

BACHELOR OF TEACHING (PRIMARY) 2023

Information for international applicants, January - June 2023



Napier and Gisborne

The Bachelor of Teaching (Primary) offers Candidate Teachers the opportunity to gain a professional qualification as a Primary School Teacher leading directly to employment opportunities.

With this degree you'll gain comprehensive knowledge of New Zealand's school curriculum and the skills required to teach students in a range of socially diverse settings, while adhering to the policies and procedures of the education system.

You'll find yourself working alongside experienced teachers in local primary and intermediate schools for two days a week as part of the programme. For the other two days you'll be on campus developing professional knowledge associated with subjects such as language and literacy, mathematics, science, social studies, art, technology, health and physical education.

This is a practice-based teacher education programme, which provides a balance between theory, research and practice. This qualification prepares Candidate Teachers for further post-graduate study should they choose to do so.

CAREER OUTLOOK

Visit the following websites for the latest information about job opportunities in New Zealand for your chosen career path.

CareersNZ offers a range of tools to help you explore jobs and plan your career: careers.govt.nz

For extensive information on labour supply and demand for occupations visit: occupationoutlook.mbie.govt.nz

For information about the Long Term Skill Shortage List visit: skillshortages.immigration.govt.nz



Qualification	Bachelor of Teaching (Primary)
Level	Level 7
Length	Three years
Start date	13 Feb
Study options	Full-time
Fees	NZ\$ 23,300 per year
Credits	360
Class times	Blended delivery (a combination of face-to-face on campus time and online time) for the equivalent of 8.00am – 4.00pm: two days per week, School based learning in schools 8.00am-4.30pm two days per week. Block Practicum requires Candidate Teachers in a school for varying length block placements from Monday to Friday
Individual study hours	Self directed hours: approximately one hour for each contact hour

ENTRY REQUIREMENTS

A person who meets the following requirements is eligible to apply for entry:

ACADEMIC ENTRY REQUIREMENT

In support of their application, applicants must supply in a CV a detailed account of their educational background, evidence of experience with primary school aged children, and an openness to learning; this must be supported by references or attestations from persons who have observed the applicant working with primary aged children and can comment on their potential for tertiary study, and suitability for teaching.

PROFESSIONAL REQUIREMENTS

- Be free from criminal convictions which would preclude them from working with children.
- Provide evidence of the personal and professional qualities appropriate for undertaking a Bachelor of Teaching (Primary) by furnishing two references from persons who are not related to the applicant, using prescribed Referee Forms. One of the referees must be someone who has observed the applicant working with children. The appropriate qualities are specified in Our Code, Our Standards: Code of Professional Standards for the Teaching Profession (EDUCANZ, 2017). School leavers must also have their school Principal, Dean or Career Advisor complete the School Report form.
- Submit a Police Clearance Certificate
- Sign a declaration that they are in good health (having no medical, physical or psychological conditions that would preclude them from working with children).

ENGLISH LANGUAGE ENTRY REQUIREMENT

PTE (Academic) score of 65 with no band score lower than 65 or IELTS (Academic) score of 7.0 with no band score lower than 7.0 (or equivalent) achieved within the last 2 years.

For details of the Teaching Council's language competency for teaching in Aotearoa New Zealand please refer to https://teachingcouncil.nz/assets/Files/Registration-and-certification/ELC_language_competency.pdf

INTERNAL SELECTION PROCESSES

Upon the application satisfying eligibility to apply requirements, the applicants are then required to participate in an internal selection process. This is the first step to ensure the graduating student teacher has the qualities and dispositions which enables them to meet the **Standards for the Teaching Profession Registered Teacher Criteria**.

A panel comprising an EIT Primary programme Teacher Educator, who may be assisted by a Primary sector representative or other EIT academic representative, conducts these.

The selection process consists of two parts:

- An skype interview process.
- A diagnostic test to measure applicants' literacy and numeracy.

The interviews will be conducted in an equitable, professional manner with every endeavour to make applicants feel at ease. Applicants are welcome to bring family/whānau for support. Areas considered by the interviewers are:

- Personal qualities
- Professional qualities
- Knowledge and experience of working with primary school aged children
- Other work and community experience
- Cultural knowledge and understanding

PRACTICUM, WORK EXPERIENCE

SCHOOL-BASED LEARNING

School based learning occurs on two consecutive days of each week in EIT Partnership Schools. Candidate Teachers are expected to be available to attend between the hours of 8.30-4.30pm. Typical activities include: observation, teaching, dialogue with colleagues, access to teaching resources, investigations and sharing one's own expertise.

