



LAIDLAW  
COLLEGE

TE WANANGA AMORANGI

# 2018

Education  
School of  
Social Practice

ENCOUNTER

LOVE

EQUIP

LEAD

[www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)



# Our Vision

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

# Our Mission

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.



# WELCOME

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.

*E Te Matatuhi  
o Te Ao me Te Po  
o Te Rangi me Te Whenua.  
Whakanakana mai,  
tiro tiro haere ake  
Mai runga ki raro  
Ki tau ake orokohanga.*

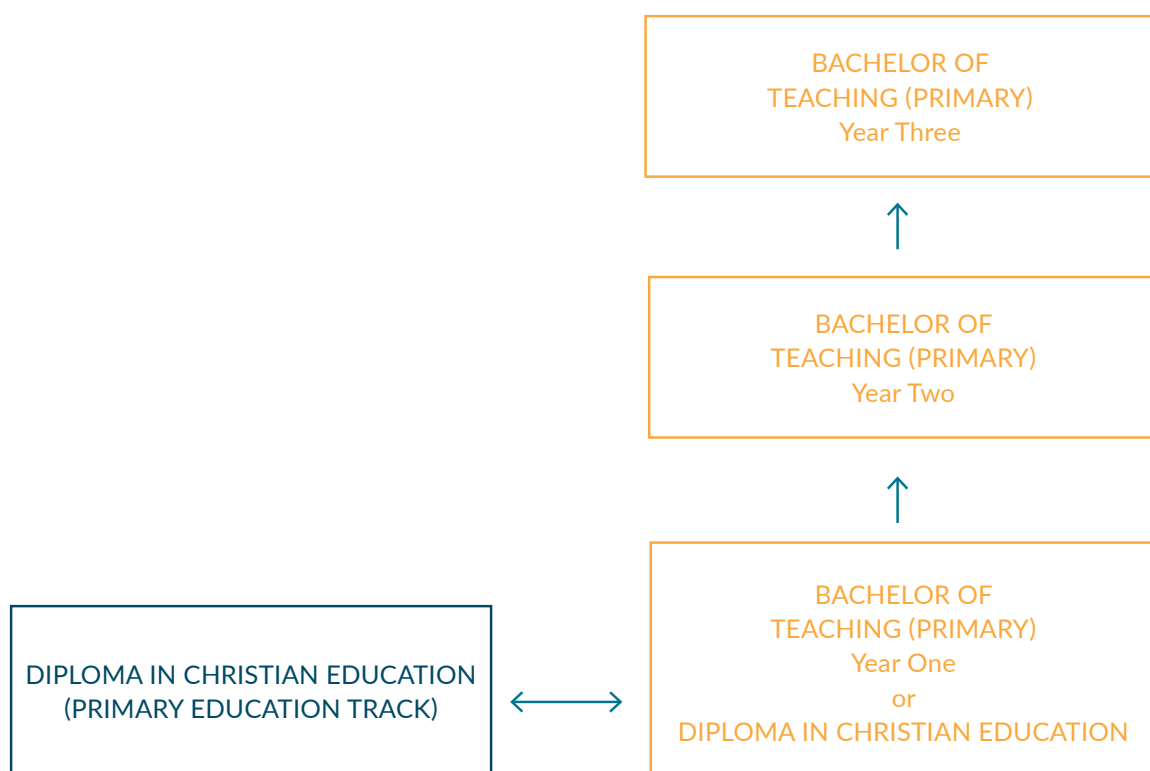
*Hiihira ana Te Rangi  
Haruru ana Te Papa  
Ki Te Atatu  
E whiti ana Te Ra  
Kia torohia nga hihi a te Ra  
Ki te hunga e tatari ana.*

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

*Kia mau pu ki te kupu o te ora  
Hai Tuapapa  
Hai Tuakiri  
Hai orange  
Mai te Tama A Te Atua,  
Te Ariki.  
Amine*

# STUDY PATHWAYS

Teacher Education at Laidlaw College consists of a team of inspirational, experienced teacher educators and a vibrant and proactive student body. The teacher education faculty are committed to the preparation of graduate teachers who will embody the Christian vision of Laidlaw College as well as meet the standards of the Education Council Aotearoa New Zealand. The Bachelor of Teaching (Primary) is an applied degree that invites graduates to a pedagogy and theology of hope, which inspires their presence in the classroom, the way they encounter children and whānau, their valuing of teaching, learning and knowledge. The Diploma in Christian Education provides students with a foundation in educational principles in dialogue with the fundamentals of theology and Christian faith.



