength and conditioning training.

Courses will challenge students to critically assess various contemporary nutritional and recovery techniques and research their effectiveness. They will study the multi-disciplinary relationship between the sports nutritionist and the strength and conditioning coach to gain an appreciation of when it is appropriate to recommend a particular supplement or recovery intervention.

Minors
Strength and Conditioning, as well as Nutrition, may also be taken separately as minor subjects. These enable students wishing to study towards a different major to gain expertise and recognition in the area of strength and conditioning, or explore the challenges of applied nutrition and exercise prescription practice for sport and health.

Career opportunities
Rewarding careers can involve working as a strength and conditioning advisor or coach, at an amateur or elite level, or as a personal trainer, where you would help optimise performance and enhance nutrition for athletes or individual clients.

Graduates of the Strength and Conditioning with Nutrition major will be eligible for further professional certifications, which offer career opportunities in athletic team training or coaching, or training for emergency and protective services such as the military and police.
Teacher Education

Early Childhood: BTchLn(EarlyChildhood), GradDipECTeach, MTchgLn
Primary: BTchLn(Primary), GradDipTchLn(Primary), MTchgLn
Secondary: GradDipTchLn(Secondary), MTchgLn

Teaching offers a varied, stimulating, and rewarding career that provides the opportunity to influence and shape many lives. For those who wish to progress throughout their teaching career, there are always chances to make an impact for graduates who are passionate and enthusiastic.

Starting salaries are above those for many new graduates, and employment conditions are generally good. Teaching offers great international work opportunities too.

Why study Teacher Education at UC?

UC is rated in the top 200 universities in the world in Education (QS World University Rankings by Subject, 2019).

As a premier provider of teacher education in Aotearoa New Zealand, UC’s Te Rāngai Ako me te Hauora | College of Education, Health and Human Development offers qualifications in:

- Early Childhood Teacher Education
- Primary Teacher Education
- Secondary Teacher Education.

We also offer a range of Professional Development programmes and support services. We offer our students:

- research-informed teaching by lecturers who have practical experience in their fields and come from Aotearoa and around the world
- classes that let you get to know your lecturers and classmates
- flexibility of study options for some programmes, including on-campus, distance, part-time, and flexible delivery
- international links which can offer opportunities for unique study experiences for UC teaching students and enhance cultural understanding
- modern facilities and classrooms, and a relaxing, landscaped campus which provides a positive study environment
- academic pathways to postgraduate study.

Entry requirements

See the Bachelor of Teaching and Learning (Early Childhood) on page 21 and Bachelor of Teaching and Learning (Primary) on page 22 for more information on entry requirements and the application process.

www.canterbury.ac.nz/education

Study commitments

Depending on your programme of study, full-time on-campus students have 16–25 hours of lectures per week during term time, plus time spent on personal study, research, and assignment preparation. Full-time distance students can expect to spend a minimum of 40 hours per week on their studies, as well as being required to attend on-site intensives (see the ‘On-site Intensives’ section).

For teaching programmes, professional teaching practice involves blocks of 2–7 weeks during which you are required to spend approximately eight hours each day working alongside an experienced teacher. Professional practice can usually be undertaken locally, though travel may be required.

Teacher education programmes are intensive and it is therefore important that applicants realise the amount of time required to complete them, particularly if studying by distance. If you need to work or have other commitments, then you may need to consider part-time study.

Distance and regional blended study

Te Rāngai Ako me te Hauora | College of Education, Health and Human Development has a range of delivery options as well as the face-to-face on-campus programmes in Ōtautahi Christchurch. The College offers a blended model of campus-based and online learning in Whakatāi Nelson, as well as a distance option.

Courses are taught using online resources, included web-based audio or video conferences.
If you are enrolled in the regional campus model, some of the distance course sessions may be delivered face-to-face as intensive modules in Whakatū Nelson.

New distance students are provided with comprehensive information through e-Learning support and the student support Learn (Moodle) sites. Lecturer contact details, assignment due dates, and the times you are required to be on campus are available at www.canterbury.ac.nz/courses

Both undergraduate and a selection of postgraduate courses are available by distance – meaning that you can continue studying with us throughout your career.