TEACHING PRACTICUM

Practicum will be delivered in block course placements of varying lengths. Candidate Teachers will be assigned to an Associate Teacher and class within a school and are required to attend the practicum placement for all five working days of each week during the hours of 8.30 and 4.30pm, with any variation (outside the hours of student attendance) to be mutually arranged with the Associate Teacher. There are 21 practicum weeks in the Bachelor of Teaching (Primary). Each placement is in a different annual timeslot allowing for a range of experiences at different times in the school year cycle. These placement weeks are arranged as:

ASSESSMENTS

The range of methods includes, but is not limited to, the following:

- Written assignments - essays, observations, book reviews, posters, journals, research, tests, projects, policies, interviews, reviews, reports, case studies, child study and mind maps.
- Practical assignments - oral presentations, mini speeches, group presentations, posters, diagrams, plans, resource making, relevant site visits, making videos, dramatic and musical presentations, interviews, teaching.
- Digital assignments - portfolio, presentations, resources.



COURSE DESCRIPTIONS

COURSE NO.	BRIEF DESCRIPTION	CREDITS	LEVEL
	YEAR 1 COURSES		
BTP5.001	<p>The Child as a Learner (Literacy)</p> <p>This course will focus on the learner in the context of the English curriculum learning area, as the learner learns the language, learns through language and learns about the language. Candidate Teachers will engage with text-based activities for a range of purposes and audiences and in a variety of text forms.</p>	15	5
BTP5.002	<p>Who am I as a Teacher? (Health and PE)</p> <p>This course aims to support Candidate Teachers in the exploration of their own personal learning foundations and frameworks in order to understand and develop a holistic identity as a healthy classroom teacher who takes responsibility for their own learning pathways and manages their own wellbeing (hauora).</p> <p>The Health and Physical Education curriculum, teaching perspectives and strategies will be introduced to enable Candidate Teachers to develop their understanding of the relationship between health and wellbeing and learners' social, emotional and academic learning.</p>	15	5
BTP5.003	<p>How can we explain Learning? (Science)</p> <p>This course aims to enable Candidate Teachers to draw on theories of human and child development, and on learning theory, to recognise how learners develop and learn. CTs will extend their own Science knowledge and develop knowledge about and skills in pedagogies appropriate to this curriculum area.</p>	15	5
BTP5.004	<p>Engaging with Learners and Learning (Mathematics and Statistics)</p> <p>This course aims to develop Candidate Teachers' knowledge about and skills in current assessment practices and group learning by examining what teachers do to meet learners' needs and why.</p> <p>Candidate Teachers will improve their knowledge of Mathematics and Statistics, and develop research-informed knowledge about and skills in current Mathematics and Statistics pedagogies relevant to the socio-cultural context of Aotearoa New Zealand.</p>	15	5
BTP5.005	<p>The Curriculum in New Zealand Schools (Technology)</p> <p>This course aims to enable Candidate Teachers to use the New Zealand Curriculum as a framework providing direction for working with primary school learners to help them become productive contributing members of society.</p> <p>CTs will develop research informed knowledge and practice in technology and technology education through exploration of the Technology Curriculum and technological practice.</p>	15	5
BTP5.006	<p>Culturally Responsive Teaching (Official Languages)</p> <p>This course provides a theoretical and practical framework for culturally responsive teaching that takes into account the cultural competencies of Tātaiako and Tapasā.</p> <p>Official languages (specifically the non de facto languages unique to Aotearoa New Zealand, namely te reo Māori and New Zealand Sign Language) will provide a curriculum lens for teaching and learning. Candidate Teachers will learn about the bicultural heritage of Aotearoa New Zealand through engaging with Te Tiriti o Waitangi.</p>	15	5
BTP5.007	<p>Learner as Inquirer (The Arts)</p> <p>This course provides a theoretical and practical foundation to inquiry learning approaches, in conjunction with social justice and the key competencies.</p> <p>The arts provide the curriculum lens for teaching and learning whereby Candidate Teachers will explore and express creative ideas.</p>	15	5
BTP5.008	<p>Professional Practice and Inquiry One</p> <p>This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of learning processes, the learning environment, and the fundamental relationships between learning and teaching, as well as providing the background and context for subsequent practicum courses.</p>	15	5