# CONTENTS

## PROGRAMMES

Certificate in Study and Career Preparation	4
Diploma in Christian Education	5
Bachelor of Teaching (Primary)	6

## GENERAL INFORMATION

Programme Requirements	13
Courses Offered in 2018	14
Course Descriptions	17
Admissions Requirements	22
Experience it for yourself	27
Key Dates	29

*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.*

# CERTIFICATE IN STUDY AND CAREER PREPARATION (Level 4, 60 credits)

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 or Basics of Christian Life; and Faith in Action.

# 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:	\$5,970 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, children's ministry workers, home educators or in community education programmes, both in New Zealand and international settings.

## 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 an educational profession, for example teacher aiding, student support or tutoring across a range of 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!

Students may choose to study either the Primary Education track which prepares them for work in a classroom or home schooling setting, or the Children's/Youth Ministry track which is ideal preparation for church or community work. Students who complete the DipCEd (Primary Education track) may apply to enter the second year of the Bachelor of Teaching (Primary).

# Bachelor of Teaching [Primary] (BTeach)

## 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
Tuition Fee:	\$5,856 (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

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

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*“There is no change without dream,  
as there is no dream without hope.”*

Paulo Freire  
Pedagogy of Hope

## OUTLINE

The Bachelor of Teaching (Primary) is an NZQA accredited qualification recognised and approved by the Education Council Aotearoa New Zealand. It involves on-campus and school-based study, supported independent learning, and practicum. It is a professional degree that leads to a career in primary teaching in New Zealand. The Bachelor of Teaching (Primary) is currently offered at the Henderson campus.

The programme is designed to provide full professional pre-service teacher education richly integrated with 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, from the place of a meaningful and hopeful orientation towards society and the world.

Throughout the programme students develop and critically engage professional philosophies, knowledge and practices of teaching. It is a dynamic and grounded course of study that produces inspiring and creative primary school teachers capable of drawing the next generation to their potential.

The Bachelor of Teaching (Primary) is designed to develop ethical, inspirational and professionally reflective teachers. These teachers celebrate and educate children in wisdom and knowledge, and in responsive collaboration with whanau, community and other agencies.



## 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 professional formation, knowledge, practices, attributes and values that are consistent with the Graduating Teacher Standards: Aotearoa New Zealand (Education Council Aotearoa New Zealand, 2007) and the Standards for the Teaching Profession (Education Council Aotearoa New Zealand, 2017).

Graduating students will be qualified to register as teachers in New Zealand for primary and intermediate in public, integrated and private schools. Our graduates are knowledgeable, critically reflective practitioners who can integrate theory and practice in teaching from a place of knowledge of the world and an 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.

## PROGRAMME INFORMATION

### Study Locations

The Bachelor of Teaching (Primary) 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 Leader 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 Leader, but the degree must be completed within a timeframe of six 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 Teaching (Primary) programme at mid-year can be on a full-time or part-time basis.

### Academic Year Structure

Please refer to the 2018 Key Dates on the inside back cover of this handbook.

### Schedule of Courses and Dates

A schedule is provided during orientation which includes all the course dates, the Marae visit, the BTeach camp 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 a one-day Orientation programme which provides incoming students with an orientation to study at Laidlaw College.

### School of Social Practice (SSP) Orientation Day

In addition to the general Laidlaw Orientation, the SSP has its own orientation day. Important information regarding courses and programme structure is discussed on this day so it is imperative that new students attend. You will receive details about Orientation once you are accepted into the programme.

### Outdoor Education/Student Camp

Following SSP orientation, the Teacher Education students attend a student-led outdoor education experience and camp. Planning and running a camp is a regular feature of primary and intermediate schools. Final year Teacher Education students plan and run the camp on behalf of the entire programme. All teaching students are required to attend. Further details including costs will be provided at Orientation.