Equipment required for distance study
The bulk of the course content is provided online. Online interaction will be part of flexible learning. Access to the following is required:

- telephone (with voicemail)
- computer, webcam, and printer
- internet access with broadband
- hardware and software to participate in online conference sessions, including Skype and Adobe Connect
- DVD and CD player – essential for viewing and listening to supplementary course materials (not required for Early Childhood Teacher Education).

In addition, access to the following is recommended:

- fax/scanner – not essential, but desirable
- video camera – can be used in preparation of some assignments.

On-site intensives
Many distance courses have an on-site intensive component. These are a great opportunity to meet the lecturers and colleagues for the duration of your studies, form study groups in your home region, as well as online, and learn some of the information which is best taught in a face-to-face class or using particular equipment. On-site intensives may also include orientation activities, school or centre visits, and overnight marae visits.

On-site intensives for primary qualifications are taught in blocks, with the first on-site intensive taking place in the February of the first year of study in Ōtautahi Christchurch. If you are enrolled in the Whakatū Nelson regional campus option you do not attend the on-site intensives in Ōtautahi. You will complete a blended model of online course work and face-to-face courses and curriculum components held at your regional campus.

On-site intensives for early childhood qualifications are taught in blocks. The distance option usually involves one on-site intensive per semester on campus for the Bachelor of Teaching and Learning (Early Childhood). For the Graduate Diploma in Early Childhood Teaching, the on-site intensives are held in Ōtautahi three times during the year.

Home schools (Primary)
In addition to the teaching placements organised by the College there will be occasions where access to a primary school is required in order to complete observations or course-related tasks. You are encouraged to develop a relationship with a local school so that you can continue studying with us throughout your career.

Home centres (Early Childhood)
Distance students are encouraged to develop a relationship with a local early childhood setting so that they can become part of a learning community, observe children and teachers, and have the opportunity for professional conversations with staff. This ‘home centre’ contact is a strictly informal relationship between you and the centre, and falls outside of any formal liaison organised between UC and the centre.
Professional practice
Professional practice placements for distance students are usually arranged in schools or centres close to where distance students live. However, travel may be required in some cases.

Education Library distance services
You can access the UC Education Library distance services if you are enrolled in a recognised distance course or a course at any UC regional campus or centre. Library services include:
- access to books, serials, and audiovisual materials such as videos and kits
- internet access through our webpage to resources and services, including the library catalogue, serials index, full text databases, registration, and forms
- advice on search strategies and guidance in using library resources
- access to items from other libraries if we do not have them in this library
- contact by phone, fax, email, or mail.

Students will be able to access their account details online.

Regional study
Students at UC’s regional campus in Whakatū Nelson offers the benefit of a blended model of study that combines face-to-face courses tailored to local needs together with distance courses. If you are enrolled through the regional campus model, you will also have access to UC support services including the distance library service.

Nelson Centre
The Nelson Centre offers the Bachelor of Teaching and Learning (Primary) degree using a blended model. Primary students attend Professional Inquiry classes one to two days per week, with the remainder of coursework completed by distance study. Professional practice can usually be undertaken locally, though travel may be required in some cases.

The Nelson Centre is co-located with the Nelson Marlborough Institute of Technology (NMIT). Students have access to the NMIT well-being and learning support services, the library facilities, and computer networks.

Contact
UC Nelson Centre, NMIT
Y Block, 145 Collingwood Street, Nelson
T: +64 3 548 3106

Career opportunities
Teaching graduates are eligible to apply to the Education Council of Aotearoa New Zealand for provisional registration as a teacher. After completing two years of satisfactory teaching, graduates are eligible to apply for full registration.

