



**LAIDLAW**  
EDUCATION

# EDUCATION HANDBOOK 2021





# OUR VISION TE WAWATA

A world shaped by love,  
compelled and informed by  
the Gospel.

# OUR MISSION TE WHAKATAKANGA

To equip students and scholars  
to renew their communities  
with a faith as intelligent as it is  
courageous.



Laidlaw College is an evangelical, interdenominational tertiary institution committed to the provision of theological education throughout the whole of New Zealand. Laidlaw College has campuses in Henderson, Manukau and Christchurch – as well as distance learning options, that together offer students a great deal of flexibility in how they structure their study.

Laidlaw College is registered by the New Zealand Qualifications Authority (NZQA) under provisions of the 1989 Education Act and its amendments and is accredited to teach programmes listed in this handbook, all of which have been approved by the Authority.

# HAERE MAI WELCOME

E Te Matatuhi  
o Te Ao me Te Pō  
o Te Rangī me Te Whenua.  
Whākanakana mai,  
tiro tiro haere ake  
Mai runga ki raro  
Ki tau ake orokohanga.

Hiihira ana Te Rangī  
Haruru ana Te Papa  
Ki Te Atatu  
E whiti ana Te Rā  
Kia torohia nga hihi a te Rā  
Ki te hūnga e tātari ana.

Tū kahikatea  
Te iwi e  
Tū Tumanako me  
te Tū Matauranga.  
Te iwi e  
Tū Kaha me te Tū Kotahi  
Te iwi e  
Tu Aroha noa me te Aroha  
Te iwi e.

Kia mau pū ki te kupu o te ora  
Hai Tūāpapa  
Hai Tuakiri  
Hai oranga  
Mai te Tama A Te Atua,  
Te Ariki.  
Āmine

Laidlaw College has been preparing people to serve the church and the world for over 95 years. The School of Social Practice draws together this immense legacy of Christian thought and practice with contemporary counselling and education studies to prepare students for professional careers in the social practice sector.

We understand Social Practice to represent the myriad of ways people work to bring about change in the world. In the School of Social Practice this is enacted through preparing people for work in education and counselling professions. This training reflects a commitment to faith, hope and love through a relational anthropology which values the transformational encounter that can be experienced in relationship with God, self and other.

Laidlaw College's teacher education programmes are concerned with personal, community and social renewal. We are inspired by the Gospel story to ground our teaching practices richly with the values of faith, hope and love. Our graduates engage in social systems through education, so that children and young people can enjoy the freedom to choose their stories wisely through learning.

We welcome applicants from all backgrounds who have a desire to work with children and young people in a way that integrates their personal faith with professional teaching practice.

## In this Handbook you will find Information about

- Education Courses Offered in 2021
- Admissions Requirements

## Contact Details

Laidlaw Education School  
School of Social Practice, Laidlaw College  
T 09 837 9768  
E [SocialPractice@laidlaw.ac.nz](mailto:SocialPractice@laidlaw.ac.nz)  
W [www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)

Henderson Campus  
80 Central Park Drive, Henderson  
Auckland 0610

NOTE: All reasonable efforts have been made to ensure that the information in this handbook is accurate and current. However, Laidlaw College is not liable, and makes no guarantee that this information will not be changed or updated. Accordingly, changes and updates may be made without prior notice. This handbook can be downloaded from the Laidlaw website ([www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)), and the online version of this handbook will always contain the latest information.

Last updated: 3 March 2021



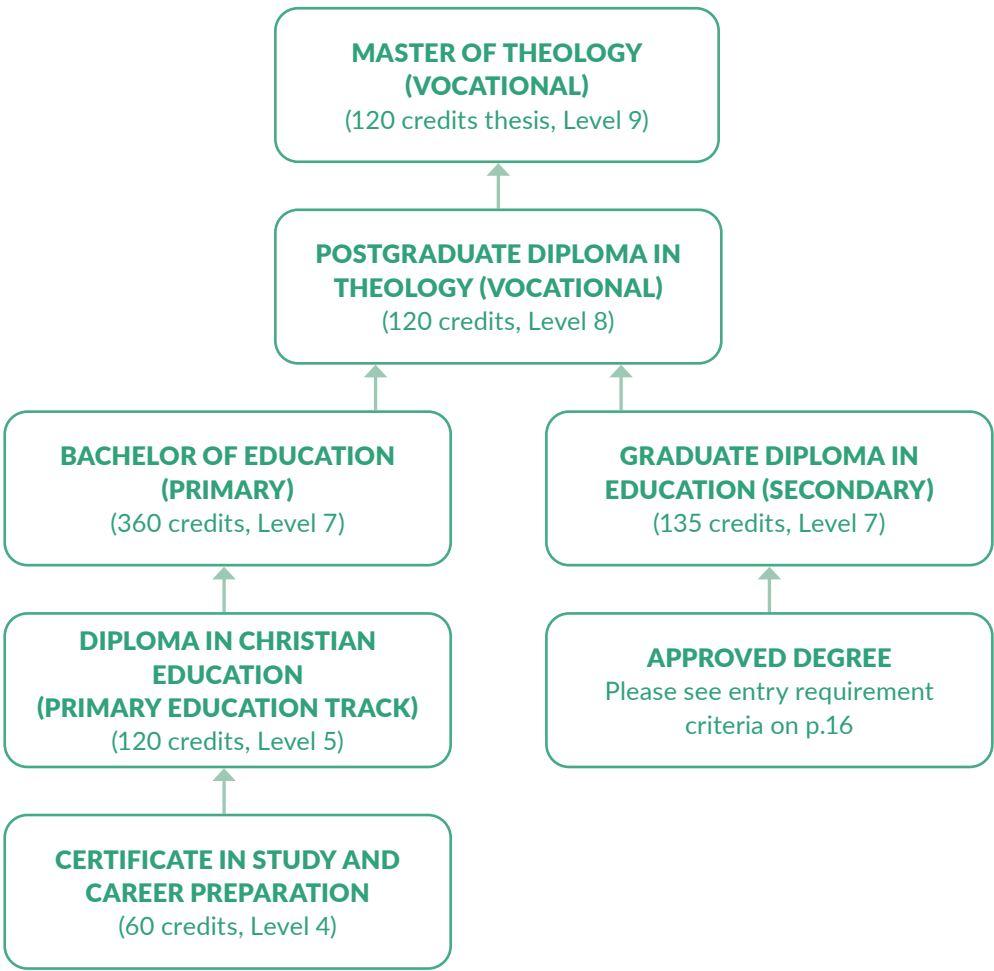
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# STUDY PATHWAYS

The School of Education at Laidlaw College consists of a team of inspirational, experienced teacher educators, academics, theologians and a vibrant, proactive student body. The faculty is committed to the preparation of graduate teachers who will embody the Christian vision of Laidlaw College as well as meet the standards of the Teaching Council Aotearoa New Zealand. The Bachelor of Education (Primary) is an applied degree that invites students into a pedagogy and theology of hope, which inspires their presence in learning spaces, the way they encounter children and whānau, their valuing of teaching, learning, creativity and curiosity. The Graduate Diploma in Education (Secondary) is an initial teacher education education qualification that similarly offers degree-qualified students a comprehensive and innovative practice-based pathway into secondary teaching. The Diploma in Christian Education provides students with a foundation in educational principles in dialogue with the fundamentals of theology and Christian faith with a focus on the transition between early childhood education and early primary.



## CERTIFICATE IN STUDY AND CAREER PREPARATION

(LEVEL 4, 60 CREDITS)

THIS IS NOT OFFERED IN SEMESTER ONE 2021.

Laidlaw College offers the **Certificate in Study and Career Preparation (CertPrep)** which assists students with the development of key skills, capabilities, knowledge and attributes needed to succeed in tertiary education including degree level. The programme provides a foundation for students who want to continue into Laidlaw programmes in Theology, Teaching or Counselling through a mixture of academic skills development and reflection on Christian faith and life. The programme focuses on four key areas: Academic reading, writing, and communication; Managing your study and learning; Encountering the Bible and Faith in Action.