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*“The Bachelor of Teaching (Primary) 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  
Bachelor of Teaching (Primary)  
Graduate



“

*I love the relational aspect that Laidlaw brings to the teaching programme. The lecturers are passionate and will go out of their way to help you. The classes are small, so we have become a family - helping and supporting each other through the ups and downs of study, and towards the final goal of getting our degree.*

Miah Tagaloa  
Bachelor of Teaching (Primary)  
Graduate



## Workload and Programme Structure

Full-time study requires a commitment of at least 40 hours per week. Part-time work needs to be carefully considered particularly in Years Two and Three with practicum commitments. Also:

- School based learning and Practicum is a requirement and students spend approximately 25 weeks teaching in schools during the programme.
- A Marae visit in the 907.515 Bicultural Relationships course is undertaken in Year One and involves a weekend stay on a Marae in the second semester. Dates will be provided and there is a nominal cost.

## Attendance

Laidlaw's policy requires a minimum of 80% attendance at all classes. Students who do not achieve 80% attendance at on-campus courses will not progress into school-based learning and practicum.

## School-Based Learning and Practicum

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 Teaching (Primary) programme. There are 25 weeks of school-based learning and practicum in the Bachelor of Teaching (Primary) degree.

In Year One students participate in approximately four weeks of School-Based Learning in local primary schools as part of 850.515 Reflective Practices, 851.515 Innovative Teaching and Learning, 855.515 Inclusive Pedagogies. In Year Two and Three curriculum courses there are further School-Based learning opportunities where theory is applied in the primary classroom setting.

In Practicum courses, students are placed in approved primary and intermediate schools by the Practicum Manager. Students must participate in a variety of teaching and learning experiences so they should expect placements in different kinds of school settings (Christian, integrated, special context, public, decile), as well as an experience in junior primary, senior primary and intermediate.

While on practicum students are supervised by a registered teacher (the Associate Teacher) and are supported by the Practicum Manager and Lecturers who will visit, provide weekly feedback and further support as needed. Students use e-portfolio to collate and exhibit their practicum learning.

The practicum programme in the degree consists of 6 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.

Numeracy Practices and Literacy Practices are practicum courses in Year Two that focus on English and Mathematics Learning Areas in the New Zealand Curriculum. Curriculum and Community Practices develops a student teacher's ability to teach other curriculum areas as well as contribute in the school community. Responsive Practices and Graduating Teacher Practices have core focus on demonstrating the Graduating Teacher Standards and particularly culturally responsive pedagogy and evidence-led teaching. In the final practicum the student must demonstrate sustainability and leadership of a whole classroom across a minimum block of 15 days.

The final task of Graduating Teacher Practices is a Viva Voce, or oral examination, by a panel made up of teacher education faculty, where graduating teachers will present their learning and be examined against the Graduating Teacher Standards (Education Council Aotearoa New Zealand).

## Missions Practicum

In special circumstances, 868.615 Education and Development may be selected instead of Curriculum and Community Practices. Education and Development is undertaken in a humanitarian or missions setting. This must be approved by both Practicum Manager and Head of School. Students undertaking the missions practicum will partner with SIM mission agency.

## Limit on Study Load

Please refer to the General Information and Regulations document for information about students' responsibilities regarding how their study load affects their eligibility for student loans and allowances. This document is available online at [www.laidlaw.ac.nz/gen-regs](http://www.laidlaw.ac.nz/gen-regs)

## Additional Costs

### Transport

All students must be able to attend placement at their allocated school and are responsible to organise their own transport. However, the Practicum Manager will prioritise placements at schools local to students if possible.

### Textbooks

- Students are required to purchase the critical key texts.
- Texts typically cost between \$25 and \$50.
- An approximate cost is \$1,000 - \$2,000.

A full fees schedule can be found at [www.laidlaw.ac.nz/fees](http://www.laidlaw.ac.nz/fees)

## Graduation

Please note that all students must apply to graduate. Please refer to the General Information and Regulations document for further details. This document is available online at [www.laidlaw.ac.nz/gen-regs](http://www.laidlaw.ac.nz/gen-regs)

## Independent Learning Plan (ILP)

The purpose of an independent learning plan is to formalise processes to support students who are not achieving at an expected level. It may also be used to support students achieving

marginal pass grades in the hope to provision them to achieve at a higher level.

Students may be identified on the basis of their grades – C or below – or other factors impacting on her/his ability to undertake safe and effective teaching practice to the level expected in relation to where they are in the programme.

Identified students will be invited to a review meeting preferably with two Programme faculty members. The review meeting aims to develop a learning plan.

Staff carrying out review meetings will have the responsibility to ensure student files are kept up-to-date with notes from meetings and individual plans and goals agreed upon. They also have the responsibility to report back in Programme faculty meetings where necessary.

