



Bachelor of Education (Teaching) Diplomate Programme

**For primary teachers
and early childhood educators
upgrading from a
Diploma of Teaching.**



UPGRADING
from a
Diploma of Teaching
to a
Bachelor of Education (Teaching)

Thank you for your enquiry about our programme for those who currently hold a Diploma of Teaching and wish to study towards the B.Ed (Teaching) Primary or Early Childhood qualification. This study option is available either on-site (full and part-time), or by flexi delivery (through mixed media i.e. print, engagement with online learning community and face to face intensives) for those off-site.

For those who hold a three year Diploma of Teaching, the diplomate pathway to the B.Ed (Teaching) requires students to complete 6 courses (120 credits in total) and includes both compulsory as well as optional courses. Each course is designed to serve those currently involved in teaching or educational leadership in primary or early childhood settings with assignments which enable the student to focus on his/her current practice or context.

There are two compulsory papers.

- EPS 7310 Sociological Issues in Education

And one of:

- TCS 7442 Teachers as Researchers, OR
- TCS 7480 The Reflective Practitioner

A group of Option papers will be offered and may include:

- TCS 7458 Multiculturalism and Education
- TCS 7365 Christian Education: Context and Curriculum
- TCS 7451 The Education of Gifted Children
- TCS 7457 Teaching English to Speakers of Other Languages
- TCS 7452 Enriching and Researching the Curriculum (ECE only)
- TCS 7490 Literacy across the Curriculum (Primary only)
- GDC 7423 Teachers as Mentors
- TCS 7331 Servanthood and Teacher Leadership

Up to two options may be chosen from courses within our Graduate Diploma of Christian Education. In 2008, these will be:

- GDC 6421 The Bible and the Educational Endeavour
- GDC 7422 Biblical Thinking across the Curriculum

Other papers in development include those that focus on:

Teaching and Learning: Jesus as Model
Education and the Cultural Mandate (Science, Technology & Environmental
Education)

Planning your study programme

Students studying at the Institute are advised not to attempt more than 60 credit points in any one semester. The shortest time in which this pathway can be completed is one year. However, the pattern of study may be full time for one semester and part time for the other semesters.

Flexi study

Students studying by our flexi option will be required to attend a compulsory face to face two day intensive which is typically a Friday and Saturday here on the beautiful Bethlehem Tertiary Institute campus. Students who choose to study by flexi will need to have access to the internet and email and will be expected to engage in online learning on www.btionline.ac.nz. Structure for the course is provided through Study Guides, a compilation of readings and learning experiences based in the online learning community. Learning support is available through many resources in our online learning centre. Online access to our library catalogue and an ever growing range of journal databases is also available.

The courses available for the diplomate pathway will be scheduled according to the table below, with two or three optional papers offered each semester. Compulsory papers are shown in bold. The intention is that the cycle of papers will always include at least one compulsory paper and an option paper each semester.

	Semester 1 2008	Semester 2 2008	Semester 1 2009	Semester 2 2009
Paper 1	The Reflective Practitioner	Sociological Issues in Education	Teachers as Researchers	Sociological Issues in Education
Paper 2	Education of Gifted Children*	Teachers as Mentors*	Multiculturalism and Education*	Literacy across the Curriculum* (PRI)
Paper 3	Christian Education: Context and Curriculum*	Teaching English to Speakers of Other Languages*	Education and the Cultural Mandate*	Enriching and Researching the Curriculum* (ECE)
Options from Grad Dip of Christian Education	The Bible and the Educational Endeavour*	Biblical Thinking across the Curriculum*	Teaching and Learning: Jesus as Model*	Christian Education: Context and Curriculum*

* minimum numbers apply

For additional information please call Bethlehem Institute:

Freephone : 0508 BETHLEHEM

Or

Beverley Norsworthy, b.norsworthy@bethlehem.ac.nz

COURSE PRESCRIPTIONS

EPS 7442 Teachers As Researchers

An introduction to practitioner research, including the opportunity to undertake a small research project focussed on an aspect of one's own professional practice

EPS 7310 Sociological Issues in Education

Students are encouraged to be change agents in educational settings through the development of a sociological imagination with particular reference to the interplay between the individual and social organisations or structures (e.g., family and education). Students will engage with sociological issues in terms of their relationship to educational policy and practice

TCS 7462 Teaching English to Speakers of Other Languages

An examination of the issues involved in children settling into a new country and learning a new language. Student teachers will be given keys and practical opportunities to help them interact with and teach ESOL children English.

TCS 7465 Christian Education – Context and Curriculum

A paper designed to encourage innovation in the light of understanding past and present influences on Christian Education in the New Zealand context.

TCS 7458 Multiculturalism and Education

This course aims to equip teachers with knowledge and sensitivity to multiculturalism and the special approaches in curriculum that provide equal opportunities for learners as well as the development of attitudes that make for harmonious citizenry.

TCS 7452 Enriching and Researching the Curriculum (ECE)

Students critically consider a range of curriculum initiatives and the educational ideals that ignited them. Students engage in critical consideration of micro initiatives that occur as educators design and implement curriculum that integrates children's diverse individual needs and interests

TCS 7451 Education of Gifted Children

A study of the special needs of gifted children in the classroom together with an exploration and discussion of possible programmes to meet those needs.

TCS 7480 The Reflective Practitioner

This course introduces the notion of reflection as an important aspect to the teacher's or educational leader's life. A range of reflective practice models are considered before students undertake a self-study focused on one aspect of their own professional practice which they wish to improve.

GDC 7423 Teachers as Mentors

Students examine roles, models, stages and styles of mentoring leadership in terms of development for mentor, mentee and the mentoring process. A key task within the mentoring relationship is the sharing of professional knowledge and students develop tools and strategies for accessing one's own knowledge and making it available to others.

TCS 7490 Literacy across the Curriculum

Today's children need to be able to 'read, interpret, critique and understand' an ever increasing range of communication forms. This paper considers the notion of literacy and is designed to bring the practising teacher up to date with a range of 'new' literacies: web-based, information, media, numeracy, visual and literacy with responsibility.