PROGRAMME INFORMATION

Bachelor of Education (Teaching) ECE
Who we are - Tenei Matou

BTI is a charitable company owned by the [Christian Education Trust](#). The CET was established in 1986 with the vision of extending God’s Kingdom by providing Christ-centred education for students of all age groups. As a Charitable trust, all profits are invested straight back into education.

**OUR MISSION**
To provide Christ-centred, biblically informed, professional preparation, development and research, for influential service.

**OUR ETHOS**
We believe that people teach, counsel and relate out of who they are. Because of that, we are interested in the growth of men and women, not only towards a professional goal, but towards reaching their God-given potential. Relationships are central to life at BTI as we work and grow together.

**OUR HEART**
We support people to grow holistically. Academically, we want to stretch students towards excellence so they are able to translate knowledge and skills into professional practice. Alongside this, we want to develop practitioners who are teachable, secure and gracious. We anticipate that patterns established at BTI such as work habits, relationships and spiritual perspectives will grow and develop in depth and richness over the years.

**OUR PURPOSE**
We offer a wide range of contexts, activities, ideas and methods in our courses so that this growth may take place. We want to help form professionals who are sought after for their personal and professional standing.

**OUR VALUES**
We seek to foster Christ-like servant leadership, sound relationships and a sense of community where each individual is respected and supported. Quality in both personal and professional endeavours and a balanced lifestyle are integral to our aims.
NZQA’s Rating of BTI
NZQA, through its external evaluation and review process (EER), rates BTI as a category 1 provider - Highly confident for educational performance and Highly confident in self-assessment capability. BTI was last evaluated in August 2016; our next review will take place in 2020.

For more information, please visit: http://www.bti.ac.nz/nzqa-rating.html
BTI’s Teacher Education programmes are approved and accredited by the New Zealand Qualifications Authority and lead to registration of provisional certification with the Teaching Council of Aotearoa New Zealand. All programmes equip our graduates to exhibit the aspirational qualities and knowledge base included in the Teaching Council of Aotearoa New Zealand’s Code of Professional Responsibility and Standards for the Teaching Profession. Our professional programmes focus on three interrelated areas of development:

- Dispositions/Character
- Knowledge Base: Knowledge, Understanding and Wisdom
- Teaching Strategies and Skills

**Dispositions/Character**
BTI recognises that critical to effective teaching and teacher education is the development of the person who teaches and particularly the interweaving of one’s spiritual, physical, emotional and intellectual capacities. We seek to develop wise educators who are gracious, secure and teachable, and whose professional practice is relational, responsive and transformative.

**Knowledge, Understanding and Wisdom**
Through a wide range of learning experiences (lectures, tutorials, reading, researching, professional practice experiences, reflecting, e-learning components, and assignment preparation) we will help you develop a personal philosophy of teaching informed by Biblical principles and priorities, which reflects your own personality and vision. The effective 21st Century teacher is confident and competent with teaching strategies and curriculum knowledge, and considers the influence of historical, social, cultural, political, socio-economic and spiritual factors on education.

**Teaching Strategies & Skills**
During experiences with the practical realities of teaching (local community based and global service learning opportunities and professional practice experiences) you will learn about the teacher’s role, relate and interact with students and colleagues, and design, create and evaluate stimulating learning environments and experiences. When on Professional Practice Experience, you will be well supported through close working relationships with Visiting Tutors and Associate Teachers. The wise teacher is able to choose from their basket (kete) of teaching strategies those which are most appropriate to enable effective learning for all akonga/learners in their care.
What Is Our Life Like Here?
At BTI, co-operation, sharing of ideas and mutual support are all valued. We aim to create a close learning community. Students who commence their course at the beginning of the year enjoy a well developed familiarisation programme which is based on; getting to know other students and the staff, having fun, becoming aware of campus resources, meeting local iwi and giving thought to how we might journey together in the tertiary experience.

What Does A Graduate Say?
“BTI is an inclusive and caring community who go out of their way to help you reach your true potential. Although the course was challenging at times, it only led to greater satisfaction once these challenges were met.”

Raewyn Keith (BTI Graduate)
Overarching Aspiration
The following is our overarching aspiration for the BTI Teacher Education Programmes – and while each programme has its own specific statement – they are very similar to the following.

The overarching aspiration for the professionally oriented Bachelor of Education (Teaching) programme is a beginning practitioner committed to seek wisdom and therefore is developing the following:

• a disposition which is gracious, secure and teachable; motivated by love, informed by faith and inspired by hope;
• the knowledge of the Biblical meta-narrative and its implications for identity, meaning making, motivation, resilience and decision making within their professional practice; and
• the skill to draw on professional and pedagogical foundations in ways that lead to relational, responsive and transformational practice.