## STUDENT SUPPORT

Along with Laidlaw College's excellent student support services the School of Social Practice has a dedicated Tutor. The tutor provides weekly workshops and individual sessions at both Henderson and Manukau campuses, as needed, and also assists in videoconferenced courses. All students in the programme are welcome to attend the weekly study skills and support workshops and to also book individual appointments for pastoral and study support. Any student whose attendance or achievement in the programme is identified as at-risk, or who is on an ILP, will be formally added to the Support Register, which enables the Tutor to follow up with both pastoral and study help. Students on the support register will be required to attend weekly workshops until their studies get back on track.

## ADMINISTRATIVE SUPPORT

The School of Social Practice Office is open from 8:30 am – 5:00 pm to provide a first port of call for Social Practice students.



## COMMUNITY BUILDING

Many formal and informal opportunities for organic community building exist within the programme. The BTeach camp is one such occasion, providing an opportunity for third year education students to demonstrate outdoor education leadership. Following camp, students have many opportunities to meet and enjoy social events organised by the college community or the school.

## Modes of Delivery

Mode 1	weekly morning, afternoon or evening lectures over one semester. May involve video conferenced delivery.
Mode 2	weekly morning, afternoon or evening lectures plus school-based learning. May involve video conferenced delivery.
Mode 3	intensive block of teaching with required reading and/or assignments prior to and following the teaching seminar.
Mode 4	transition workshop plus block practicum.
Mode 5	distance learning





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“Education is not the filling of a pail, but the lighting of a fire” (William Yeats). This quote 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

## PROGRAMME REQUIREMENTS

### 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 and the option of either the Primary Education track or Children's/Youth Ministry track.

FOUNDATIONS	PRIMARY EDUCATION TRACK	CHILDREN'S/YOUTH MINISTRY TRACK
215.515 Beginning Theology	850.515 Reflective Practices	401.515 Formation
851.515 Innovative Teaching and Learning	852.515 Mathematics 1	460.515 Journeying into Ministry
855.515 Inclusive Pedagogies	853.515 English 1	500.515 Youth Ministry Introduction OR 530.515 Ministry with Children and Families
857.515 Human Development		
907.515 Bicultural Relationships		
<b>75 CREDITS</b>	<b>45 CREDITS</b>	<b>45 CREDITS</b>
<b>TOTAL 120 CREDITS</b>		

### Programme Requirements for Students Enrolling in the full BTeach Programme

The Bachelor of Teaching (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 framed throughout by rich theological foundations. It comprises both taught and practical 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
<b>TOTAL</b>	<b>24 COURSES</b>	<b>360</b>	

YEAR 1	YEAR 2	YEAR 3
<ul style="list-style-type: none"> <li>• 215.515 Beginning Theology*</li> <li>• 850.515 Reflective Practices</li> <li>• 851.515 Innovative Teaching and Learning</li> <li>• 852.515 Mathematics and Statistics 1</li> <li>• 853.515 English 1</li> <li>• 855.515 Inclusive Pedagogies</li> <li>• 857.515 Human Development</li> <li>• 907.515 Bicultural Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• 840.615 Numeracy Practices</li> <li>• 841.615 Literacy Practices</li> <li>• 861.615 Mathematics and Statistics 2</li> <li>• 862.615 English 2</li> <li>• 863.615 The Arts</li> <li>• 866.615 Curriculum and Community Practices (or 868.615 Education &amp; Development)</li> <li>• 867.615 Science &amp; Technology</li> <li>• 873.615 Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• 864.615 Health &amp; PE</li> <li>• 876.715 Responsive Practices</li> <li>• 877.715 Graduating Teacher Practices</li> <li>• 878.715 Māori and Pasifika Education</li> <li>• 880.715 Critical Pedagogy</li> <li>• 881.715 Teaching as Inquiry (or 885.715 Research Topic)</li> <li>• 882.715 Tumanako: Theology &amp; Education</li> <li>• 883.715 Ethics and Education*</li> </ul>
<b>8 COURSES @ 15 CREDITS</b>	<b>8 COURSES @ 15 CREDITS</b>	<b>8 COURSES @ 15 CREDITS</b>

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



# GENERAL INFORMATION

## BICULTURAL UNDERSTANDING

Laidlaw College believes strongly in the fostering of bicultural understanding as part of its affirmation of the Treaty of Waitangi. Students involved in undergraduate programmes generally include the Laidlaw-arranged Marae visit in their programme of study.