For more details and availability of the programme see [www.laidlaw.ac.nz/foundation-studies](http://www.laidlaw.ac.nz/foundation-studies)



# DIPLOMA IN CHRISTIAN EDUCATION (DipCEd)

## Programme Summary

NQF Level	5, 120 credits
Duration	One year full-time, part-time options may be available
Starts	February, July (part-time)
Places	Open – Selection criteria apply
Campus	Henderson, Manukau, Christchurch
Tuition Fee	\$6,270 (per full-time year of study) plus Student Services Fee
Web	<a href="http://www.laidlaw.ac.nz/teacher-education">www.laidlaw.ac.nz/teacher-education</a>

## Career Opportunities

Graduates of the DipCEd are equipped to excel as teacher aides, tutors, ECE / kindy workers, children’s ministry workers, home educators or in community education programmes, both in New Zealand and international settings.

## Key contacts



Wendy Fowler  
DipCEd Programme Lead



Yvonne Burrows  
Diploma in Christian  
Practicum Coordinator

## Outline

This one-year diploma is for people wanting to work with children, develop instructional skills, and gain a deeper understanding of educational pedagogy. The diploma integrates understandings about people drawn from theology, education and human development, and equips people with knowledge and skills to engage with children in educational settings.

This programme is ideal for children’s ministry workers and volunteers, people involved in home schooling or community education programmes, or those considering a career in education particularly workers in early childhood education centres, teacher aides, and learning support workers or tutors across a range of alternative or special education contexts.

If you have an interest in the role theology might have in how we engage in learning, make sense of some of what educational theory can offer, and explore bicultural relational contexts then this programme is for you!

The DipCEd programme leads to the New Zealand Diploma in Holistic Education (Level 5).

## Graduate Profile

On completion of the Diploma in Christian Education, graduates will be able to:

- Select a range of pedagogical processes that are relevant to chosen philosophy.
- Apply a range of teaching skills and approaches in the classroom as an essential aspect of understanding chosen philosophy.
- Communicate effectively with learning community stakeholders.
- Respond with awareness of and sensitivity to the diverse needs of students in accordance with chosen philosophy.
- Apply innovative, collaborative, creative and principle-based approaches to learning and teaching.
- Reflect on own practice and critically explore options for improvement.

## Track

Students in the Diploma in Christian Education may choose to study within the Primary Education track. Students undertake the core diploma education papers with all professional learning experiences set in Primary Schools.

## Admission Requirements

### General Admission Requirements

Entry to the Diploma in Christian Education is usually University Entrance.

Students 20 years or older must meet comparable literacy and numeracy requirements as those entering with UE. This will usually be assessed by the entrance literacy and numeracy testing.

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each, in three approved subjects (unless University Entrance was gained in 2020 when only 12 credits each in three approved subjects applies)
- Literacy: 10 credits at Level 2 or above, made up of:
  - > 5 credits in reading
  - > 5 credits in writing
- Numeracy: 10 credits at Level 1 or above, made up of:
  - > Achievement standards – specified achievement standards available through a range of subjects, or
  - > Unit standards – package of three numeracy unit standards (26623, 26626, 26627 – all three required).

### NCEA Equivalence can include:

University Entrance, A or B Bursary.
Overseas equivalent qualifications, including IB and CIE, or HSC (Australia).
Other NZQA Level 3 certificates in similar disciplines to Laidlaw programmes.
Other NZQA level 4 certificate in a different discipline.
Evidence of level of academic achievement or a portfolio of work for homeschooled students*
Reference/support/documentation from employer*

NB. All equivalences must be documented.  
\*The applicant may need to sit assessment for entry.

## Visual Interview

All applicants are required to have a visual interview with two Laidlaw teacher educators. The interview determines:

- The applicant’s ability to meet the values of the Code of Professional Responsibility
- The applicant’s fitness to engage with young learners
- Vulnerable Children’s Act risk assessment (interview component) AND
- Other relevant matters

## Our Code Our Standards

Students should read the Code and Standards prior to their interview. Our Code Our Standards may be accessed on the Teaching Council of Aotearoa website at: <https://teachingcouncil.nz/content/our-code-our-standards>

Prospective students must be committed to the following values:

- **Whakamana** - empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- **Manaakitanga** - creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
- **Pono** - showing integrity by acting in ways that are fair, honest, ethical and just, and
- **Whanaungatanga** - engaging in positive and collaborative relationships with learners, their families and whānau, colleagues, and the wider community

## Literacy and Numeracy Testing

All applicants are required to undergo a literacy and numeracy assessment.

- Candidates must score a minimum of step 3 in the TEC literacy (reading and writing) assessment to enter the programme
- Candidates must score a minimum of step 4 in the TEC numeracy assessment to enter the programme

## Special Admission

For applicants who do not meet the above requirements, possible study options can arise depending on the assessment and interview result:

- An offer of entry to a level 4 programme
- An offer of entry into an alternative level 5 programme



## English Language Requirements

Applicants must meet both the Academic and English language requirements for the programmes. In addition to the requirements outlined **applicants for whom English is not their first language** must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements **OR**
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America **OR**
- achieved a Certificate in English Language Teaching to Adults (CELTA) **OR**
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
  - International English Language Testing System (IELTS)
  - University of Cambridge Certificate in Advanced English (CAE)
  - University of Cambridge Certificate of Proficiency in English (CPE)
  - University of Cambridge First Certificate in English (FCE)
  - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
  - Pearson Test of English (Academic) (PToE)
  - New Zealand Certificate in English Language (NZCEL)
  - Testing of English as a Foreign Language (TOEFL).

**The requirement for this programme is:**

- IELTS 6.0 with a minimum of 6.0 in writing, reading, speaking, listening **OR**
- Pearson Test of English (Academic) score of 58 **OR**
- equivalent (see <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/>)

**A waiver for the English language test may be granted:**

- For those applicants who have an undergraduate or higher qualification gained from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America
- For those who have studied in New Zealand for a minimum of two years at secondary school and gained EITHER
  - Eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 **OR**
  - Ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing)
- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented

## Police Clearance

It is a condition of enrolment that students complete a Police Vetting Service Request and Consent form as part of their application. International applicants for the DipCEd must provide a police clearance certificate from their country of citizenship (if other than New Zealand) **AND** for any country in which they have lived for more than a 12 month period in the last 10 years. This is a requirement of the Vulnerable Children Act 2014.

**Charged or convicted with an offence**

Any Diploma of Christian Education student charged or convicted with an offence must disclose the charge in writing to the Head of Education within 3 working days.

## Entry into the Bachelor of Education [Primary]

In order to apply to enter the Bachelor of Education [Primary] after completing the DipCEd, the College must be satisfied the student meets all the requirements for entry into the BEd programme including disposition and fitness to teach, required literacy and numeracy levels, and satisfactorily fulfilling the English language requirements for the BEd (see General Information and Regulations 2021).

“THERE IS NO CHANGE WITHOUT DREAM, AS THERE IS NO DREAM WITHOUT HOPE.”

Paulo Freire | Pedagogy of Hope

Photo by Hello I'm Nik on Unsplash



# BACHELOR OF EDUCATION [Primary] (BEd)

## Programme Summary

NQF Level	7, 360 credits
Duration	Full-time for three years or part-time for six years
Starts	February and July
Places	Open – Selection criteria apply
Campus	Henderson and Christchurch
Tuition Fee	\$6,270 (per full-time year of study) plus Student Services Fee
Web	www.laidlaw.ac.nz/teacher-education

## Career Opportunities

Graduating students of the Bachelor of Education [Primary] are outstanding teachers, qualified to work in both primary and intermediate, public, integrated and private schools throughout New Zealand.

## Key contacts



**Dr Eunice Gaerlan-Price**  
BEd Programme Lead



**Yvonne Burrows**  
Practicum Coordinator

## Outline

The Bachelor of Education [Primary] is an NZQA accredited qualification endorsed by the Teaching Council Aotearoa New Zealand. It involves on-campus study including collaborative and blended learning and over 120 days of professional learning experiences in schools or centres. It is a professional degree that leads to a career in primary teaching in New Zealand. The Bachelor of Education [Primary] is offered at the Henderson and Christchurch campuses.

