

# BACHELOR OF TEACHING 2022 (EARLY CHILDHOOD EDUCATION)



## Information for International applicants

Napier campus

The Bachelor of Teaching (ECE) offers you the opportunity to gain a professional qualification as an Early Childhood Teacher leading directly to employment opportunities. This is a field-based teacher education programme which provides a balance between theory, research and practice. Field-based education enables you to regularly apply your classroom learning. It allows you to undertake study and attain a teaching qualification while in employment or working voluntarily in an early childhood setting. This qualification prepares you for further postgraduate study should you choose to do so.

You will attend classes two days a week and undertake a minimum of 12 hours per week in a licensed early childhood education service. The programme is normally studied full-time over three years.

You are welcome to make an appointment to discuss your study options with our staff and to view our facilities.

## SCHOLARSHIP

There is a scholarship available for this programme. This scholarship provides a small contribution to assist students to realise their goal of studying in New Zealand.

All International students who accept an offer of place for this programme will receive the scholarship. Please contact us for more information: [international@eit.ac.nz](mailto:international@eit.ac.nz)

## 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](http://careers.govt.nz)

For extensive information on labour supply and demand for occupations visit: [occupationoutlook.mbie.govt.nz](http://occupationoutlook.mbie.govt.nz)

For information about the Long Term Skill Shortage List visit: [skillshortages.immigration.govt.nz](http://skillshortages.immigration.govt.nz)

## ACADEMIC ENTRY REQUIREMENTS

The academic entry requirement for the Bachelor of Teaching (ECE) is one of the following:

- University Entrance (as defined by the NZQA), or equivalent (for international applicants not schooled in New Zealand)
- for applicants under the age of 20 years at the beginning of the academic year, who do not have University Entrance or equivalent, entry may be considered on a case-by-case basis in accordance with the School of Education and Social Sciences policy on discretionary entry
- for applicants over the age of 20 years at the beginning of the academic year, evidence of the potential to succeed in tertiary study at degree level, including demonstrated literacy and numeracy competence equivalent to that required for University Entrance



<b>Qualification</b>	Bachelor of Teaching (Early Childhood Education)
<b>Level</b>	Level 7
<b>Length</b>	Three years
<b>Start dates</b>	14 Feb
<b>Study options</b>	Full-time
<b>Fees</b>	NZ\$ 22,600 per year
<b>IELTS</b>	7.0 (academic) with no band score lower than 7.0 or equivalent
<b>Total credits</b>	360
<b>Class times</b>	Classes are scheduled between 9.00am and 4.00pm Tuesday and Wednesday
<b>Individual study hours</b>	One hour for each classroom hour

## ADDITIONAL REQUIREMENTS

- All applicants must be over the age of 17 years at the beginning of the academic year.
- In support of their application, applicants must supply, in a CV, a detailed account of their educational background, evidence of a commitment to care and education for infants, toddlers and young children; experience with children, and an openness to learning.
- All applicants must provide two references, using the prescribed Referee Forms, from persons who are not related to the applicant, who can comment on their personal and professional qualities appropriate for early childhood teaching, at least one of whom has observed them working with children.
- All applicants must undergo police vetting in accordance with the Vulnerable Children's Act 2014.
- All applicants must sign a declaration that they are in good health (having no medical, physical or psychological conditions that would preclude working with children).

## EARLY CHILDHOOD EDUCATION AND CARE SETTING REQUIREMENTS

Prior to the beginning of the academic year to undertake field-based teacher education all enrolled students must:

- Be working (employed or non-employed) for a minimum of 12 hours a week in a licensed early childhood setting, during the EIT term.
- Be supported at the setting by a qualified mentor teacher who is registered and holds a current full practicing certificate.

**NOTE:** The Memorandum of Agreement between the setting and EIT must be signed by the setting and returned prior to commencement of the programme.

As necessary, two copies of the Terms of Reference document for non-employed students needs to be signed by the setting and student prior to commencement of the programme. The setting keeps one copy, and the other is returned prior to commencement of the programme.

Meet the requirements of the Children's Act (2014), CA letter must be sighted by the setting and signed by student.

