PROGRAMME INFORMATION

Graduate Diploma of Teaching (Secondary)
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
About BTI’s Teacher Education Programmes

BTI’s Teacher Education programmes are approved and accredited by the New Zealand Qualifications Authority and lead to provisional registration 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’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.
About BTI’s Teacher Education Programmes

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 Do Graduates Say?
“I found that staff were approachable and showed real interest, the intensives enabled a sense of unity and the variety of learning experiences made the distance learning seem like it was all part of campus life”.

“BTI is excellent in showing you how to develop the Christ-like characteristics required to become an effective teacher and not just how to teach. A point of difference is the emphasis on becoming a ‘relational’ teacher/person in order to make meaningful connections, enhance job satisfaction and sustain a career in the teaching profession”.

“I loved the whole atmosphere at BTI, the small friendly campus, the wonderful staff who were full of aroha, and last but most importantly, the fact that our shared Christian faith (regardless of faith tradition) was at the very centre of our learning”

“Studying at BTI offers the student a one in a million opportunity to reflect about both “teaching” and their own personal development in a ‘reflective’ environment”
The Graduate Profile

Overarching Outcome

The following is our overarching outcome for the BTI Bachelor of Education (Teaching) programme – and while each programme has its own specific statement – they are very similar to the following.

The overarching outcome 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/whanau/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 ICT skills)
- 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.
Graduate Diploma of Teaching (Secondary)
The Grad. Dip. Tchg. (Sec) is an NZQA and a Teaching Council of Aotearoa New Zealand approved programme which prepares graduates to teach in New Zealand’s diverse secondary school sector and with the New Zealand Curriculum. It may be studied from anywhere in New Zealand.

Programme Content
This one-year, full-time, 135 credit programme of study is organised into three interrelated strands, Personal Integration and Professional Inquiry (PIPI), Teaching and Curriculum Studies (TCS), and Educational Perspectives (EPS), all with thoughtful analysis and critique from a range of Christian perspectives. The programme includes a total of 15 weeks professional practice experiences, placed in Secondary Schools.

Personal Integration and Professional Inquiry (PIPI) courses focus on the teaching and learning processes with a particular emphasis on the person who teaches. These courses prepare the student teacher to be a reflective practitioner – one who is thoughtful about their teaching so that each akonga / learner has access to effective learning experiences. Students become more aware as to how their own beliefs, attitudes and conceptions of teaching and learning contribute to becoming a teacher who is secure, gracious, teachable, informed, and able to lead with a servant-heart.

Teaching and Curriculum Studies equip students with the tools needed to understand the reciprocal, interactive, and dynamic process between teaching and learning within two teaching subjects within their specific curriculum areas. Each student is supported in their development within this strand by a specialist subject mentor teacher.

Educational Perspectives Studies enables students to become more aware as to how educational philosophies, sociology, curriculum perspectives and cultural backgrounds influence education in Aotearoa, New Zealand. This strand includes consideration of the Treaty of Waitangi, tikanga Maori and includes a noho marae stay.

Study Location
This programme of ‘blended’ learning can be studied from anywhere in New Zealand and is undertaken through an innovative combination of onsite intensive weeks, tutorials, independent learning, web based learning experiences and resources on http://www.btionline.ac.nz/, two five week block placements and an ongoing one day a week placement in a host school.
Programme Delivery & Workload

The Academic Year is 41 weeks long and is typically 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.

This is a full-time programme (135 credits rather than the normal 120 credits) which requires a commitment of at least 35-45 hours per week. Part-time options are also available for this programme. Please contact us to discuss how this might work for you.

The programme has been designed with four intensives throughout the year. Intensive times include face to face lecturers, oral presentations, dialogue and subject specific tutorials. Intensive 1 is two weeks in length and Intensives 2, 3 and 4 are 1 week in length.

The programme contains EIGHT courses as follows:

- The Classroom as Context for Learning (30 credits, includes 1 day a week, host school placement)
- Adolescents; Identity, Diversity and Lifelong Learning (30 credits)
- Being and Becoming: The Professional Teacher (15 credits)
- Being and Becoming: The Wise Teacher (15 credits)
- Secondary Education in Aotearoa, New Zealand (15 credits)
- Professional Practice - Senior Secondary (15 credits)
- Professional Practice - Junior Secondary (15 credits)

Academic Entry Requirements

Applicants must have gained an NZQA approved Level 7 university degree which provides appropriate background for two teaching subjects that support the New Zealand Secondary school curriculum. Interested persons are invited to email their academic transcripts to BTI for advice on which teaching subjects their degree may support.

Head Start Programme

BTI’s “Head Start” initiative has been designed to allow entrance into your chosen programme in July, providing student 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.
**Professional Practice**
The 15 weeks professional practice requirement is met through Placement One TCS7129 (Senior Secondary) (5 weeks); Placement Two TCS7131 (Junior Secondary) (5 weeks), and through TCS7120 one day a week for another 25 days (equivalent to 5 weeks).

TCS7120 The Classroom as Context for Learning
The student teacher spends one day a week in a local secondary school – enabling them to experience the ebb and flow of the school year, including NCEA assessment, and to ground and contextualise their curriculum subject knowledge.

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

**Character and Suitability to Teach Requirements**
Applicants will meet the Teaching Council of Aotearoa New Zealand criteria of good character and being fit to be a teacher.
For the Graduate Diploma of Teaching (Secondary) this means that students have:
   a. an interest and enthusiasm for adolescents and their learning; and
   b. an ability and interest in working with adults, especially parents and whanau
   c. no criminal convictions which preclude them from working with children and adolescents
   d. no medical, physical or psychological condition which could making working with adolescents unsuitable.

**Technology requirements**
Students are required to have regular 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.

**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
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.
GREAT PLACE, GREAT PEOPLE, GREAT HEARTS + MINDS

Wāhi Hira, Tangata Rawe, Ngakau Manawa Hiranga