The programme is designed to provide innovative pre-service teacher education that meets Code and Standards of the teaching profession in a supported environment. The programme is richly integrated with Christian theology. Theology wrestles not only with who God has revealed himself to be, but also with what it means to be human in relation to God. Children are unique, relational human beings living and learning in the context of a changing society. Children are society's future. Teachers impact communities with hope when they celebrate each child's diversity and educate inclusively, within a learner focused culture, from the place of a meaningful and hopeful orientation towards the world.

Throughout the programme, students develop and critically engage professional philosophies, teaching and learning theory and practice. Students have the opportunity to engage in practice and inquire in one of three practicum foci: early primary, primary or middle school/intermediate. The programme is a dynamic and grounded course of study that produces inspiring, creative and curious primary school teachers capable of drawing the next generation to their potential. The Bachelor of Education [Primary] is designed to develop high quality, ethical, and inquiring teachers. These teachers celebrate and engage children and their learning in responsive collaboration with whānau, community and other agencies.

## Objectives

- Graduating students meet the Code and Standards of the Teaching Profession and are eligible to register with the Teaching Council of Aotearoa New Zealand
- Graduating students can integrate faith and practice in relational and liberating ways
- Graduating students can work as teachers in the primary school sector in state, integrated and private schools

## Graduate Profile

On completion of the Bachelor of Education, graduates will be able to:

- Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. (Te Tiriti o Waitangi Partnership)
- Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. (Profession learning)
- Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. (Professional relationships)
- Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety (Learning-focused culture)
- 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)
- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

## Programme Information

### Study Locations

The Bachelor of Education [Primary] is offered in Henderson and Christchurch. The programme is not available to be studied by distance, however there is flexibility to study some courses part-time before needing to be fully integrated in the programme. This needs to be discussed with the Programme Lead before a plan can be finalised.

### Period of Study – Full-Time/Part-Time

This programme is normally completed on a full-time basis over three years. It can also be undertaken on a part-time basis after consultation with the Programme Lead, but the degree must be completed within a timeframe of eight years unless special permission is granted by the National Academic Committee. In the event of extended absence from the programme, returning students may be required to undertake a supplementary course of study to ensure currency of practice.

### Mid-year Intake

Entry into the Bachelor of Education [Primary] programme at mid-year can be on a full-time or part-time basis.

### Academic Year Structure: 2021

#### Schedule

A schedule is provided during orientation which includes all the course dates, noho marae and any other relevant dates. Students are responsible for ensuring they are aware of information which applies to their course of study.

### Laidlaw College Orientation

In the first week of Semester One NEW students must attend the full Orientation programme which provides incoming students with an orientation to study at Laidlaw College and the School of Social Practice, and Education Orientation week also contains events for continuing students. Important information regarding courses and programme structure is discussed during orientation so it is imperative that students attend. You will receive details about Orientation once you are accepted into the programme. Students entering the programme mid-year will also be involved in a mini orientation programme in the first week of Semester Two.

## Education Faculty noho marae

During semester one each year, Education students attend a student and Rūnanga-led, three-day noho marae where they will develop their Te Reo Māori skills for use in the classroom and learn more about Te Ao Māori. Final year Bachelor of Education and Graduate Diploma students collaborate with Laidlaw's Rūnanga to design and lead the noho marae on behalf of the entire programme. All Education students are required to attend. Further details will be provided at Orientation.

## Workload and Programme Structure

Full-time study requires a commitment of at least 40 hours per week. Part-time work and whānau/childcare responsibilities need to be carefully considered particularly in relation to practicum commitments.

## Attendance

Laidlaw's policy requires a minimum of 80% attendance for all on-campus courses. Students who do not achieve 80% attendance at on-campus courses will be restricted from professional learning experience placements (i.e. practicum).

## Professional Learning Experiences

A well-integrated understanding of teaching practice and the ability to reflect critically on it is fundamental to hopeful, responsive and transformational teaching. This underpins all five courses that form the core teaching practice development stream within the Bachelor of Education [Primary] programme. There are over 120 days of professional learning experiences in schools and centres in the Bachelor of Education [Primary] degree.

A feature of the Bachelor of Education [Primary] is that students can select one of three streams as a practice and inquiry focus which allows for transition specialisation supported by our school partners. The three streams are:

- **Early Primary:** The early primary stream allows students to focus on ECE transition into Primary Education. Students are able to undertake approximately 40 days of practicum in an ECE centre working with preschool children and 80 days in the early primary window (new entrant to year 2) in a range of contexts.
- **Primary:** This is a standard primary practicum stream where students experience a wide range of contexts and levels from early primary through to intermediate.
- **Late Primary:** The late primary stream allows students to focus on the transition from Primary to Secondary. Students undertake 80 days in the late primary window (year 6 - 8) and approximately 40 days in a Middle School or Secondary setting (pre-NCEA).

In the 5 core practicum courses, students are placed in approved schools and centres by the Practicum Coordinator according to the elected practicum streams. Students must participate in a variety of professional learning experiences so they should expect placements in different kinds of school or centre settings (i.e. state, Christian, integrated, special context).

While on practicum, students are supervised by a teacher holding a full practicing certificate (the Associate Teacher) and are supported by the mentoring lecturer and the Practicum Coordinator. All professional placement interactions/observations are carried out by teacher educators (the Visiting Lecturer) who hold a full practicing certificate and the majority of these visits are carried out by Laidlaw teacher educators who teach into the programme. All visiting lecturers are well prepared and supported by the Practicum Coordinator. Visiting Lecturers visit the student on practicum, provide weekly feedback and further support as needed. Students use an online repository to collate and exhibit their practicum learning.

The practicum programme in the degree consists of 5 courses. Each element in a practicum must be completed successfully in order to continue to the next. An incomplete practicum will require remedial work (this involves a further fee) or in some situations the course will need to be repeated.

Reflective Practices is a practicum in year one that focuses on the skills of observation, critical reflection and offers students introductory design for learning, and mediated teaching/learning experiences with small groups of learners and a whole class lesson.

Literacy and Numeracy Practices is a practicum course in year two that focuses on English and Mathematics Learning Areas in the New Zealand Curriculum including design for learning, teaching and assessment.

Curriculum and Community Practices develops a student teacher's ability to teach other curriculum areas as well as contribute to the wider school or centre community.

Responsive Practices and Inquiring Teacher Practices have a core focus on the high quality demonstration of the Code and Standards in a supported environment, and application of culturally responsive inquiry and practice. In the final practicum the student must demonstrate sustained practice, evidence-led teaching and inquiry, and leadership and collaboration in a learning environment.

The final task of the final practicum is a culminating integrative assessment called the Viva. A viva voce is an oral presentation and examination and, in this case, with a written element. Graduating teachers will present and unpack an authentic practice scenario that requires complex decision-making and synthesis of learning from across the programme with clear integration of theory and practice and alignment with the Code and Standards of the teaching profession. This event is assessed by a panel made up of teacher educators, Rūnanga, Pasifika Council, and representative member of the teaching profession. At the conclusion of the Viva the graduate is assessed by the panel as to have met or not met the Standards with support against pass/fail criteria.

## Education and Community Development

868.615 Education for Community Development may be elected instead of Curriculum and Community Practices. Education and Community Development is a professional learning experience endorsed by the Teaching Council, and may be undertaken in a humanitarian or missions setting. This must be approved by both Practicum Coordinator and Programme Lead. The SIM mission agency partners with the School in the provision of a professional learning experience placement in an international development setting. Students may also negotiate to be placed in an alternative education setting or charter school, or other local community education setting such as special youth sports/music/cultural educational development settings.



# Admission Requirements

## General Admission Requirements

Entry to the Laidlaw College Bachelor of Education [Primary] degree is New Zealand University Entrance or a recognised equivalent (i.e. International Baccalaureate or Cambridge International) or be able to demonstrate to the satisfaction of Laidlaw College that they have the skills and ability to study at a tertiary level.

Students under the age of 20 applying to the BEd without UE must be able to demonstrate to the satisfaction of Laidlaw College that they have the ability to study at a tertiary level.