In preparation for the Marae visit, 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. This is a structured part of the 907.515 Bicultural Relationships course.

## 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 = Teacher 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 2018

LEVEL 5 – Foundations		LEVEL 6		LEVEL 7	
215.515	Beginning Theology	840.615	Numeracy Practices	876.715	Responsive Practices
851.515	Innovative Teaching and Learning	841.615	Literacy Practices	877.715	Graduating Teacher Practices
855.515	Inclusive Pedagogies	861.615	Mathematics and Statistics 2	878.715	Māori and Pasifika Education
857.515	Human Development	862.615	English 2	880.715	Critical Pedagogy
907.515	Bicultural Relationships	863.615	The Arts	881.715	Teaching as Inquiry OR
Primary Education Track or BTeach		866.615	Curriculum and Community Practices OR	885.715	Research Paper (full year by distance learning)
850.515	Reflective Practices	868.615	Education and Development	882.715	Tūmanako: Education and Theology
852.515	Mathematics and Statistics 1	867.615	Science and Technology	883.715	Ethics and Education
853.515	English 1	873.615	Social Sciences		
Children's/Youth Ministry Track					
401.515	Formation				
460.515	Journeying into Ministry				
500.515	Youth Ministry Introduction OR				
530.515	Ministry with Children and Families				



# 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.



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*“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 knowledge, relationships and practice, we have the potential to make our hope real.”*

Yael Klangwisan  
Co-Head of School  
School of Social Practice

# COURSE DESCRIPTIONS

## GRADUATING TEACHER STANDARDS

<b>Standard 1</b>	Graduating teachers know what to teach
<b>Standard 2</b>	Graduating teachers know about learners and how they learn
<b>Standard 3</b>	Graduating teachers understand how contextual factors influence teaching and learning
<b>Standard 4</b>	Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment
<b>Standard 5</b>	Graduating Teachers use evidence to promote learning
<b>Standard 6</b>	Graduating teachers develop positive relationships with learners and the members of learning communities
<b>Standard 7</b>	Graduating teachers are committed members of the profession

### 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 everyday contexts.

### 271.615 Gospel and Culture

This course introduces students to theological integration by exploring how the Gospel, rooted in the Biblical narrative, informs all areas of life in contemporary culture and society. Students are introduced to tools and techniques to faithfully “read the signs of the times” in both Aotearoa New Zealand and global contexts, and to evaluate how the Gospel might be expressed authentically and creatively across disciplines and contexts.

### 401.515 Formation

This course aims to help students’ spiritual formation, through engagement with Scripture and a variety of Christian spiritual traditions, reflection on their own and others’ foundations experiences, and the development of spiritual practices for life and vocation.

### 460.515 Journeying into Ministry

This course introduces students with foundational personal management knowledge for their discipleship journey into ministry to serve the church and the community.

### 500.515 Youth Ministry Introduction

This course introduces students to biblical and theological foundations for youth ministry, including effective and sustainable youth ministry, engagement with theory and practical approaches, and responses to the pastoral needs of young people.

### 530.515 Ministry with Children and Families

This course introduces students to biblical and theological foundations for ministry with children, their caregivers, and wider family units, including effective and sustainable ministry, engagement with theory and practical approaches, and pastoral responses.

### 840.615 Numeracy Practices

**Pre-Requisite: 852.515**

**Co-requisite: 861.615**

**Mode 4**

The emphasis in this course is on developing effective teaching practices in the Mathematics and Statistics Learning Area of the New Zealand Curriculum. Students will investigate the primary school Numeracy Programme 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.

This course engages with **Graduating Teacher Standards 4, 5, 6 and 7**.

### **841.615 Literacy Practices**

**Pre-Requisite:** 853.515

**Co-requisite:** 862.615

#### **Mode 4**

The emphasis in this course is on developing effective teaching practices in the English Learning Area of the New Zealand curriculum. Students will investigate the primary school Literacy Programme and inquire into assessment as an integral aspect of fostering improvement in childrens' learning. Effective strategies for the EAL learner are also implemented and assessed. Students also have an opportunity to explore the contextual complexities that impact literacy teaching including the relationship between teaching and faith.

This course engages with **Graduating Teacher Standards 4, 5, 6 and 7.**

### **850.515 Reflective Practices**

#### **Mode 2**

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.