Teaching skills of management, communication, coordination, responsibility, and organisation are prized in many professions such as management, policy and advocacy, publishing, politics, and business.

www.canterbury.ac.nz/careers/students/subjects

Contact
College of Education, Health and Human Development | Te Rāngai Ako me te Hauora
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www.canterbury.ac.nz/education

Early Childhood Teacher Education
BThLn(EarlyChildhood), GradDipECTeach
Working in early childhood education will offer you a challenging and rewarding career. You will enhance the lives of infants, toddlers, and young children, and provide support for whānau in the important task of parenting/caregiving. The early years of a child’s life have a critical impact on their lifelong development; high-quality learning experiences within those years lay the foundations for all later learning.

Now is a particularly good time to get into early childhood teaching as there are many scholarships for students enrolling in Early Childhood Teacher Education programmes. www.teachnz.govt.nz

Entry requirements
See the Bachelor of Teaching and Learning (Early Childhood) on page 21 for information on entry requirements and the application process.

Programme structure
Early Childhood qualifications at UC have four components.
- In Education, you will learn about the aims and purposes of education, child development, teaching and learning, assessment, the Aotearoa New Zealand education system, socio-political and cultural contexts, communication skills, information skills, and contemporary issues.
- In Professional Inquiry and Professional Practice, you will learn practical teaching skills and spend time working in an early childhood setting alongside an experienced teacher. You will also be visited by a lecturer who will observe and discuss your progress. The degree includes two blocks of Professional Practice in first year (one for two weeks and another for four weeks) and two blocks of up to five weeks in each of the second and third years.

‘From an early age I have always had a connection with young children and really enjoyed exploring the world with them. I wanted to be a teacher and educate our future leaders and give every child a quality education experience.’

I knew that UC would guide me into being the best teacher I could be. I also choose UC as I could use my degree overseas. I enjoyed being able to express myself at UC and being supported to learn and teach. My lecturers were amazing and supported me with my assignments and placements.

Stay open minded and be expecting to question who you are and what you believe. Early childhood education can change the world.’

Esther Marshall
Bachelor of Teaching and Learning (Early Childhood)
Master of Teaching and Learning with an endorsement in Primary

www.canterbury.ac.nz
• In Curriculum Studies, you will learn about Te Whāriki – the Early Childhood Curriculum. Students gain pedagogical knowledge (knowledge about the theory of teaching), and skills required to teach effectively within an integrated curriculum.

• We continue to extend the professional practice opportunities and multicultural competencies for BTchLn(EarlyChildhood) students by offering international teaching/learning opportunities, mainly in the Pacific and in Asia. These experiences give students first-hand exposure to alternative early childhood settings in another culture.

100-level courses

Compulsory first-year courses for the BTchLn(EarlyChildhood):

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>TECE 105</td>
<td>Integrated Curriculum/Ako and Whanaungatanga</td>
</tr>
<tr>
<td>TECE 106</td>
<td>Rethinking Infants and Toddlers/Te Köhungahunga</td>
</tr>
<tr>
<td>TECM 101</td>
<td>Te Reo me ngā Āhuatanga Māori 1</td>
</tr>
<tr>
<td>TEDU 105</td>
<td>Cultural Studies/Te Tirohanga Ahurea</td>
</tr>
<tr>
<td>TEDU 110</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>TEDU 111</td>
<td>Education, Culture and Society</td>
</tr>
<tr>
<td>TEPI 101</td>
<td>The Profession of Teaching</td>
</tr>
<tr>
<td>TEPI 105</td>
<td>Teacher Identity/Ngā Tirohanga Whānui</td>
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</tbody>
</table>

www.canterbury.ac.nz/courses

Career opportunities

Working in early childhood places you in the middle of the fun, challenging, and ultra-important world of caring for infants, toddlers, and children. This is an interactive and collaborative profession where teamwork is highly valued, which can enhance your job satisfaction too.

Early childhood teachers who graduate from UC are highly respected and find roles in early learning centres, childcare centres (public and private), kindergartens, kōhanga reo, hospitals, and government agencies.