Students 20 years or older must meet comparable literacy and numeracy requirements as those entering with UE. This will usually be assessed by the entrance literacy and numeracy testing.

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each, in **three approved subjects** (unless University Entrance was gained in 2020 when only 12 credits each in three approved subjects applies)
- Literacy: **10 credits at Level 2 or above**, made up of:
  - > 5 credits in reading
  - > 5 credits in writing
- Numeracy: **10 credits at Level 1 or above**, made up of:
  - > Achievement standards – specified achievement standards available through a range of subjects, or
  - > Unit standards – package of three numeracy unit standards (26623, 26626, 26627 – **all three required**).

### NCEA Equivalence can include:

University Entrance, A or B Bursary.
Overseas equivalent qualifications, including IB and CIE, or HSC (Australia).
Other NZQA Level 3 certificates in similar disciplines to Laidlaw programmes.
Other NZQA level 4 certificate in a different discipline.
Evidence of level of academic achievement or a portfolio of work for homeschooled students*
Reference/support/documentation from employer*
Portfolio of work evidencing contribution to a relevant field

NB. All equivalences must be documented.  
\*The applicant may need to sit assessment for entry.

## References

As part of the application process, all applicants are required to arrange for two confidential written referee reports to be sent directly to Laidlaw College.

## Visual Interview

All applicants for the Bachelor of Education and Graduate Diploma in Education are required to have a visual interview by panel. The panel consists of a Rūnanga delegate, member of the teaching profession, and a Laidlaw teacher educator. The interview determines:

- The applicant’s ability to meet the values of the Code of Professional Responsibility
- The applicant’s fitness to engage with young learners
- Vulnerable Children’s Act risk assessment (interview component) AND
- Other relevant matters

## Our Code Our Standards

Students should read the Code and Standards prior to their interview. Our Code Our Standards may be accessed on the Teaching Council of Aotearoa website at: <https://teachingcouncil.nz/content/our-code-our-standards>

Prospective students must be committed to the following values:

- **Whakamana** - empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- **Manaakitanga** - creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
- **Pono** - showing integrity by acting in ways that are fair, honest, ethical and just, and
- **Whanaungatanga** - engaging in positive and collaborative relationships with learners, their families and whānau, colleagues, and the wider community

## Literacy and Numeracy Testing

All applicants are required to undergo a literacy and numeracy assessment.

- Candidates must score a minimum of step 4 in the TEC literacy (reading and writing) assessment to enter the programme
- Candidates must score a minimum of step 5 in the TEC numeracy assessment to enter the programme

## Special Admission

For applicants who do not meet the above requirements, possible study options can arise depending on the assessment and interview result:

- An offer of entry to a level 4 programme
- An offer of entry into an alternative level 5 programme

## English Language Requirements

English Language Requirements for the Bachelor of Education [Primary] and the Graduate Diploma in Education [Secondary] follows the Teaching Council of Aotearoa New Zealand requirements for preservice teachers. As such, one of the following types of evidence must be provided to demonstrate English language competency:

- The New Zealand University Entrance literacy credits at either NCEA level 2 or 3 OR
- New Zealand University Entrance OR
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of current University Entrance OR
- International Baccalaureate full diploma in English medium (24 points minimum) OR
- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements OR

- All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa\* OR \* candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)
- Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa OR
- Awarded a Bachelor’s degree, Bachelor with Honours degree, Graduate Certificate, Postgraduate Certificate, Master’s degree at NZQF level 7 or up which:
  - Took two or more years of full-time study to complete and
  - Was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings and was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa.
- Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) OR.
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) OR
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) OR
- Achieved an outcome in one of the following approved tests which is equivalent to or better than those specified (see table) within the past two years.



Te Reo Māori competency

Candidates selected for entry into Laidlaw College Bachelor of Education (Primary) will be assessed on their te reo Māori competency during their first semester of study in order to provide adequate support.

Police Clearance

All education applicants must complete a Police Vetting Service Request and Consent form as part of their application. All international applicants for the BEd and GradDipEd must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years. This overseas police clearance should be less than 6 months old and be presented at the time of application. This is to meet the requirements of the Children’s Act 2014.

Any education student charged with an offence during their programme of study must disclose the charge in writing to the Head of Education within 3 working days.

Test	Listening	Reading	Writing	Speaking	overall Mark (in one test)
Minimum of					
Cambridge English exams C2 / Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams B2 First (FCE)	185	185	185	185	185
International English Language / Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language / Proficiency Rating (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	65	65	65	65	65
TOEFL	24	24	27	23	94
TRINITY ISE III (3)	pass with merit	pass with merit	pass with merit	pass with merit	pass with merit

“THE PROGRAMME HAS NOT ONLY TAUGHT ME HOW TO BE A TEACHER, BUT HAS ALSO ALLOWED ME TO BE NURTURED IN MY FAITH,

and challenged to see how this can be outworked in my profession as a teacher. It has inspired me to not only go out and teach, but to go out and make a difference in the lives of children - to teach with all my heart.

Jess Schwerzel, Graduate Teacher





# GRADUATE DIPLOMA IN EDUCATION [Secondary] (GradDipEd)

## Programme Summary

NQF Level	7, 135 credits
Duration	One year full-time, part-time options may be available
Starts	February, July
Places	Open – Selection criteria apply
Entry Requirement	Bachelor's degree or equivalent NZQF level 7 qualification in a relevant subject area
Campus	Henderson
Tuition Fee	\$7,053.75 plus Student Services Fee
Web	<a href="http://www.laidlaw.ac.nz/teacher-education">www.laidlaw.ac.nz/teacher-education</a>

## Career Opportunities

Graduates of the GradDipEd are fully equipped to enter intermediate, middle school and secondary school classrooms, qualified to work in public, integrated and private schools throughout New Zealand.

## Key contacts



**Karen Finn**  
GradDipEd  
Programme Lead



**Yvonne Burrows**  
Practicum Coordinator

## Outline

This one-year graduate diploma provides a professional qualification in teaching and learning for people who already have a Bachelor's degree or equivalent qualification, skills or experience.

The graduate diploma draws upon a praxis model integrating theory and practice, with students spending at least two days a week in schools on professional practice placement. This programme develops secondary teachers with a thorough knowledge of the New Zealand Curriculum and assessment in Aotearoa, and a deeper understanding of their role in God's plan for redeeming humanity. Teachers play an important role in reflecting hope and social justice.

Students should indicate which learning areas of the New Zealand Curriculum they plan to focus on. The learning areas within the New Zealand Curriculum are: English, Te Reo Māori, The arts - art history, dance, drama, music, visual arts; Health and physical education; Learning languages - Cook Island Māori, French, German, Japanese, Korean, Latin, Lea Faka-Tonga, NZ Sign Language, Mandarin, Samoan, Spanish; Mathematics and statistics; Science - science, biology, chemistry, physics; Social sciences - accounting, business, classics, economics, geography, history, legal, media, philosophy, psychology, religious education, social studies, sustainability; Technology - bio and chemical, design and visual communication, digital (computer science, information, infrastructure, media, programming), electronics, food, manufacturing, textiles, resistant materials.

## Objectives

Laidlaw College seeks to prepare students for the teaching profession through a programme that centres on a theological foundation of hope that meaningfully integrates and orients with values, commitments and quality practice that are consistent with the Teaching Council Aotearoa New Zealand's 'Our Code, Our Standards' in a supported environment.

Graduating students will be qualified to register as teachers in New Zealand for intermediate, middle and secondary teaching in public, integrated and private schools. Our graduates are relational, critically reflective practitioners who can design high quality learning experiences from a place of curiosity about the learner, the world and a professional understanding of the goals, scope and nature of education. Our graduates work in public, private and integrated schools throughout New Zealand and also around the world.

## Graduate Profile

On completion of the Graduate Diploma in Education, graduates will be able to:

- Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. (Te Tiriti o Waitangi Partnership)
- Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. (Profession learning)
- Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. (Professional relationships)
- Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety (Learning-focused culture)
- 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)
- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

## Programme Information

### Study Locations

The Graduate Diploma of Education [Secondary] is offered in Henderson. The programme is not available to be studied by distance, however there is flexibility to study some courses part-time before needing to be fully integrated in the programme. This needs to be discussed with the Programme Lead before a plan can be finalised.

