

Graduate Diploma in Education (Secondary) (GradDipEd)

level 7, 135 credits

Flexible Study Options

Students can study towards the Graduate Diploma in Education (Secondary) programme on campus in Henderson and Christchurch. The programme draws upon a praxis model integrating theory and practice, with students spending at least 16 weeks on professional practice block placements at significant junctures. This intensive programme begins mid-January and concludes at the end of November.

The GradDipEd caters for:

Those who have completed a degree, have a body of knowledge at levels 5-7 in support of New Zealand Curriculum learning areas, and wish to become a teacher for secondary, intermediate and middle school.

Students will develop their skills in teaching relevant learning area/s of the New Zealand Curriculum, which are:

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Sciences
- Technology



Programme Requirements

The GradDipEd is a one year full-time (or part-time equivalent) programme. It is made up of six level 7 courses – three of 30 credits each and three of 15 credits each.

For students in the GradDipEd programme, course pre-requisite and co-requisite regulations may be waived. The programme requirements are as follows:

LEVEL 7	
878.715 G Mātauranga Māori	891.730 G Praxis 1
881.715 G Research and Inquiry	892.730 G Praxis 2
883.715 G Ethics and Education	893.730 G Ako: Incarnational teaching and learning practices for secondary
TOTAL CREDITS REQUIRED: 135	

Courses are subject to change.

By the end of this programme graduates will be able to:

- 1. Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. (Te Tiriti o Waitangi Partnership)**
- 2. Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. (Professional Learning)**
- 3. Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. (Professional Relationships)**
- 4. Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. (Learning-focused Culture)**
- 5. Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures. (Design for Learning)**
- 6. Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. (Teaching)**

2026 Fees

Domestic - 2026 tuition fees covered by Zero Tuition Fees fee waiver for eligible students. Student Services Fee will apply.

International - 2026 fees will be published in October 2025. You may like to refer to the 2025 international fees for an indication, but please note that there may be an increase from the 2025 fees for 2026.

Note: At present, the Zero Tuition Fees fee waiver for Domestic students is applicable for 2026 only (please refer to full terms and conditions for further information). A Student Services fee will be charged for all courses. Please refer to Fee Schedule for more details (www.laidlaw.ac.nz/fees)

Courses

878.715 G MĀTAURANGA MĀORI

This course explores the application of Mātauranga Māori in Aotearoa New Zealand. Recent research is investigated for strategies and practices that support the educational aspirations of ākonga Māori. Ka Hikitia, Tātaiako, and the Hikairo Scheme are engaged. The course also explores pedagogies and principles for the teaching and learning of te reo Māori and tikanga Māori in bicultural contexts. Ties are made to theological and Christian views around justice and reconciliation. Students participate in conversational te reo Māori to an elementary level. This course includes noho marae.

881.715 G RESEARCH AND INQUIRY

This course explores the evidence-based research of teaching in Aotearoa New Zealand. It draws upon different teacher-research methods, such as Teaching as Inquiry, and evaluates these methods against best evidence practice. This course investigates teaching strategies through a critical teacher researcher stance.

883.715 G ETHICS AND EDUCATION

This course explores ethical theory, Christian ethics and moral development in the context of education. The history and philosophy of Christian ethics and ethics is surveyed, including the themes of personal, social and environmental ethics. The course provides ethical decision-making frameworks and strategies for ethical thinking via case studies. The course explores the role of the educational community in the development of ethical codes and collaborative, reflective professional discussion in the development of ethical practice.

891.730 G PRAXIS 1

In this professional placement course students will develop their understanding of the learning context and proficiency as practitioners. Students will engage with the Standards of the Teaching Profession and will critically analyse the importance of learning-focused culture, design for learning and teaching. Students will apply their knowledge across two placements, in which they will move from observing to taking increasing responsibility.

892.730 G PRAXIS 2

Students will draw on repertoires of knowledge, pedagogies, and evidence-led practices to facilitate learning for the classroom in a sustained, full responsibility capacity consistent with the Code and Standards of the New Zealand teaching profession. Students will have an opportunity to critically examine their philosophy and theology of practice in relation to the Standards. This course develops students' understandings in their major and minor subject areas, content and assessment, and develops their professional skills in a classroom setting. Students undertake a range of assessments based on their theoretical learning in class and their school-based professional placements.

893.730 G AKO: INCARNATIONAL TEACHING AND LEARNING PRACTICES FOR SECONDARY

Firmly grounded in Laidlaw's Conceptual Framework and the Code of Professional Responsibility, this course explores foundations, both professional and theological, of secondary teaching and learning in Aotearoa-New Zealand.

READY TO APPLY? ANY QUESTIONS?

0800 999 777

info@laidlaw.ac.nz | www.laidlaw.ac.nz

UPDATED 31 JULY, 2025