## COMPETENCY IN ENGLISH LANGUAGE

All applicants must demonstrate an acceptable level of English language fluency prior to acceptance in the programme. Ways in which this may be demonstrated, besides by New Zealand University Entrance, are detailed in the current Teaching Council Initial Teacher Education Requirements. For applicants with English as an Additional Language, English language fluency may be demonstrated by:

- an IELTS Academic score of 7, with no band score lower than 7, achieved in a single test within the two years preceding enrolment; or
- an equivalent score on a test of English language proficiency, as set out in the current Teaching Council Initial Teacher Education Requirements, achieved in a single test within the two years preceding enrolment. (See enclosed document for further information).

## INTERNAL SELECTION PROCESS

Applicants meeting the entry requirements will be required to participate in both a group and individual interview. This is the first step to ensure that graduating Student Teachers have the qualities and dispositions enabling them to meet the Standards for

the Teaching Profession. The interviews are conducted by a panel comprising EIT BTECE Teacher Educators, usually assisted by an Early Childhood Education sector representative or other EIT academic representative. Interviews will be conducted in an equitable and professional manner, with every endeavour to make applicants feel at ease. Applicants may bring family/whānau for support. Areas considered by the selection panel include:

- personal qualities;
- professional qualities;
- knowledge and experience of pre-school aged children;
- other work and community experience; and
- cultural knowledge and understanding.

## APPLICANTS WILL ALSO BE REQUIRED TO PASS

i. a literacy competency assessment set by EIT's School of Education and Social Sciences; and

ii. a numeracy competency assessment set by EIT's School of Education and Social Sciences.

Applicants who pass the assessments will be considered for enrolment in the programme in line with the overall selection process.

## PRACTICUM, WORK EXPERIENCE

### FIELD-BASED EXPERIENCE

Field-based experience occurs when you work in an employed or non-employed capacity in a licensed early childhood setting. This is sustained practice under the supervision of a qualified mentor teacher who is registered and holds a current full practising certificate. It consists of 12 hours a week for 14 weeks per semester, for a total of six semesters, except when on Professional Experience Placement.

### PROFESSIONAL EXPERIENCE PLACEMENT (PEP)

This placement is chosen and approved by EIT in line with the Teaching Council of Aotearoa New Zealand's requirements. You undertake four PEP placements across three years: Year One – four weeks; Year Two – five weeks; and Year Three – seven weeks, a total of 19 weeks. PEP occurs when a student teacher has teaching experience in a setting (other than the one in which they work in an employed or non-employed capacity) and is supported by a teacher who must be a qualified, and registered teacher and hold a current full practising certificate. PEP is undertaken in a range of licensed, community and private early childhood care and education settings. These settings are pre-dominantly in the immediate region of Napier and Hastings but includes Southern Hawke's Bay, Waipawa, Waipukurau, Wairoa and Dannevirke.

## ASSESSMENTS

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

Written assignments - essays, observations, book reviews, posters, journals, research, tests, projects, online forums, blogs, policies, interviews, reviews, reports, case studies, child study and mind maps etc.

Practical assignments - oral presentations, mini speeches, group presentations, posters, diagrams, online presentations, plans, resource making, visiting relevant sites, making videos, dramatic and musical presentations, and working with early childhood equipment.