### Schedule of Courses and Dates

The Graduate Diploma of Education starts mid-January. A schedule is provided which includes all the course dates, noho marae and any other relevant dates. Students are responsible for ensuring they are aware of information which applies to their course of study.

### Laidlaw College Orientation

In the first week of Semester One NEW students must attend the Orientation programme which provides incoming students with an orientation to study at Laidlaw College.

## Professional Learning Experiences

The Graduate Diploma of Education [Secondary] values praxis - the engagement of theory with application. Due to this emphasis, students spend two days a week in school. This allows them to build relationships with students and teachers in a community. Each Praxis Course is associated with modules of theory and reflection, which students use to develop their skills.

While on practicum students are supervised by a teacher holding a full practicing certificate (the Associate Teacher) and are supported by the mentoring lecturer, Practicum Coordinator, and the Graduate Diploma of Education Programme Lead. All professional placement interactions/ observations are carried out by teacher educators (the Visiting Lecturer) who hold a full practicing certificate and the majority of these visits are carried out by Laidlaw teacher educators who teach into the programme. All visiting lecturers are well prepared and supported by the Programme Lead. Visiting Lecturers visit the student on practicum, provide weekly feedback and further support as needed. Students use an online repository to collate and exhibit their practicum learning.

During Praxis 1 students spend the first weeks of the secondary school year building relationships and observing the learning-focused culture that Associate Teachers create during the classroom establishment period. Students continue to spend two days a week in the school throughout the rest of Term 1 and into Term 2, developing their teaching skills in selected subjects by teaching single lessons. Towards the end of Term 2, students spend four full weeks in school - considering different approaches to teaching and learning in subject areas and building towards sequences of lessons.

Praxis 2 links theory to practice and builds towards student involvement with developing and teaching units of learning and assessing students in subject areas. Students build from teaching sequences of lessons to teaching the same amount that would be expected of a graduating teacher.

The final task of Praxis 2 is a culminating integrative assessment called the Viva. A viva voce is an oral presentation and examination and in this case with a written element. Graduating teachers will present and unpack an authentic practice scenario that requires complex decision-making and synthesis of learning from across the programme with clear integration of theory and practice and alignment with the Code and Standards of the teaching profession. This event is assessed by a panel made up of teacher educators, Rūnanga, Pasifika Council, and representative member of the teaching profession. At the conclusion of the Viva the graduate is assessed by the panel as to have met or not met the Standards with support against pass/fail criteria.

Our Code Our Standards may be accessed on the Teaching Council of Aotearoa website at: <https://teachingcouncil.nz/content/our-code-our-standards>



# Admission Requirements

## General Admission Requirements

The normal requirement for admission requires applicants to show evidence they have:

- An appropriate bachelor’s degree at Level 7 on the New Zealand Qualifications Framework and/or postgraduate qualification, AND
- A body of knowledge from Levels 5 to 7 or higher in support of New Zealand Curriculum learning areas for at least one Year 7-10 teaching subject/s and at least one Year 11-13 teaching subject/s, OR
- For language teaching: native or fluent reading, writing, speaking and listening in the language

The learning areas within the New Zealand Curriculum are:

- English
- Te Reo Māori
- The arts - art history, dance, drama, music, visual arts
- Health and physical education
- Learning languages - Cook Island Māori, French, German, Japanese, Korean, Latin, Lea Faka-Tonga, NZ Sign Language, Mandarin, Samoan, Spanish
- Mathematics and statistics
- Science - science, biology, chemistry, physics
- Social sciences - accounting, business, classics, economics, geography, history, legal, media, philosophy, psychology, religious education, social studies, sustainability
- Technology - bio and chemical, design and visual communication, digital (computer science, information, infrastructure, media, programming), electronics, food, manufacturing, textiles, resistant materials

It is recommended that applicants wishing to teach less common specialist subjects, such as religious education, philosophy, psychology, environmental studies (Education for Sustainability), are capable of teaching in another learning area as well, based on their previous study, or language fluency. For language teaching: near-native or fluent proficiency in reading, writing, speaking and listening in the language must be evidenced. Laidlaw College provides support for applicants when choosing teaching subjects.

## References

As part of the application process, all applicants are required to arrange for two confidential written referee reports to be sent directly to Laidlaw College.

## Visual Interview

All applicants for the Bachelor of Education and Graduate Diploma in Education are required to have a visual interview

by panel. The panel consists of a Runanga delegate, member of the teaching profession, and a Laidlaw teacher educator. The interview determines:

- The applicant’s disposition to teach, through judging their ability to meet the values that underpin Our Code Our Standards
- The applicant’s ability to meet the Code of Professional Responsibility in a supported environment
- Vulnerable Children’s Act risk assessment (interview component) AND
- Other relevant matters

## Our Code Our Standards

Students should read the Code and Standards prior to their interview. Our Code Our Standards may be accessed on the Teaching Council of Aotearoa website at: <https://teachingcouncil.nz/content/our-code-our-standards>

Prospective students must be committed to the following values:

- **Whakamana** - empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- **Manaakitanga** - creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
- **Pono** - showing integrity by acting in ways that are fair, honest, ethical and just, **AND**
- **Whanaungatanga** - engaging in positive and collaborative relationships with learners, their families and whānau, colleagues, and the wider community

## Literacy and Numeracy Testing

All applicants for the Bachelor of Education and Graduate Diploma in Education are required to undergo a literacy and numeracy assessment.

- Candidates must score step 4 in the TEC literacy (reading and writing) assessment to enter the programme
- Candidates must score step 5 in the TEC numeracy assessment to enter the programme

## Special Admission

For applicants who do not meet the above requirements, possible study options can arise depending on the assessment and interview result:

- An offer of entry to a level 4 programme
- An offer of entry to Diploma in Christian Education
- An offer of entry to another Laidlaw programme

## English Language Requirements

English Language Requirements for the Bachelor of Education [Primary] and the Graduate Diploma in Education [Secondary] follows the Teaching Council of Aotearoa New Zealand requirements for preservice teachers. As such, one of the following types of evidence must be provided to demonstrate English language competency:

- The New Zealand University Entrance literacy credits at either NCEA level 2 or 3 OR
- New Zealand University Entrance OR
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of current University Entrance OR
- International Baccalaureate full diploma in English medium (24 points minimum) OR
- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements OR
- All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa\* OR \* candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)
- Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa OR

- Awarded a Bachelor's degree, Bachelor with Honours degree, Graduate Certificate, Postgraduate Certificate, Master's degree at NZQF level 7 or up which:
- Took two or more years of full-time study to complete and
- Was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings and was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa.

- Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) OR.
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) OR
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) OR
- Achieved an outcome in one of the following approved tests which is equivalent to or better than those specified (see table) within the past two years.

## Police Clearance

All education applicants must complete a Police Vetting Service Request and Consent form as part of their application. All international applicants for the BEd and GradDipEd must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years. This overseas police clearance should be less than 6 months old and be presented at the time of application. This is to meet the requirements of the Vulnerable Children Act 2014.

Any education student charged with an offence during their programme of study must disclose the charge in writing to the Head of Education within 3 working days.

TEST	LISTENING	READING	WRITING	SPEAKING	OVERALL MARK (in one test)
Minimum of					
Cambridge English exams C2 Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams B2 First (FCE)	185	185	185	185	185
International English Language Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language Proficiency Rating (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	65	65	65	65	65
TOEFL	24	24	27	23	94
TRINITY ISE III (3)	pass with merit	pass with merit	pass with merit	pass with merit	pass with merit

# “EDUCATION IS NOT THE FILLING OF A PAIL, BUT THE LIGHTING OF A FIRE.”

**This quote (by William Yeats) formed the foundation of our learning as Teacher Education students at Laidlaw, and is one that has transformed my teaching practice. To inspire learning and creativity, and to authentically engage with the children in my classroom (in all their diversity) is the greatest joy!”**

**Janai Calvert**  
New Entrants Teacher at  
Sunnyvale Primary School

## Transport to Professional Learning Experience Placements

All students in the DipCEd, BEd and GradDipEd must be able to travel to attend professional learning experience placements and are responsible to organise their own transport. However, the Practicum Coordinator or Programme Lead will prioritise placements at schools and centres local to students if possible.