YEAR 2 COURSES			
BTP6.001	Meeting Learner Needs (Literacy)	15	6
	<p>This course aims to extend Candidate Teacher's knowledge and skills gained in BTP5.001 by more deeply exploring theoretical perspectives on literacy acquisition and approaches to learning that support the relationship between making meaning and creating meaning, meeting the needs of multiple groups of learners.</p> <p>Candidate Teachers will develop research informed knowledge about and skills in understanding, using and creating oral, written and visual texts with a focus on meeting learners' diverse needs and improving achievement.</p>		
BTP6.002	Organising for Learning (Social Sciences)	15	6
	<p>This course will allow Candidate Teachers to explore ways to organise and manage positive classrooms that engage all learners and optimise their learning potential.</p> <p>Candidate Teachers will explore key concepts underpinning the Social Sciences curriculum and will develop and implement effective learning programmes in the Social Sciences.</p>		
BTP6.003	Diversity and Inclusion		6
	<p>This course aims to develop Candidate Teachers' professional awareness and understandings of diversity and inclusion, as well as their knowledge on how the needs of diverse learners may be met.</p>		
BTP6.004	Communities of Practice in Education (Mathematics and Statistics)	15	6
	<p>This course aims to enable CTs to explore how members of educational communities interact to promote learning.</p> <p>With an emphasis on effective pedagogical practice, CTs will develop knowledge of and skills in teaching to support learning in Mathematics and Statistics.</p>		
BTP6.005	Teacher as Inquirer	15	6
	<p>This course aims to allow Candidate Teachers to reflect critically on how they have implemented the Teaching as Inquiry process across the Year 2 programme, focusing on the ways in which they have developed their dispositions and their identity as a teacher, have acted ethically and have contributed to improving valued outcomes for learners.</p>		
BTP6.006	Culturally Responsive Learning (Learning Languages)	15	6
	<p>This course aims to support the Candidate Teacher's growing competence in culturally responsive teaching and learning, as well as te reo me ngā tikanga Māori.</p> <p>The curriculum lens will be the Learning Languages learning area, whereby Candidate Teachers will evaluate their use of te reo and set goals for their professional development.</p>		
BTP6.007	Professional Practice and Inquiry Two	15	6
	<p>This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of the curriculum and its organisation and implementation, and on meeting the needs of learners individually and in communities.</p>		
BTP6.008	Professional Practice and Inquiry Three	15	6
	<p>This course aims to complement the practical experiences of all completed courses by focusing on the CT's understanding of the curriculum and its organisation and implementation, and on meeting the needs of learners individually and in communities with increasing complexity and effectiveness over a longer sustained period.</p>		

YEAR 3 COURSES			
	Pedagogy and Curriculum		
BTP7.001	<p>This course aims to support Candidate Teachers in developing and exhibiting the professional dispositions by taking responsibility for their own professional development, drawing on and contributing to the educational community.</p> <p>Candidate Teachers will develop innovative practice in a curriculum area of choice.</p>	20	7
	Contemporary Issues		
BTP7.002	<p>This course aims to support Candidate Teachers in exploring contemporary issues in relation to the New Zealand Curriculum and children's learning in Aotearoa New Zealand.</p>	20	7
	Teacher as Researcher		
BTP7.003	<p>This course aims to develop Candidate Teachers' knowledge of and skills in research relevant to the teaching profession, focusing on action research methodology aimed at contributing to the knowledge base and improving learner outcomes in the context of current education policy.</p>	20	7
	Enhancing Children's Learning in Literacy and Mathematics		
BTP7.004	<p>This course aims to allow further specialisation in Literacy and Numeracy, enhancing Candidate Teachers' curriculum content and pedagogical knowledge.</p> <p>The focus in the Literacy and Numeracy learning areas will be on exploring and designing innovative programmes to support accelerated learning.</p>	15	7
	Professional Practice and Inquiry Four		
BTP7.005	<p>This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of curriculum and pedagogy, integrated and inquiry approaches to learning, and reflective practice approaches to change and improvement, all with increased complexity, effectiveness and over a sustained period.</p>	20	7
	Professional Practice and Inquiry Five		
BTP7.006	<p>This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of the school and class as complex multi-layered organisations for learning and teaching in the context of legislation, community, culture, needs and learner achievement, with sustained effective classroom practice commensurate with a beginning teacher.</p>	25	7

Disclaimer: All information in this publication pertains to international students, and is correct at the time of publication but is subject to change without notice. The programme fees, other costs, entry requirements, duration and programme start dates are for January - June, 2023. Programme content is based on current information and may be subject to change. Te Pūkenga – New Zealand Institute of Skills and Technology trading as EIT reserves the right to cancel or postpone any programme or course for any reason and shall not be liable for any claim other than that proportion of the programme fee which the cancelled or postponed portion bears. Programmes or courses may be subject to review as part of the Reform of Vocational Education and Training. For full programme entry requirements visit eit.ac.nz.