Our graduates leave with first-rate teaching skills that have been tried and tested in various settings while on placement throughout their studies. The applied knowledge of different teaching strategies, learning styles, and knowledge of Te Whāñiti, the early childhood curriculum, prepares skilled graduates who will succeed in facilitating the development and learning of infants, toddlers, and young children in their vital years.

www.canterbury.ac.nz/careers/students/subjects

Primary Teacher Education

BTchLn(Primary), GradDipTchLn(Primary), MTchgLn

Teaching at a primary level allows you to discover the potential of each child, encourage their learning (perhaps beginning a lifelong appreciation of it), and provide important relationships and experiences that will make a real difference to their lives.

For those people who are energetic, committed, creative, have good literacy and numeracy skills, and enjoy working with kids, teaching is a positive and varied career to consider.

Entry requirements

See the Bachelor of Teaching (Primary) on page 22 for information on entry requirements and the application process.

As places are limited we strongly recommend that you apply for programme entry as early as possible. Applications close four weeks prior to the commencement of the programme in early February, or when places are filled (whichever comes first).

Programme structure

There are four basic components of primary qualifications at UC:

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

• Professional Studies courses introduce students to the observation, communication, interaction, management, planning, diagnostic, and practical teaching skills required of teachers in Aotearoa schools.

• 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 initiates students into the complexities of the teacher’s role within the classroom, the school, and the wider community. There are two blocks of Professional Practice in schools each year of the BTChLn. Part-time students have one block each year and usually take six years to complete the degree. During their Professional Practice, students will spend approximately eight hours a day working alongside an experienced teacher.

• Curriculum Studies includes all curriculum subjects that a primary teacher is expected to teach. These include English, mātauraka Māori, mathematics, science, technology education, social studies, art, music, drama and dance, health, and physical education.

‘Follow what you are passionate about. Overlook what other people say about income and job availability, and follow what drives you. Your enthusiasm motivates you to have an influential impact within your chosen field.

The University has been hugely supportive, helping me to travel all around New Zealand and the world to further my education. I’ve been to Thames and Nelson for teaching placements, Auckland for a digital technology conference and of course Oxford University in England to further my postgraduate research.

I’m truly thankful to the University for helping me grow into who I am today.’

Mark Hamer

Graduate Diploma in Teaching and Learning (Secondary) specialising in Physical Education
Kaiako, Haeta Community Campus
100-level courses

Compulsory first-year courses for the BTchLn(Primary):

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>TECM 101</td>
<td>Te Reo me ngā Āhuatanga Māori I</td>
</tr>
<tr>
<td>TECP 112</td>
<td>Theoretical Foundations of Literacy</td>
</tr>
<tr>
<td>TECP 113</td>
<td>The Arts in the New Zealand Curriculum</td>
</tr>
<tr>
<td>TECP 122</td>
<td>Introduction to Mathematics Education</td>
</tr>
<tr>
<td>TEDU 110</td>
<td>Child and Adolescent Development</td>
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<tr>
<td>TEDU 111</td>
<td>Education, Culture and Society</td>
</tr>
<tr>
<td>TEP1 101</td>
<td>The Profession of Teaching</td>
</tr>
<tr>
<td>TEPP 102</td>
<td>The Profession of Teaching: Understanding Learning</td>
</tr>
</tbody>
</table>

www.canterbury.ac.nz/courses

Career opportunities

The contacts and experiences from teaching placements can often provide a good springboard into the working world.

UC Primary Teacher Education graduates have gained teaching and management positions in primary, intermediate, middle, and area schools across Aotearoa New Zealand. Internationally recognised, the BTchLn(Primary) can open up teaching opportunities abroad too.

Transferable skills apply to roles outside of teaching eg, educational publishing, policy, advocacy, consultancy, community development, social work, and the police.

www.canterbury.ac.nz/careers/students/subjects

Secondary Teacher Education

GradDipTchLn(Secondary), MThchLn

Te Rāngai Ako me te Hauora | College of Education, Health and Human Development offers two internationally recognised qualifications for students who wish to train as secondary school teachers.

The Graduate Diploma in Teaching and Learning (Secondary) is a one-year graduate qualification for those who already hold a degree. The Graduate Diploma is currently offered on campus in Otautahi Christchurch with an intake in early February. See below for more information on this qualification.