## Cultural Understanding

### Te Tiriti o Waitangi

Laidlaw College believes strongly in the fostering of bicultural understanding as part of its affirmation of the Treaty of Waitangi. The Treaty of Waitangi is foundational for the Code and Standards of the Teaching Profession and for Laidlaw's education programmes. The college is proud to have strong leadership from the Rūnanga. The Rūnanga provides guardianship for the college and in particular the education faculty in relation to Mātauranga Māori, Te Reo Māori, Te Ao Māori and maintaining Te Tiriti O Waitangi. The Rūnanga and Māori student support team play a specific role in supporting Māori education students to success.

With the guidance of the lead Bicultural Advisor/Kaumātua, education students engage in a variety of bicultural experiences, learning and reflection. All education students attend noho marae during their programme of study. In preparation for noho marae, students attend a series of classes designed to equip them with a basic understanding of Te Reo and Tikanga, in order that they can participate in the formal protocols of the marae. For DipCEd and BEd students in Education, this is a structural part of the 907.515 Bicultural Relationships course. For GradDipEd students, this introduction to Te Reo and Tikanga is integrated in the 890.730 Ako course.

Te Reo Māori is a requirement for all student teachers in New Zealand. At Laidlaw College all BEd and GradDipEd students will engage in Te Reo Māori diagnostic testing soon after entry and be supported by a Kaiako in Te Reo Māori learning to a minimum of level 3 in Te Aho Arataki Marau (the te reo Māori Curriculum for English Medium Settings) <https://tereomaori.tiki.org.nz/Curriculum-guidelines>

The education faculty is committed to the objectives of Ka Hikitia - The Māori Education Strategy and Tataiako - Cultural Competencies for Teachers of Māori Learners. <https://teachingcouncil.nz/assets/Files/Code-and-Standards/Tataiako.pdf>

### Pasifika Council

The Laidlaw Pasifika Council is a Pasifika Caucus advising on strategic direction, pathways, programmes; and supporting the development of Laidlaw Pasifika initiatives in the wider community and across the Pacific region. It was established with the purpose of providing cohesive governance for Pasifika students, staff and all Pasifika initiatives. It has strategic overview and responsibility of developing a 20-year Laidlaw Pasifika Strategic plan for Laidlaw. The education programmes embrace Tāpasa: (see teaching council link above).



Modes of Delivery

Mode 1	Weekly morning, afternoon or evening lectures over one semester (blended learning).
Mode 2	Weekly morning, afternoon or evening lectures plus professional learning experience (blended learning).
Mode 3	A fortnightly series of collaborative teaching and learning seminars (blended learning). May include professional learning experiences.
Mode 4	Practicum, including introductory workshop and concluding debrief.
Mode 5	Distance learning*

\*including content delivered via Moodle, video with screen sharing tutorials, access to Teams discussion groups (student to student and student to lecturers), forums, selection of various assignment components, and connection with student support services as needed.

Programme Guide

Programme Requirements for Students Enrolling in the DipCEd

The diploma consists of a total of 120 credits, comprising foundational courses in theology, teaching and learning.

Foundations	Primary Education Track
215.515 Beginning Theology 851.515 Innovative Teaching and Learning 855.515 Inclusive Education 857.515 Human Development 907.515 Bicultural Relationships	850.515 Reflective Practices (Primary) 852.515 Developing Numeracy 853.515 Developing Literacy
75 credits	45 credits
TOTAL 120 CREDITS	

Programme Requirements for Students Enrolling in the GradDipEd

The graduate diploma is a prescribed teacher education programme of study. It is made up of a total of 135 credits at NZQF level 7. The programme consists of 6 courses, comprising linked theory and praxis.

	Semester One	Semester Two
Theory	893.730 Ako 878.715 Mātauranga Māori	881.715 Teaching as Inquiry 883.715 Ethics and Education
Professional Learning Experiences	891.730 Praxis 1	892.730 Praxis 2
	75 credits	60 credits
TOTAL 135 CREDITS		

Programme Requirements for Students Enrolling in the BEd Programme

The Bachelor of Education [Primary] is a prescribed primary teacher education programme of study. It is made up of 360 credits at levels 5, 6 & 7. It is drawn from three strands (theory, curriculum, practice) integrated throughout by rich theological conceptions. It comprises both theoretical and practice components and requires three years of full-time study (part-time is available).

Year of Study	Number of Courses	Credits	NZQA Levels
Year One	8 Courses	120	5
Year Two	8 Courses	120	6
Year Three	8 Courses	120	6 & 7
Total	24 Courses	360	

Year 1	Year 2	Year 3
215.515 Beginning Theology* 850.515 Reflective Practices 851.515 Innovative Teaching 852.515 Developing Numeracy 853.515 Developing Literacy 855.515 Inclusive Education 857.515 Human Development 907.515 Bicultural Relationships	861.615 Critical Mathematics Education 862.615 Teaching & Learning English 863.615 Arts Education 865.615 Literacy and Numeracy Practices 866.615 Curriculum and Community Practices (or 868.615 Education for Community Development) 867.615 Learning about Science and Technology 869.615 Mahi Tahī: Relational Approaches to Learning 873.615 Learning about People and Place	864.615 Learning and the Body 876.715 Responsive Practices 877.715 Inquiring Teacher Practices 878.715 Mātauranga Māori 880.715 Critical Pedagogy 881.715 Teaching as Inquiry 882.715 Tūmanako: Theology & Education 883.715 Ethics and Education
8 courses @ 15 credits	8 courses @ 15 credits	8 courses @ 15 credits

\* Or other Theology course as specified by the Head of the School.



# General Information

## Course Numbering and Credit System

The Laidlaw course numbering system follows this pattern:

- The first digit indicates the field of study (e.g. 1 = Biblical Studies, 8 = Education, 9 = Counselling).
- The second and third digits further define the level and/or subject area (e.g. 120 = Old Testament).
- The first digit after the decimal point indicates the National Qualifications Framework level.
- The second and third digits after the decimal point indicate the credit value of the course (e.g. 15 = 15 credits, 30 = 30 credits).
- One credit is equivalent to ten hours of learning. A 15 credit course = 150 hours of learning.

## General Information and Regulations

General Information and regulations governing academic life at Laidlaw College can be viewed online at [www.laidlaw.ac.nz/gen-regs](http://www.laidlaw.ac.nz/gen-regs)

# Courses offered in 2021

Level 5 - Foundations	
215.515	Beginning Theology   S1/SS
850.515	Reflective Practices   S2
851.515	Innovative Teaching   S1
852.515	Developing Numeracy   S2
853.515	Developing Literacy   S2
855.515	Inclusive Education   S1
857.515	Human Development   S1
907.515	Bicultural Relationships   S2

Level 6	
861.615	Critical Mathematics   S1
862.615	Teaching & Learning English   S1
863.615	Arts Education   S2
864.615	Learning & the Body   S1
865.615	Literacy and Numeracy Practices   S1
866.615	Curriculum and Community Practices   S2
867.615	Learning about Science & Technology   S1
869.615	Mahi Tahi: Relational Approaches to Learning   S1
873.615	Learning about People and Place   S2

Level 7	
876.715	Responsive Practices   S1
877.715	Inquiring Teacher Practices   S2
878.715	Mātauranga Māori   S1
880.715	Critical Pedagogy   S1
881.715	Teaching as Inquiry   S2
882.715	Tūmanako: Education & Theology   S2
883.715	Ethics & Education   S2
891.730	Praxis 1   S1
892.730	Praxis 2   S2
893.730	Ako   full year

S1 = Semester 1 | S2 = Semester 2 | SS = Summer Semester





“From a framework of a Christian ethics of hope, programmes in the School of Social Practice engage in the in-between space of what is and what could be.

