

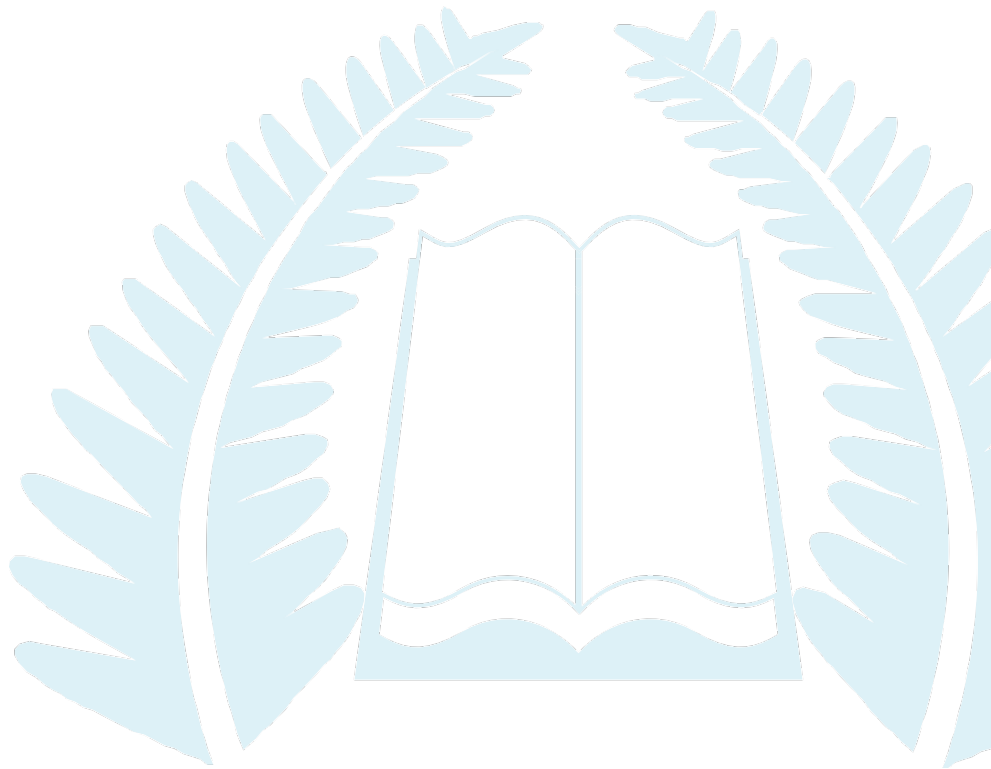


# ICL

GRADUATE **BUSINESS** SCHOOL

**Akonga Handbook**

## **Graduate Diploma in Teaching** **(Early Childhood Education)** Level 7



**2021**

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ICL Graduate Business School is part of ICL Education Group, MoE No. 7548

## ICL Graduate Business School Programmes

<b>Level 9</b>	<b>Master of Management Master of Business Informatics</b>
<b>Level 8</b>	<b>Postgraduate Diploma in Business Postgraduate Diploma in Business Informatics</b>
<b>Level 7</b>	<b>Graduate Diploma in Teaching (Early Childhood Education) Graduate Diploma in Business (International Business Innovation) Graduate Diploma in Business (International Hospitality Management) Graduate Diploma in Business (International Hospitality Management)</b>
<b>Level 6</b>	<b>New Zealand Diploma in Business New Zealand Diploma in Early Childhood Education</b>
<b>Level 5</b>	<b>New Zealand Diploma in Early Childhood Education</b>
<b>Level 4</b>	<b>New Zealand Certificate in English Language</b>

## Management Team

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# Graduate Diploma in Teaching (ECE)- Level 7

## Whakataukī o te wānanga

*Ko te manu e kai ana I te miro nona te ngahere,  
Ko te manu I te matauranga nona te ao.*

*The bird that consumes the Miro berry owns the forest,  
The bird that consumes knowledge owns the world.*

## Programme overview:

The Graduate Diploma in Teaching (ECE) allows individuals with a Bachelor degree to pursue studies for early childhood education at an advanced level (both in theory and in practice). Graduates of the programme will be eligible to gain teacher's registration in Aotearoa New Zealand.

The Graduate Diploma at level 7 is designed as a bridging qualification to postgraduate study in ECE teaching or disciplines related to a particular focus, such as children with special needs, Māori tikanga in ECE, or Pasifika knowledge in ECE.

The programme has a total of 135 credits. It consists of 9 papers (15 credits for each paper), all of which are at level 7.

## Conceptual Framework



ICL's conceptual framework for the Graduate Diploma in Teaching (ECE) programme is a Nouka (a type of dragon boat or waka). We chose this metaphor so that both domestic students and international students can connect to it.

The Nouka is a metaphor that explains how the Graduate Diploma in Teaching (ECE) is supported and grounded by ICL's values of quality, integrity, collegiality, versatility and sustainability. The Nouka further outlines how we will prepare our students to understand and apply the Code of Professional Responsibility and the Standards for the Teaching Profession.