This course includes a 2 week formal practicum component.

This course engages with **Graduating Teacher Standards 5 and 7.**

### **851.515 Innovative Teaching and Learning**

#### **Mode 2**

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.

This course engages with **Graduating Teacher Standard 2.**

### **852.515 Mathematics and Statistics 1**

#### **Mode 1**

Students will develop a critical understanding of the knowledge, skills and attitudes necessary for the effective teaching and learning of primary mathematics in New Zealand primary schools. There will be a specific focus on numeracy initiatives through thorough study of relevant, current curriculum material.

This course engages with **Graduating Teacher Standards 1 and 2.**

### **853.515 English 1**

#### **Mode 1**

The English learning area is structured around making meaning and creating meaning. This course introduces the relationship between making meaning and creating meaning in Primary English with an emphasis on Reading, Listening and Viewing. EAL language teaching theory is introduced.

This course engages with **Graduating Teacher Standards 1 and 2.**

### **855.515 Inclusive Pedagogies**

#### **Mode 2**

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. A personal philosophy of inclusive teaching in the context of bicultural character of New Zealand/Aotearoa education is initiated.

This course engages with **Graduating Teacher Standard 2.**

### **857.515 Human Development**

#### **Mode 1**

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

### **861.615 Mathematics and Statistics 2**

#### **Mode 1**

**Pre-Requisite:** 852.515

This course builds on Mathematics and Statistics 1. 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 assessment and on the teaching and learning of statistics.

This course engages with **Graduating Teacher Standards 1 and 2**.

### **862.615 English 2**

#### **Mode 2**

**Pre-Requisite:** 853

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 Primary English with an emphasis on Speaking, Writing and Presenting. Advanced strategies for EAL language teaching and support are developed.

This course engages with **Graduating Teacher Standards 1 and 2**.

### **863.615 The Arts**

#### **Mode 3**

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.

This course engages with **Graduating Teacher Standards 1 and 2**.

### **864.615 Health and Physical Education**

#### **Mode 3**

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 develop an understanding of the broad principles and key concepts that underpin the notion of Hauora (spiritual, emotional, mental and physical well-being). Such understanding will then be applied to the learning areas outlined in the New Zealand Curriculum.

This course engages with **Graduating Teacher Standards 1, 2 and 4**.

### **866.615 Curriculum and Community Practices**

**Pre-Requisite:** 840.615 and 841.615

**Co-requisite:** At least 2 of 863.615, 875.615 or 873.615

#### **Mode 4**

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.

This course engages with **Graduating Teacher Standards 4, 5, 6 and 7**.

### **867.615 Science & Technology**

#### **Mode 1**

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.

This course engages with **Graduating Teacher Standard 1 and 2**.

### **868.615 Education & Development**

#### **Mode 5**

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.

This course engages with **Graduate Teaching Standard 3, 4, 5, 6, and 7**.

### **873.615 The Social Sciences**

#### **Mode 1**

This course acknowledges the bicultural foundations of Aotearoa New Zealand and promotes the exploration and understanding of the unique bicultural relationship that derives from Te Tiriti o Waitangi. Students will explore current and historic philosophical and theological perspectives for teaching the Social Sciences as well as developing a working knowledge of the learning area and effective pedagogy.

This course engages with **Graduating Teacher Standards 1 and 3**.

### **876.715 Responsive Practices**

**Pre-Requisite:** 866.615 or 868.615

**Co-requisite:** 878.715

#### **Mode 4**

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.

This course specifically engages with the **Graduating Teacher Standards 4, 5, 6 and 7**.

### **877.715 Graduating Teacher Practices**

**Pre-Requisite:** 876.715 and 880.715

**Co-requisite:** 881.715 and 882.715

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. Collaboration with their associate teacher is required at all times, with a high standard of professional practice consistent with the

Graduating Teacher Standards and Code of Ethics. 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.

This course specifically engages with the **Graduating Teacher Standards 4, 5, 6 and 7**.

### **878.715 Māori and Pasifika Education**

#### **Mode 1**

This course explores the development of Māori and Pasifika education in Aotearoa New Zealand in the framework of a theology of social justice. Recent research is investigated for strategies and practices that lift Māori and Pasifika learner achievement. Ka Hikitia, Tātaiako and the Pasifika Education Plan are engaged. Restorative practice as a positive and culturally responsive intervention is evaluated.