**IN PARTICIPATION  
WITH DIVINE LOVE, AND  
WITH ATTENTION TO  
CREATIVE THINKING,  
RELATIONSHIPS AND  
PRACTICE, WE HAVE  
THE POTENTIAL TO  
MAKE OUR HOPE REAL.”**

Yael Klangwisan, 2020 Senior Lecturer  
School of Social Practice



## ENCOUNTER

The College seeks to practice education in response to the triune God who is revealed to humanity through Christ. Encounter with God, people and ideas is crucial if our lives are to be formed in faithfulness, hope and love for the renewal of the churches and communities in which we participate.



# Course Descriptions

## 215.515 BEGINNING THEOLOGY

This course introduces students to the theological reflection, providing opportunities for students to develop basic skills for working with biblical texts and theological ideas and applying those skills in educational contexts.

## 850.515 REFLECTIVE PRACTICES

Reflective Practices is a programme of targeted, integrated, and creative self-analysis with an outward focus on developing practice. This transformative tool brings authentic, positive growth evident in the teaching situation.

## 851.515 INNOVATIVE TEACHING

This course introduces the student to the foundational concepts of teaching competencies and understanding the learner, in the context of the digital age. Digital technologies are changing the way that teachers plan, curate resources, organise content delivery and manage classroom behaviour. Digital devices both make new types of learning activities possible, and at the same time highlight how learner preferences and competencies for digital learning vary. This course will explore these issues, as well as how to maximise motivation for learning in a digital learning environment. The role of assessment of learners' achievement and evaluation of effective teaching and learning in digital environments is also explored.

## 852.515 DEVELOPING NUMERACY

Students will develop a critical understanding of early years numeracy development in New Zealand primary schools and mathematics in the New Zealand Curriculum. Pedagogies and practices for the teaching of mathematics are introduced and the relationship between the mathematics and the digital technologies curriculum is introduced.

## 853.515 DEVELOPING LITERACY

Literacy is foundational to citizenship in society. This course introduces early literacy teaching and learning strategies encompassing oral, written and visual forms of English. The relationship between making meaning and creating meaning in Primary English across levels 1 and 2 of the New Zealand curriculum is clarified. English as an Additional Language (EAL/D) teaching theory is introduced.

## 855.515 INCLUSIVE EDUCATION

This foundational course explores primary education as ako—the flow of teaching and learning, the spiritual nurturing of the child – taha wairua, and whaiwāhitanga – inclusion of all learners. On this platform, a broad understanding of effective and relational pedagogies is developed and connected to inclusive practices, inclusive environments, and inclusive management strategies.

## 857.515 HUMAN DEVELOPMENT

This course surveys contemporary understandings of human development in conversation with Christian theological descriptions of being human.

## 861.615 CRITICAL MATHEMATICS EDUCATION

This course builds upon Developing Numeracy. It is designed to challenge students to critique a range of current pedagogical and social issues in mathematics and statistics education. There is a specific focus on upper primary and intermediate mathematics curriculum knowledge, and on the teaching and learning of statistics from a critical pedagogical perspective.

## 862.615 TEACHING AND LEARNING ENGLISH

The English learning area is structured around the modes of making meaning and creating meaning. This course advances understanding of the relationship between making meaning and creating meaning in Level 3 and 4 of the NZ Curriculum and across all strands. It also includes a focus on how English might be integrated within other learning areas. Advanced strategies for English as an Additional Language (EAL/D) teaching and support are developed.

## 863.615 ARTS EDUCATION

Artistic expression is a way of making meaning of the world in which we live. In this course, students will explore music, drama, dance and visual arts teaching and through a range of experiences enrich their theological understanding of creativity.

## 864.615 LEARNING AND THE BODY

Well-being is both a personal and social responsibility that requires a deep sense of connection between individuals, communities, environments, the wider society and conceptions of God. Students will reflect on learning and its relation to the body and also develop an understanding of the broad principles and key concepts that underpin the notion of Hauora (spiritual, emotional, mental and physical well-being).

## 865.615 LITERACY AND NUMERACY PRACTICES

PRE-REQUISITE: 850.515

CO-REQUISITE: 861.615 & 862.615

The emphasis in this course is on developing effective teaching practices in English and Mathematics and Statistics Learning Areas of the New Zealand Curriculum for early primary. Students will investigate the primary school Numeracy Programmes and inquire into assessment as an integral aspect of fostering improvement in students' learning. Students also have an opportunity to explore the contextual complexities that impact numeracy teaching including the relationship between teaching and faith.

## 866.615 CURRICULUM AND COMMUNITY PRACTICES

PRE-REQUISITE: 850.515

CO-REQUISITE: At least 2 of 863.615, 867.615 or 873.615

The goal of this course is for student teachers to explore effective teaching practices in the Learning Areas of the New Zealand Curriculum. Students will apply professional knowledge and skill to unit planning, teaching a unit and evaluating a unit in a whole class setting. Students will sustain and maintain an effective learning environment across blocks of time and increasing to full class responsibility for 1-2 days. Students will also participate in the school community.

## 867.615 SCIENCE & TECHNOLOGY

This course explores Science and Technology in the New Zealand Curriculum via inquiry based learning. Students design and undertake a major project that uses technology to investigate a relevant and current scientific issue. The learning areas of Science and Technology are further investigated for their impact on society and in the context of theology.

## 868.615 EDUCATION & COMMUNITY DEVELOPMENT

PRE-REQUISITE: 850.515

CO-REQUISITE: At least 2 of 863.615, 867.615 or 873.615

In this course students will explore theoretical relationships between education and development, and engage in an experience of teaching and learning in a missions, humanitarian (NGO) or development setting.

## 869.615 MAHI TAHI: RELATIONAL APPROACHES TO LEARNING

This course explores relational approaches to classroom management including restorative practices, Positive Behaviour for Learning (PB4L) and Huakina Mai. This course is set in a framework of psychological and theological understandings of relationality.

## 873.615 LEARNING ABOUT PEOPLE AND PLACE

This course explores pedagogies and practices for teaching the Social Sciences. Beginning with the history and geography of Aotearoa New Zealand, the course reflects on interconnections between local and global communities in the areas of culture and identity, place and environment, continuity and change and the economic world. Conceptual understandings and approaches such as social inquiry are investigated. The course provides the opportunity to design quality learning experiences in the social sciences for diverse learners.

## 876.715 RESPONSIVE PRACTICES

PRE-REQUISITE: 866.615 or 868.615 or 865.615

CO-REQUISITE: 878.715

This course has two significant foci. Firstly, participating in the establishment phase of a classroom, student teachers critically reflect on school and classroom organisation to understand the teacher's professional role in enabling learning within a complex environment. Secondly, the student teacher develops culturally responsive pedagogies in the context of diverse classrooms and communities. An outcome in this practicum is to raise achievement levels in Māori and Pasifika ākonga. Student teachers will sustain and maintain an effective learning environment with a minimum of 5 days of full class responsibility. Student teachers continue to critically engage with the concept of teaching as a social practice.

## 877.715 INQUIRING TEACHER PRACTICES

PRE-REQUISITE: 866.615 or 868.615 or 865.615

CO-REQUISITE: 878.715

This course is an opportunity for the student teacher to demonstrate that over a sustained period their teaching practice meets all Graduating Teacher Standards. Drawing on a repertoire of knowledge, practice, professional attributes and a personal philosophy of teaching, the student teacher facilitates classroom learning in a full responsibility capacity over the course of 4 weeks, preceded by a week of orientation and preparation, and including the implementation of a teaching inquiry. Collaboration with their associate teacher is required at all times, with a high standard of professional practice consistent with Our Code Our Standards. Using an inquiry model, students will critically engage with evidence to reflect on and refine their practice. Students will also reflect on the relation between pedagogy, practice and theology of hope.

## 878.715 MĀTAURANGA MĀORI

This course explores the development of Māori Education in Aotearoa New Zealand in the framework of a theology of reconciliation. Recent research is investigated for strategies and practices that support the educational aspirations of ākonga Māori. Ka Hikitia and Tātaiako are engaged. The course also explores pedagogies and principles for the teaching and learning of Te Reo. Students participate in reading, writing and conversational Te Reo to an elementary level.