## Aim

The ICL Graduate Diploma in Teaching (ECE) aims to:

1. provide students with the maturaunga/professional knowledge, whakapono/attitudes, values and beliefs, pukenga/skills and knowledge to become proficient educators in Aotearoa New Zealand;
2. develop students' ability to work professionally and collaboratively within a range of early childhood contexts to provide education and care to infants, toddlers and young children in order to enhance community outcomes;
3. enable graduates to provide management and leadership of volunteers or other staff, depending on the early childhood setting and associated regulatory framework and criteria; and
4. provide the tools and skills necessary for graduates to pursue further study options.

## Programme outcomes:

1. Produce graduates who are eligible for teacher registration
2. Produce graduates who seek and find employment in ECE
3. Produce graduates who are enabled to undertake post-graduate study in ECE teaching or other relevant disciplines

## Graduate Profile Outcomes:

The Graduate Profile of this programme is guided by the commitments to the four parties as indicated by the Teaching Council of Aotearoa New Zealand (Teaching Profession, Learners, Whāau and Society).

Upon successful completion of this programme, graduates will be able to:

1. apply informed pedagogy, leadership (whakamana), and inclusive teaching practice in a range of ECE settings;
2. apply the principles of Te Tiriti o Waitangi in their ECE teaching practice;
3. use and promote Te Reo Māori in the day-to-day ECE environment within a context of Māori as tangata whenua;
4. apply communication and development strategies that are respectful and effective with children and adults from diverse families;
5. develop and refine culturally responsive pedagogical practice that addresses the needs of the changing society and wider communities;
6. adopt reflective practice that contributes to their own, and others' teaching practices and professional growth;
7. critique and appraise their own professionalism as ECE teachers.

## Entry Requirements

In order to gain entry to the ICL Graduate Diploma in Teaching (Early Childhood Education) study programme, candidates must provide evidence of:

1. Completed Bachelor degree at Level 7 on the NZQF, or a recognised [1] equivalent
2. Academic IELTS 7.0 across all bands, or a NZQA approved equivalent. Candidates may demonstrate meeting this requirement by mixing English language tests from one NZQA approved English language test provider, or from more than one test provider, if
  - o Each individual test is has been completed within the last two years, and
  - o At least one test shows at a minimum an academic score of 6 with no band lower than 5.5
3. Meeting the UE (University Entrance) level literacy and numeracy requirement
4. Meeting New Zealand Police Vetting requirements in accordance with the Vulnerable Children's Act 2014
5. Successful selection interview to determine values, disposition and fitness to teach
  - o Prior to the interview candidates must arrange for two referees to send confidential references directly to ICL
  - o Candidates must undergo a visual interview to determine:
    - a) Their disposition to teach, through judging their ability to meet the values that underpin the Teaching Council New Zealand's (TC) code and standards
    - b) Their ability to meet the TC Code of Professional Responsibility in a supported environment
    - c) Any other relevant matters
6. Declaration of any physical or learning disability, or diverse needs that may impact on their academic performance

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[1] Overseas qualifications must be assessed via the NZQA International Qualifications Assessment (IQA)

# Programme Structure and Duration

## Trimesters and papers

This 135-credit Level 7 programme that can be completed full-time within a 12-month period consisting of three trimesters (16 weeks each) and a total of 48 teaching weeks. The programme is composed of nine papers. Each of those are of 15 credits. The three trimesters are named using a keyword from te reo to affirm Tiriti-based values. The papers are briefly outlined in the following tables.

Trimester Whāriki Paper Code	Paper Title
GDECE7301	The Holistic Curriculum (15Cr)
GDECE7302	Te Ao Maori (15Cr)
GDECE7303	Teaching as Inquiry (15Cr)

Trimester Rapunga Paper Code	Paper Title
GDECE7304	Professional Practice Rapunga: Conceptualising Professional Practice in ECE (15Cr)
GDECE7305	Early Childhood Education Histories, Philosophies and Theories (15Cr)
GDECE7306	Human Development Maori and Pacific Perspectives (15Cr)

Trimester Toa Paper Code	Paper Title
GDECE7307	The Professional Teacher (15Cr)
GDECE7308	Infant and Toddler Pedagogies (15Cr)
GDECE7309	Professional Practice Toa: Conceptualising Professional Growth in ECE (15Cr)

### **Part-time Study Options:**

ICL offers flexible part-time study options. For more information please contact the ICL team.

## **Paper Outlines**

Students will be provided with a paper outline for each paper they take at the start of the term. Important information is included within these paper outlines and it is the student's responsibility to ensure they have read and fully understood these documents. If a student seeks further clarity, they should discuss this with their lecturer. The paper aims are listed in the following pages.

### **GDTECE 7301 THE HOLISTIC CURRICULUM**

This paper equips students with the knowledge of how early childhood education curriculum areas are influenced by social, political, education and interdisciplinary concepts, theories and philosophical underpinnings. The critical role of teacher knowledge, inquiry and reflection in implementing appropriate curriculum and assessment for infants and toddlers and young children is considered. The links to the curriculum areas such as Arts, Language, Literature, Science, Technology, Engineering and Mathematics and Engineering will be explored. Kaupapa Māori and Pacific lens will be used for critical investigation of various curriculum areas. The link of curricula between early childhood and school will be explored.