The Master of Teaching and Learning is a two-year postgraduate qualification for those who already hold a degree. Students complete a 180-point master's degree within one calendar year of full-time study on campus. This qualification focuses on practices that cater for diverse and priority learners’ needs in the Aotearoa New Zealand context.

Entry requirements

A relevant degree is required to study the Graduate Diploma in Teaching and Learning (Secondary) or Master of Teaching and Learning. Overseas degrees will need to be assessed as equivalent to an Aotearoa New Zealand degree by the University.

For the GradDipTchLn(Secondary), you must have a bachelor’s degree which includes study to 300-level in an Aotearoa secondary school curriculum area (your specialist teaching subject) as well as an additional teaching subject. For example, with an undergraduate degree in Biology including courses in Maths to 200-level, you may apply with a specialist teaching subject in Science with Biology and Maths as your additional teaching subject.

For the MThchLn, you must have a bachelor's degree which includes study to 300-level in an Aotearoa secondary school curriculum area (your specialist teaching subject) and applicants are normally expected to have achieved a B+ average or better in those 300-level courses. You are also required to have one teachable subject; for example, with an undergraduate degree with a major in Biology you can teach Science with Biology as your specialist teaching subject.

Note: not all teachable subjects are supported by the Master of Teaching and Learning.

How to apply

Selection for entry is not automatic, and is based on academic ability, involvement and interest in working with children and young people, community involvement, communication skills, and other personal qualities.

As places are limited, we strongly recommend that you apply for programme entry as early as possible (applications normally open on 1 August). Applications are due four weeks prior to the commencement of the programme or when places are filled.

www.canterbury.ac.nz/education/student-advice-and-forms/guide-to-applying

Programme structure

Secondary Teacher Education is made up of courses in the following areas of study:

- Professional Studies where you learn about the secondary school student and how to present skills, lesson planning, classroom management, questioning skills, learning theories, and teaching strategies.
- Education Studies provides opportunities for students to explore issues surrounding the history, sociology, philosophy, politics, cultural contexts, and psychology of education. It also considers strategies for using ICT in education and e-learning.

‘Working in the field of education is a lot of fun. The best part about it is that you have the freedom to learn new things all the time, and use them in your career. Maybe in 30 years I’ll be teaching music?

It’s a fulfilling job. Fun, engaging, motivating, thus asking a lot of energy, but very very rewarding. It’s an important job, because science education is critical in a society so that we make collectively informed decisions about society. It’s a fulfilling job. Fun, engaging, motivating, thus asking a lot of energy, but very very rewarding. It’s an important job, because science education is critical in a society so that we make collectively informed decisions about society.’

Florian Maisonneuve
Graduate Diploma in Teaching and Learning (Secondary)
Learning Advisor, Ao Tawhiti Unlimited Discovery
Secondary Teacher Education – major subjects

For the Graduate Diploma in Teaching and Learning (Secondary), you will need at least two teaching subjects from the Teaching Studies list below (The Master of Teaching and Learning requires only one teaching subject, and has slightly different teaching options). Degree specialisation (preferably to 300-level) is required for your main teaching subject. A second teaching subject is also necessary, for the GradDip, for which study to 200-level is preferable. UC offers the following teachable subjects:

- 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
- Te Reo Māori
- Technology.

Courses

For information on Secondary Teacher Education courses in the year-long programme, go to the relevant qualification schedule at www.canterbury.ac.nz/regulations

www.canterbury.ac.nz/courses

Career opportunities

Graduates of these programmes will be eligible to apply for provisional registration as a secondary school teacher. This enables you to apply for teaching positions in Aotearoa New Zealand and many countries around the world, allowing you to travel and work in your chosen profession. Please contact the relevant authorities for international requirements.

Many UC graduates enjoy rewarding careers as secondary school subject teachers and many take on extra-curricular responsibilities within schools eg, managing sports teams, organising cultural exchanges or drama productions, mediation services, and so on. There are opportunities to become department or subject leaders and even enter school management.