## COURSE DESCRIPTIONS

COURSE NO.	BRIEF DESCRIPTION	CREDITS	LEVEL	SEMESTER
<b>YEAR 1 COURSES</b>				
BTECE5.001	<b>Child Development 0 - 6</b> To introduce theoretical perspectives of child development, from birth to six years, relevant to the context of Aotearoa New Zealand.	15	5	1
BTECE5.002	<b>Education and Society</b> To examine social and cultural contexts in education including the Tiriti o Waitangi and the implications for early childhood education in Aotearoa New Zealand.	15	5	1
BTECE5.005	<b>Te Puna Reo</b> To introduce students to te reo Māori me ngā tikanga and its relevance to their work in early childhood services.	15	5	1
BTECE5.006	<b>Play, Curriculum and Pedagogy</b> To introduce the early childhood curriculum Te Whāriki and explore the concept of play as curriculum in Early Childhood Education in Aotearoa New Zealand.	15	5	2
BTECE5.007	<b>Artistic Languages of Children</b> To develop curriculum knowledge, skills and understandings of effective learning and teaching processes, and strategies in the visual arts and music and movement.	15	5	2
BTECE5.008	<b>Educational Approaches</b> To develop understanding of historical and contemporary educational ideas, philosophies and approaches informing early childhood education in Aotearoa New Zealand.	15	5	2
BTECE5.003	<b>Professional Inquiry in Practice 1: Professional &amp; Reflective Practice</b> To introduce the knowledge, practice, values and attitudes required to be an effective professional teacher in early childhood education.	15	5	1
BTECE5.004	<b>Professional Inquiry in Practice 2: Communication &amp; Relationships</b> To introduce the knowledge, practice, values and attitudes required to be an effective professional teacher in early childhood education.	15	5	2
<b>YEAR 2 COURSES</b>				
BTECE6.01	<b>Learning and Development: Infants and Toddlers</b> To critically examine the requirements for provision of education and care for infants and toddlers in early childhood settings.	15	6	1
BTECE6.02	<b>Equity and Diversity</b> To increase awareness of societal impacts and influences on young children, their families and whānau, with a focus on the educational implications of diversity and the achievement of educational equity in Aotearoa New Zealand and internationally.	15	6	2
BTECE6.04	<b>Mātauranga Māori</b> To apply concepts and knowledge of te reo me ngā tikanga-a-iwi to reflective teaching practice, planning, implementation and evaluation of early childhood curriculum.	15	6	2
BTECE6.05	<b>Early Literacies</b> To develop content knowledge, skills and understanding of effective learning and teaching approaches for developing and supporting infants, toddlers and young children's emerging literacies.	15	6	1
BTECE6.06	<b>Early Mathematical and Scientific Concepts</b> To understand how infants, toddlers and young children learn mathematical and scientific concepts and apply this theoretical knowledge in meaningful ways within early childhood settings.	15	6	1
BTECE6.09	<b>Introduction to Educational Research</b> To introduce students to educational methods of research, to enable students to locate, read and critically evaluate research findings relevant to early childhood education and to develop the skills, knowledge and attitudes required by early childhood teachers to be effective practitioner-researchers.	15	6	2
BTECE6.10	<b>Professional Inquiry in Practice 4: Professional Identity</b> To develop professional knowledge, reflection, and the skills and attitudes necessary for effective teaching and learning within early childhood settings.	15	6	2
BTECE6.11	<b>Professional Inquiry in Practice 3: Planning for Learning and Assessment</b> To apply knowledge of learning and assessment in the implementation of planning, teaching, and assessment in early childhood settings.	15	6	1
<b>YEAR 3 COURSES</b>				

BTECE7.01	<b>Contemporary Issues in Learning and Development</b> To critically explore contemporary issues in children's health and overall wellbeing in relation to their learning and development in early childhood settings.	15	7	2
BTECE7.02	<b>Politics, Pedagogy and Policy</b> To apply critical reflection and an analysis of societal structures and processes to complex political issues that affect the early childhood education sector in Aotearoa New Zealand and internationally.	15	7	1
BTECE7.04	<b>Te Ao Hurihuri: Tangata o te Moana Nui a Kiwa</b> To critically examine the multi faceted and complex nature of multi-cultural identities (including Māori and Pasifika) within early childhood education settings in Aotearoa New Zealand.	15	7	2
BTECE7.08	<b>Teacher as Researcher</b> To facilitate, plan and implement an action research project in an early childhood education setting that brings together research skills required of a critically reflective practitioner.	15	7	1
BTECE7.09	<b>Teaching 21st Century Learners</b> To think critically about learners for the 21 <sup>st</sup> Century and the challenges for future teaching.	15	7	2
BTECE7.10	<b>Professional Inquiry in Practice 5: Professional Leadership</b> To integrate the knowledge, skills and attitudes required to fulfil leadership roles and responsibilities within early childhood settings.	15	7	1
BTECE7.11	<b>Professional Inquiry in Practice 6: Collaborative Partnerships</b> To integrate the professional skills, knowledge and attitudes of a graduating early childhood teacher.	15	7	2
BTECE6.07	<b>Environments and Learning</b> To further develop professional knowledge, skills and attitudes necessary for effective teaching and learning environments within early childhood settings.	15	6	1

## EIT is now part of Te Pūkenga - New Zealand Institute of Skills and Technology

Te Pūkenga will bring together New Zealand's Institutes of Technology, Polytechnics, and Industry Training Organisations to build a network of on-campus, online, offshore and work-based education and training. The quality of education we deliver will not only remain, it will be strengthened by being part of the extensive Te Pūkenga network. From 2023 your enrolment will transfer to Te Pūkenga and you will become part of the extensive Te Pūkenga network in New Zealand.



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