The course engages with **Graduating Teacher Standard 6**.

### **880.715 Critical Pedagogy**

#### **Mode 1**

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.

This course engages with **Graduating Teacher Standard 3**.

### **881.715 Teaching as Inquiry**

#### **Mode 1**

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.

This course engages with **Graduating Teacher Standard 5**.



**882.715 Tūmanako: Theology and Education\***  
**Mode 1**

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.

This course engages with **Graduating Teacher Standard 7**.

*\*subject to approval.*

**885.715 Research Topic (Education)**  
**Mode 5**

This course provides an opportunity for preparing an extended research paper of 6,000 – 8,000 words on a topic not specifically covered elsewhere in a student's programme of study in their final year. It requires the development of research skills and the ability to present a sustained argument

on an educational issue of some complexity. A Research Topic may be proposed in any subject area. Only one Research Topic may be credited to the Bachelor of Teaching (Primary). Research topic may only be undertaken with the approval of the Programme Leader (Education).

**907.515 Bicultural Relationships**  
**Mode 1**

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



# ADMISSIONS REQUIREMENTS

## General Admission Requirements

### Diploma in Christian Education applicants

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

NCEA Level 3

- Three subjects at Level 3, made up of 14 credits each, in **three approved subjects**
- 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.

Students 20 years or older, or those applying for the Diploma in Christian Education, must meet comparable literacy and numeracy requirements as those entering with UE. This will usually be assessed by the entrance test.

### Bachelor of Teaching (Primary) applicants

Entry to the Laidlaw College Bachelor of Teaching (Primary) degree is New Zealand University Entrance.

#### NCEA Equivalence:

Equivalence for students under the age of 20 applying to the BTeach is sought through an application for exceptional academic entry from the Education Council of Aotearoa New Zealand.

## Minimum Age

### Bachelor of Teaching (Primary) applicants

All BTeach applicants must be at least 18 years old at the time of entry.

## Entrance Test Requirements

All applicants are required to have a selection interview and sit an entrance exam that focuses on literacy and numeracy skills.

### Bachelor of Teaching (Primary) applicants

Candidates must score step 4 in literacy (reading and writing) and step 5 in numeracy for full entry into the course. Lower grades may receive provisional entry but any candidate allowed into the programme with a English language competency literacy assessment score lower than 4 and a numeracy assessment score lower than 5 must re-sit the test at the end of their first year to be certain that they meet the Laidlaw College entry levels (English language competency literacy assessment score of at least 4 and a numeracy assessment score of at least 5) prior to enrolling in year two of the degree.



## Special Admission

Possible study options can arise depending on the assessment result:

### Diploma in Christian Education applicants

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

### Bachelor of Teaching (Primary) applicants

- An offer of entry to the Diploma in Christian Education
- An offer of entry to the Bachelor of Teaching (Primary).

## English Language Requirements

Applicants must meet both the Academic and English language requirements. 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:

### Diploma in Christian Education applicants

- IELTS (academic) higher than 6.0 with a minimum of 6.0 in all bands **OR**
- Pearson Test of English (Academic) score of 50 **OR**
- equivalent (see [www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/](http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/))

In order to successfully transition from DipCS into Year Two of the BTeach programme, a student will be required to satisfactorily fulfil the IELTS requirements for Bachelor of Teaching (Primary).

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

- if the applicant can provide clear evidence of completion of a tertiary qualification of at least three years' duration with English as the language of instruction in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States.

- For those who have studied in NZ 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.

### Bachelor of Teaching (Primary) applicants

- IELTS (Academic Version) with a band score of a minimum 7.0 in each component of the test i.e. in writing, reading, speaking and listening.

### A waiver for the English language test may be granted to:

- Applicants whose medium of instruction was fully in English in a New Zealand or Australian tertiary education organisation (TEO-university, institute of technology, polytechnic, wananga or PTE) and who studied in a campus model of delivery in each year of the degree and who are graduates at degree level (7) or higher, would not be required to meet an additional English language requirement.
- Applicants who had studied in New Zealand for a minimum of two years at secondary school, **and who had eight Level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014** would be exempted from the requirement to meet an IELTS assessment.
- For applicants who gained their NCEA credits from 2014 onwards, the exemption requirement is ten level 2 NCEA University Entrance literacy credits (5 credits in reading and 5 credits in writing).

The above exemptions may be granted if Laidlaw College does not hold concerns about the applicants English Language competency.