Te Kete Tuakiri – Dispositions
Founded on a gracious, secure and teachable character and being motivated by love, informed by faith and inspired by hope, the BTI graduate will be characterised by:

• inquiry into their own learning and teaching for the enhancement of further learning; (their own and their students)
• commitment to learning and teaching which is relational, responsive and transformative;
• humility to understand, acknowledge and honour difference, resulting in mutually beneficial relationships;
• honouring the role of parents/whānau/care givers;
• tenacity and resilience in the face of disequilibrium, challenge and setbacks.

Te Kete Ngakau Matau Ngakau Mohio – Knowledge and understanding
The BTI graduate knows and understands:

• the implications one’s worldview has for identity, meaning-making, motivation and resilience;
• the parameters of the Biblical meta-narrative and its contribution to daily living and decision making in both professional and personal life;
• the nature of the Treaty of Waitangi and its implications for living in Aotearoa, today;
• the teacher’s responsibility as a leader of learning and a role model;
• the complexity of teaching due to the interrelatedness of its component factors;
• the critical nature of wise planning, teaching and assessment;
• unique learners and patterns of learning;
• the characteristics of effective teaching, including what to teach in their specific sector in Aotearoa, New Zealand;
The Graduate Profile

- historical, philosophical, social, cultural, economic factors which influence the context within which learning and teaching in Aotearoa, New Zealand occur.
- content and pedagogical content knowledge foundational to effective practice within their educational sector;
- key sector specific documents which influence learning and teaching in Aotearoa, New Zealand;
- implications that living in the 21st century have for effective learning and teaching.

Te Kete Mau Pukenga – Skills

The BTI graduate has the skills to:

- articulate and justify a personal sense of vocation and vision for their professional practice;
- develop educational practice which is relational, responsive and transformative;
- draw on their developing personal philosophy and knowledge of learning and teaching for planning and implementing wise, innovative and consequently, effective ethical practice;
- engage with research and contextual evidence as a basis for their ongoing professional inquiry and resultant practice;
- notice, recognise and respond as they gather, analyse and evaluate evidence of student learning in order to meet accountability for that learning;
- communicate effectively to a range of audiences through verbal, written, or visual media; (including pedagogically effective e-learning tools)
- design and organise rich learning experiences which maximise learning opportunities within a differentiated and nurturing environment;
- make worldview, theoretically and philosophically informed decisions to maximise their students’ learning;
- include nga tikanga Maori, te reo Maori and nga toi, into their practice in an authentic and respectful manner.
DEGREE: Bachelor of Education (Teaching) Early Childhood
This 3-year Degree qualification prepares students to teach infants, toddlers and young children in a wide range of early childhood contexts and with Te Whāriki, the New Zealand Early Childhood curriculum. Graduates from the programme are eligible to gain registration of provisional certification with The Education Council of Aotearoa, NZ.

Programme Content
The programme of study includes courses organised in the following interrelated strands: Personal Integration and Professional Inquiry (PIPI), Learning, Teaching and Curriculum Studies (LTCS), and Foundations and Perspectives in Education (FPE), all with thoughtful analysis and critique from a Biblical foundation.

Personal Integration and Professional Inquiry (PIPI) courses are inspired by two key ideas. Our teaching flows from who we are and what we believe but at the same time, an effective teacher is one who thinks carefully about the ideas that inform that learning and teaching. The courses within this strand are designed to enable the Student Teacher to integrate components from across the entire programme. Students work in small groups, allowing for discussion, mentoring and the development of skills that enable professional inquiry. Professional Practice Experiences in a range of early childhood contexts (sessional and non sessional, under twos and over twos, different pedagogical or philosophical approaches) are part of this strand.

Learning, Teaching and Curriculum Studies (LTCS) equips students to understand the relationship between learning, teaching, and curriculum decision-making – including the role of assessment. Within these courses a working knowledge of Te Whāriki and its supporting documents is developed. Courses within this strand also focus on effective pedagogy (teaching and learning) for all ākonga/learners. This strand includes courses such as Diversity: Teaching the Unique Child, or Teaching Children from Diverse Cultures, which seek to develop commitment to, knowledge about and a repertoire of strategies related to teaching children from a range of diverse backgrounds and abilities. Specific attention is also given to current government initiatives.