## 880.715 CRITICAL PEDAGOGY

In this course students will explore the interrelation of social justice, critical pedagogy and primary education in Aotearoa New Zealand. Along with developing a critical theological understanding of social justice, students will also engage with and evaluate the social justice legacy of Christian education and educators in New Zealand and globally.

## 881.715 TEACHING AS INQUIRY

This course explores the place of research and particularly action research (teacher-as-learner) in teaching in Aotearoa New Zealand. Recent research regarding Teacher Learning through Inquiry is evaluated. The relationship between The Teaching as Inquiry Cycle and its impact on teacher practices and learner achievement is investigated.

## 882.715 TŪMANAKO: THEOLOGY AND EDUCATION\*

This course brings together themes of faith, hope and love in theology and educational theory. Theological conceptions of incarnation, resurrection and trinity are explored and connections with philosophies of education are developed.

## 883.715 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.

## 890.730 AKO

Through Ako students develop strong theoretical and theological foundations for their teaching and learning. The course builds understandings of teaching and learning for diverse adolescents in contemporary Aotearoa secondary schools.

## 891.730 PRAXIS 1

Praxis 1 introduces students to the contemporary secondary school classroom. Students link theory to practice considering design for learning, learning focused culture, and culturally-responsive teaching. Throughout the Praxis students spend at least two days a week in school, engaging with classroom establishment, observing learners, and developing their teaching of lessons. Engagement with the wider school community is an important feature of this Praxis.

## 892.730 PRAXIS 2

During Praxis 2 students spend modules of at least two days a week in school, moving from teaching sequences of two lessons to planning and teaching units comprising multiple lessons, across multiple classes each day. The focus of this practicum is linking theory to practice in the areas of NCEA teaching, assessment, and innovative teaching for Years 7-10.

## 907.515 BICULTURAL RELATIONSHIPS

This course introduces students to personal and corporate responsibilities and obligations under the bicultural agreement of Te Tiriti O Waitangi including ministry practices using Tikanga Māori and Te Reo Māori.





# FORMATION

The world needs leaders who are articulate and skilful but also people of conviction, courage, kindness and wisdom. The transformation of life and the formation of leaders is integral to our educational practice and our special character as an institution. Spiritual formation is integral to our undergraduate programmes.

## EDUCATION FACULTY



**Nigel Smith**  
Acting Head of School  
E: nsmith@laidlaw.ac.nz



**Miriam Fisher**  
Lecturer (Christchurch)  
E: mfisher@laidlaw.ac.nz



**Sam Burrows**  
Lecturer  
E: sburrows@laidlaw.ac.nz



**Wendy Fowler**  
DipCEd Programme Lead  
E: wfowler@laidlaw.ac.nz



**Yvonne Burrows**  
Practicum Coordinator  
E: yburrows@laidlaw.ac.nz



**Dr Eunice Gaerlan-Price**  
BEd Programme Lead  
E: eprice@laidlaw.ac.nz



**Jeanette Cole**  
Administrator,  
School of Social Practice  
E: jcole@laidlaw.ac.nz



**Tracey Hunt**  
Administrator,  
School of Social Practice  
E: thunt@laidlaw.ac.nz



**Kate Elder**  
Lecturer (Christchurch)  
E: kelder@laidlaw.ac.nz



**Lorraine Taogaga**  
Kaiwhakaako reo Māori  
E: ltaogaga@laidlaw.ac.nz



**Karen Finn**  
GradDipEd Programme Lead  
E: kfinn@laidlaw.ac.nz



# EXPERIENCE IT FOR YOURSELF

## Want to find out more?

### *Plan a Visit*

There's no better way to find out what Laidlaw College is like, than to see it for yourself! Come and be a "Student for a Day" on any of our campuses and experience firsthand what our classes, staff and great community are like. We'd love to meet you! To become a "Student for a Day" contact us by calling 0800 999 777 or email [info@laidlaw.ac.nz](mailto:info@laidlaw.ac.nz).

### *Check out our website*

The Laidlaw website was designed especially for potential students. You will find some great audio-visual content and all the information you need about our programmes, staff, campuses and facilities. You can also visit our Facebook page to find out what's happening at Laidlaw College on a day-to-day basis.

### *Attend Events on Campus*

We frequently host events that are open to the public, so if you live in Auckland or Christchurch, this is a great way to begin participating in College life. For those who can't be with us in person, we often film events or interviews with visiting scholars. Keep an eye on the website and our Facebook page to find out about upcoming events and recently uploaded videos.

## Ready to Apply?

If you've decided on a programme of study and you're ready to apply, you can apply online by visiting [www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)

For information about fees, please see the full Fees Schedule online at [www.laidlaw.ac.nz/fees](http://www.laidlaw.ac.nz/fees)  
If you still have questions and would like to talk to someone, please contact us by calling 0800 999 777 or email [info@laidlaw.ac.nz](mailto:info@laidlaw.ac.nz).







# GRADUATION

The graduation ceremony is the climax of our academic year. Together we give thanks to God, celebrate student achievement and make an ongoing commitment to partner with graduates as, through their work and contribution to society, they seek to bring renewal to communities throughout Aotearoa New Zealand and nations around the world.

01 Nov 2020	S1 2021 International Applications close
01 Nov 2020	S1 2021 International Scholarship Applications close
04 January 2021	Domestic S1 2021 Early Applications close
04 January 2021	Domestic S1 2021 Graduate Diploma in Education Applications close
18 January 2021	Graduate Diploma in Education begins
22 January 2021	S1 2021 Domestic Counselling & Teaching Applications close
25 January 2021	BEd Year 3 begins
29 January 2021	S1 Domestic Theology applications close
01 February 2021	Auckland Anniversary
06 February 2021	Waitangi Day
08 February 2021	Waitangi Day observed
12 February 2021	S1 2021 Late Applications close
12 February 2021	Non-Formal/Interest Only S1 2021 applications close
22 February 2021	Semester One begins
22 February 2021	Online Orientation begins
22-26 February 2021	Orientation week All campuses
26 February 2021	S2 2020 Supplementary Exams
07 March 2021	Course add/delete end date
14 March 2021	Programme withdrawal end date
15 March 2021	Semester 2 Applications open
22-26 March 2021	Intensives Week
23-25 March 2021	BEd noho marae
02 April 2021	Good Friday
05 April 2021	Easter Monday
06 April 2021	Easter Tuesday
18-30 April 2021	Mid Term break
25 April 2021	ANZAC Day
26 April 2021	ANZAC Day observed
01 May 2021	S2 International Applications close
16 May 2021	Returning students S2 course selections open
28 May 2021	Domestic Early Applications close
07 June 2021	Queen's birthday
08 June 2021	S1 2021 Course evaluations open
18 June 2021	S2 2021 Domestic Counselling & Teaching Applications close
25 June 2021	S2 2021 Domestic Theology Applications close
25 June 2021	Semester One ends
27 June – 16 July 2021	Mid-Year Break

## KEY DATES 2021

### SEMESTER ONE 2021

#### **HENDERSON & DISTANCE LEARNING**

P +64 9 836 7800  
E [henderson@laidlaw.ac.nz](mailto:henderson@laidlaw.ac.nz)

80 Central Park Drive, Henderson  
Private Bag 93104, Henderson  
Auckland 0650, New Zealand

#### **MANUKAU**

P +64 9 905 4960  
E [manukau@laidlaw.ac.nz](mailto:manukau@laidlaw.ac.nz)

20A Amersham Way, Manukau  
PO Box 97704, Manukau City  
Auckland 2241, New Zealand

#### **CHRISTCHURCH**

P +64 3 354 4270  
E [chch@laidlaw.ac.nz](mailto:chch@laidlaw.ac.nz)

70 Condell Avenue, Papanui  
Christchurch 8053, New Zealand



[www.laidlaw.ac.nz](http://www.laidlaw.ac.nz) | [info@laidlaw.ac.nz](mailto:info@laidlaw.ac.nz) | 0800 999 777



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