## Submit a Police Clearance

All applicants must complete a Police Vetting Service Request and Consent form as part of their application. All international applicants for the DipCEd and BTeach 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 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.

## Charged with an offence

Any Laidlaw College student teacher charged with an offence must disclose the charge in writing to the Head of Programme within 3 working days.

## Selection Interview

All applicants who have successfully completed the first stage of the application process will provisionally be accepted into the programme and invited to attend an interview.

## Entry to the BTeach

In order to apply to enter the Bachelor of Teaching (Primary) after completing the DipCEd (Primary Education Track) the College must be satisfied the student meets all other requirements for the BTeach programme. This will include satisfactorily fulfilling the English language requirements for the BTeach and meeting the required standard on the entrance test. Those who successfully complete the DipCEd (Children's or Youth Ministry Track) may apply to enter the BMin Programme.

## BACHELOR OF TEACHING (PRIMARY) STUDENT AGREEMENT

Having been accepted into the Bachelor of Teaching, we would ask you to agree to participate in the programme in accordance with the following statements, and to sign this agreement and return it to us to signify your agreement.

1. **DISCLOSURE:** Disclose in writing to Laidlaw College School of Social Practice anything that may affect suitability to work with children.
2. **ETHICAL COMMITMENT:** Comply with the Education Council of Aotearoa New Zealand Code of Professional Responsibility and Standards for the Teaching Profession (Our Code Our Standards) in all college and school settings. This is available online at <https://educationcouncil.org.nz/content/our-code-our-standards>.
3. **REFLECTIVE PRACTICE:** Constructively utilise feedback and guidance as a means of growing professionally and personally.
4. **ACADEMIC ACHIEVEMENT:** Prioritise and participate fully in all learning experiences in the programme; commit to excellence in all courses and course work and maintain timely progress through the programme.
5. **SUPPORT REGISTER:** Willingly engage in any required sessions of study support if placed on the support register.
6. **TECHNOLOGY:** Develop digital fluency and capability in college and school-based Innovative Learning Environments including Bachelor of Teaching (Primary) requirements to BYOD, and interact effectively with Moodle and MyPortfolio platforms.
7. **TREATY OF WAITANGI:** Recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pakeha alike and that teachers play a critical role in enabling the educational achievement of all ākonga.

A man and a woman are looking at a laptop screen. The man is leaning over the woman, and both are smiling. They are in a room with a decorative wall featuring a red and white pattern. The man is wearing a grey sweater over a blue shirt, and the woman is wearing a black top. The laptop is on a wooden table.

# 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.





# 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.

# Key Dates 2018

## Semester One 2018

8 Dec 2017	Early Applications Close
18 Dec 2017	International Applications Close
28 Jan 2018	Counselling and Teaching Applications Close
2 Feb 2018 Close	Theology Applications
12 Feb 2018	Online Orientation begins
13 Feb 2018	Orientation (Manukau)
14–15 Feb 2018	Orientation (Henderson & Christchurch)
19 Feb 2018	Lectures begin
19–23 Mar 2018	Intensives Week
23 Mar 2018	Graduation Ceremony (Christchurch)
30 Mar 2018	Good Friday
2 Apr 2018	Easter Monday
3 Apr 2018	Easter Tuesday
16–27 Apr 2018	Mid Term Break
25 Apr 2018	ANZAC Day
28 Apr 2018	Graduation Ceremony (Auckland)
4 Jun 2018	Queen's Birthday
8 Jun 2018	Lectures End
11–22 Jun 2018	Study Break/Exams
22 Jun 2018	Semester One ends

## Semester Two 2018

21 May 2018	Semester Two International Applications Close
1 Jun 2018 Applications Close	Semester Two Early
22 Jun 2018	Counselling and Teaching Applications Close
29 Jun 2018	Theology Applications Close
9 Jul 2018	Online Orientation begins
10 Jul 2018	Orientation (Manukau)
11–12 Jul 2018	Orientation (Henderson & Christchurch)
16 Jul 2018	Lectures begin
20–24 Aug 2018	Intensives Week
1–12 Oct 2018	Mid-Term Break
22 Oct 2018	Labour Day
29 Oct 2018	Lectures End
30 Oct – 16 Nov 2018	Study Break/Exams
16 Nov 2018	Canterbury Anniversary (Christchurch)
16 Nov 2018	Semester Two ends



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