### **GDTECE 7302 TE AO MĀORI**

This paper introduces students to Māori indigenous embodied ways of knowing and being of mind, body and spirit. The complexities of Māori philosophies, concepts, values and beliefs will be explored. The learners will learn how these have contributed to the shaping and evolution of Māori culture and society. Specific reference to how these impact on practice within early childhood environments will be outlined. Focus will be given on students applying and presenting their understandings of aspects of te reo Māori me ngā tikanga (Māori language and culture) at a beginning level.

### **GDTECE 7303 TEACHING AS INQUIRY**

This paper considers what inquiry teaching is and what implications it has on practice. The links to teaching pedagogies and contextual understandings will be explored and their impact on teaching today will be considered to explain what inquiry-based teaching encompasses. The learners will be able to build a case of inquiry-based teaching and can lead a self-exploration of teaching practice.

### **GDTECE 7304 PROFESSIONAL PRACTICE RAPUNGA: CONCEPTUALISING PROFESSIONAL PRACTICE IN EARLY CHILDHOOD EDUCATION**

This paper seeks to develop knowledge, skills and attitudes associated with the students' emerging teaching philosophy, and pedagogical practice. The learners will learn to integrate research, and theory into their practice. A constant theme of this paper involves around critical reflection of the learner's own philosophy in

relation to their practice. To establish professional relationships and communicate effectively with children, teaching colleagues, parents and whanau is complex. A range of pedagogical knowledge will be considered that outlines purposeful teaching within ECE.

#### **GDTECE 7305 EARLY CHILDHOOD EDUCATION: HISTORIES, PHILOSOPHIES AND THEORIES**

This paper examines a range of histories, philosophies and theories that have shaped the contemporary landscape of early childhood education in Aotearoa. The disciplines of history, philosophy, psychology, anthropology and sociology shape and explain the current understandings of education. From early educational research and practitioners' work for children through to the contemporary era will be considered and their impact on ECE today. The contested ideas of development, education, pedagogy, maturation, and social learning will be explored in relation to children from diverse families growing up in the bicultural context of Aotearoa New Zealand

#### **GDTECE 7306 HUMAN DEVELOPMENT: MĀORI, PACIFIC and GLOBAL PERSPECTIVES**

The objective of this paper is for students to understand a range of Māori, Pacific and global perspectives about child rearing practices and pedagogy. The paper is aimed to encourage learners to be culturally responsive, and inclusive of understandings of children's development within the context of Aotearoa New Zealand. Global factors will be explored in relation to these understandings. An examination of how Kaiako and faiaoga and their teaching impact on the lives of young children is expected. The commitment to Te Tiriti o Waitangi is central focus and how this is practiced within the ECE setting is explored.

#### **GDTECE 7307 THE PROFESSIONAL TEACHER**

This paper will address understandings of how relationships and collective interactions with children are culturally responsive and inclusive. To manage complexities of teaching professionally to support and sustain purposeful learning is multi-faceted. These aspects of teaching and learning will be explored to promote positive outcomes for all learners. The moral, ethical and legal obligations of a teacher is considered to support and develop pedagogical practice through informed research, theory and practice. Children with special needs and the inclusive practice required will be discussed. The paper aims to develop a professional teacher who understands the human rights that every child is born with.

#### **GDTECE 7308 INFANT AND TODDLERS PEDAGOGIES**

This paper examines the importance of critical pedagogies for infants and toddlers. The key concepts and processes of play in early years settings are explored. The theoretical and practice knowledge of pedagogies related to the

interdisciplinary nature for infant and toddlers learning is considered. A range of research and theory of the early years will be explored and the impact this has on pedagogies. The approaches that promote infant and toddler's' exploration, play and investigation is a highlight of this paper. A research component that allows students to observe an infant or toddler and document as a case study. Ethics will be approved before students begin research as an integral part of this paper

#### *GDECE 7309 PROFESSIONAL PRACTICE TOA: CONCEPTUALISING PROFESSIONAL GROWTH IN ECE*

This paper examines how the academic research and policies influence on the making of a teacher in Aotearoa New Zealand. The paper encourages learners to apply an ethical lens to the effective professional relationships with children, whanau and colleagues. The learners of this paper will grow a sense of deep understanding on how in Aotearoa New Zealand every child is valued individually and holistically within the socio-ecological system the child is in.

### **Opportunities for Further Study**

ICL has an understanding with several institutions regarding the opportunity for further studies for its students. Programmes at New Zealand and overseas universities may take into consideration ICL student applications for some of their masterate programmes. Successful applications and enrolments are at the individual university's discretion.

### **Further Information**

For further information concerning studying at the ICL Education Group please refer to the following information: Academic Handbook and Student Services Support Handbook.