Teaching also gives you entry into careers beyond the classroom; it is an excellent background for a wide range of jobs including careers in the public sector, human services, business, and industry training.

www.canterbury.ac.nz/careers/students/subjects
UC’s Bachelor of Sport Coaching (BSpC) is a unique three-year degree that incorporates strong practical elements and the ability for candidates to specialise in an area of interest.

**Turn your passion into a career**
Graduates of our BSpC are able to turn their passion into paid employment and a fulfilling career, making it immensely satisfying. Sport Coaching attracts people who wish to inspire others to achieve success.

**Where can a BSpC take me?**
Using Sport Coaching as the context, students learn key skills employers want, such as leadership, communication, motivation, psychological understanding, accountability, commitment, and teamwork.
By gaining a broad range of competencies, BSpC graduates could enjoy varied careers in sport-related fields, as well as non-sport-related careers such as management, coordination, or consultancy roles.

**Refine your coaching in the field**
As a BSpC student you will undertake coaching in schools, of teams and in sport-related organisations. Students do a 120-hour internship in the final year either nationally or internationally. This time in the community will give you invaluable work experience and will help you to work out your preferred industry or field.

**Flexible learning options**
You could study courses required for our BSpC degree both on campus and as a flexible, online learning option. You could also enrol full or part-time.

‘New Zealand has always been my first choice of study. Generally most universities that I found offers sports management and sport science. UC popped up offering the Bachelor of Sport Coaching and I thought to myself, that’s something new and refreshing.’

Ikhwan Sallih
Bachelor of Sport Coaching with an endorsement in Performance Analysis
Frequently asked questions

How do I apply?
Prospective students for teaching programmes complete an application, which is available throughout the year until four weeks before the programme begins or enrolment numbers are filled. Sport Coaching students apply through myUC and complete an Application to Enrol.

www.canterbury.ac.nz/education

What can I do to help my chances of getting a place?
There are a lot of things that can help you to stand out. Here are some tips:

• Apply early – you give yourself the best chance of getting a place if you get your application form in early. Apply online at www.canterbury.ac.nz/education

• Ace your personal statement – treat this like a job application and put the best version of you into your application. This is our first impression of you, so spend some time thinking about it before you start. Write a draft so you can do a rough copy first. Let someone you trust read it – sometimes your friends and family are better at highlighting your strong points than you are. Also, make sure the spelling and grammar is correct – mistakes will not make a good first impression.

• Get teaching experience – it comes across well when you have had experience with something similar to teaching. If you can spend some time in a school or early childhood centre, that can give you a really good taste of what it is like to be a teacher. Coaching sports teams, working in after-school care, or on holiday programmes, or in mentoring roles are also good.

• Choose the best referees – your referees write confidential reports that come directly to us, so pick people who are going to be really supportive. If you have an employer, sport coach, mentor etc, they could be a good referee and might have really good examples of why you would be a good teacher. Choose people who can give us further information about you which is not already in your application.

What subjects should I take at school?
Aside from satisfying University Entrance requirements, there are no prerequisite subjects. Students have found subjects like maths, english, science, and physical education beneficial.

Are there many mature students at UC Education?
Teaching is an area that attracts many mature students and many people see teaching as a career to get passionate about. As a result, we have students from all ages and walks of life. Mature students often make very good teachers.

If you are concerned that you have not studied for a while, the Certificate in Sport Coaching (CertSpC) programme can be used as an initial step back to learning – see page 23.

Where can I study these Education programmes?
All UC Education programmes are offered on-campus in Ōtautahi Christchurch. The BitchLn(Primary) can be studied in Whakatū Nelson. All primary and early childhood programmes (apart from the GradDipTchLn(Secondary)) can be studied by distance but students must fulfil on-site intensive (OSI) requirements in Ōtautahi Christchurch. The Bachelor of Sport Coaching and Certificate in Sport Coaching can be studied by distance without any OSI requirements. See page 20 and 23 for more details.

What is professional practice?
Professional Practice (on campus and distance) 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 Programme staff member from UC who mentor and assess the teaching.
This is one of seven introduction publications available for prospective students considering which area to study. Download one or all at www.canterbury.ac.nz/publications.