Foundations and Perspectives in Education (FPE)
Courses within the FPE strand pay particular attention to equipping the student teacher to understand and appreciate the relationship between how one’s ideas and views of education have consequences for approaches to learning and teaching. Courses within this strand include understanding New Zealand education within the historical, political, social and ideological contexts. They also seek to make an important contribution to understanding the ‘big’ picture of education and equip the student to engage with a wide range of issues.
Early Childhood Teacher Education

Study Location
This programme is offered in a dual delivery mode with either an on-site or distance delivery option. The online and onsite students will be considered as one student cohort, so there will be plenty of engagement between the year group as a whole.

It is important to be aware that even if electing to study at a distance, ALL students are required onsite for two intensive block courses during the year. These intensives are two weeks in duration and are usually scheduled in February and June/July each year. While the majority for distance study will be online, these onsite intensives here at BTI are compulsory.

There is an expectation that students under 20 years old will study onsite, and it is our recommendation that students under 25 years old choose to do the same for at least the first year.

Programme Delivery & Workload
The Academic Year is typically 34 weeks long and is divided into two semesters. Semester One usually begins early February and ends at the end of June. Semester Two usually begins mid July and ends in the last week of November.

Full-time study includes 4 papers per semester and requires a commitment of at least 40 hours per week. When not on professional practice experience, face-to-face onsite sessions range between 18 – 26 hours per week, and include lectures, tutorial groups, personal study, assignment preparation and community life meetings. Lectures are held from Monday to Friday beginning no earlier than 8.30am and finishing no later than 5pm. The remaining hours of the full time allocation, are needed for reviewing lecture notes, academic reading and research, assignment expectations and preparing for upcoming lectures.

Part-time options are also available for this programme. Please contact us to discuss how this might work for you.

Timetables vary from Semester to Semester, are given in advance and posted on BTIonline.

Head Start Programme
BTI’s “Head Start” initiative has been designed to allow entrance into your chosen programme in July, providing students with an introduction to study before commencing a full time or part time option.

For enquiries regarding the Head Start Programme, please email: applications@bti.ac.nz or phone us on 07 562 2902.
Academic Entry Requirements
Applicants for this programme need to either:


or

2. Applicants over 20 who do not possess the above academic qualifications may be admitted on Mature Student Entry provided they meet all other entry criteria and provide evidence of likely success in the programme.

3. In keeping with the Educational Council of Aotearoa, NZ requirement, all prospective students for whom English is an additional language are required to provide evidence of results with a band score of 7.0 or higher for each component of the academic version of IELTS

Other Entry Requirements

Character
Sense of ‘call’ to the teaching profession / integrity / resilience / teachability

Personal suitability and Fit with Vocation:
Interest and enthusiasm for infants, toddlers and young children and their learning / experience with people and/or informal teaching opportunities / no medical, physical or psychological conditions which could make working with children too challenging…

Code of Ethics / Fit to teach / Vulnerable Children Assessment
No criminal convictions which preclude an applicant from working safely with children. Experience and references which indicate the potential to meet the Education Council Commitments and Principles.

Fit with BTI ethos
Openness to special character and philosophical approach to learning and teaching.
Competencies
Applicants are required to sit (under test conditions) competency exercises in Numeracy, Academic Reading and a Written Response.

Individual Interview
All applicants are interviewed and if all criteria is met in a satisfactory way, a studentship into the first year of the degree is offered. It is important to be aware that every student teacher is required to re-apply for the second year of the programme and is re-selected against a further set of criteria.

Technology requirements
Students are required to have access to a computer and internet in order to gain entry to the programme. They are expected to have word processing software, email and high speed internet access.

Professional Practice Experience costs
1. Appropriate professional clothing for the professional practice experience- is expected
2. Some placements require significant travel - the cost of this travel will need to be factored into your costs during study
3. Resources required for teaching may also incur cost

Academic Support
Our friendly learning advisors support students in their mastery of minimum levels of language, numeracy and ICT skills, as well as offering opportunities for remedial support or extension.

Academic support is also available 24 hours per day through many resources in btionline. Online access to our library catalogue and an ever growing range of journal databases is also available.

For more information about academic support, please visit the Student Support section on the BTI website.

Enquiries
Direct e-mail enquiries about this programme to: applications@bti.ac.nz or phone us on 07 562 2902 or 0800 BETHLEHEM

To apply for this programme visit www.bti.ac.nz
GREAT PLACE, GREAT PEOPLE, GREAT HEARTS + MINDS

Wāhi Hira, Tangata Rawe, Ngakau Manawa Hiranga