LAIDLAW EDUCATION

EDUCATION HANDBOOK 2026



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 and Christchurch 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 Education and Training Act 2020 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 Rangi me Te Whenua.
Whākanakana mai,
tirotiro 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 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 100 years. The School of Education draws together this immense legacy of Christian thought and practice with contemporary counselling and education studies to prepare students for professional careers in the Education sector.

We understand the myriad of ways people work to bring about change in the world. In the School of Education this is enacted through preparing people for work in education professions. We are inspired by the Gospel story. 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 is a NZQA Category 1 Provider. This means you can have absolute confidence in the quality of all our programmes. Our teacher education programmes are concerned with personal, community and social renewal. 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 2026
- Admissions Requirements

CONTACT DETAILS

School of Education
Laidlaw College
T 09 837 9768
E education@laidlaw.ac.nz
W www.laidlaw.ac.nz

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), and the online version of this handbook will always contain the latest information.

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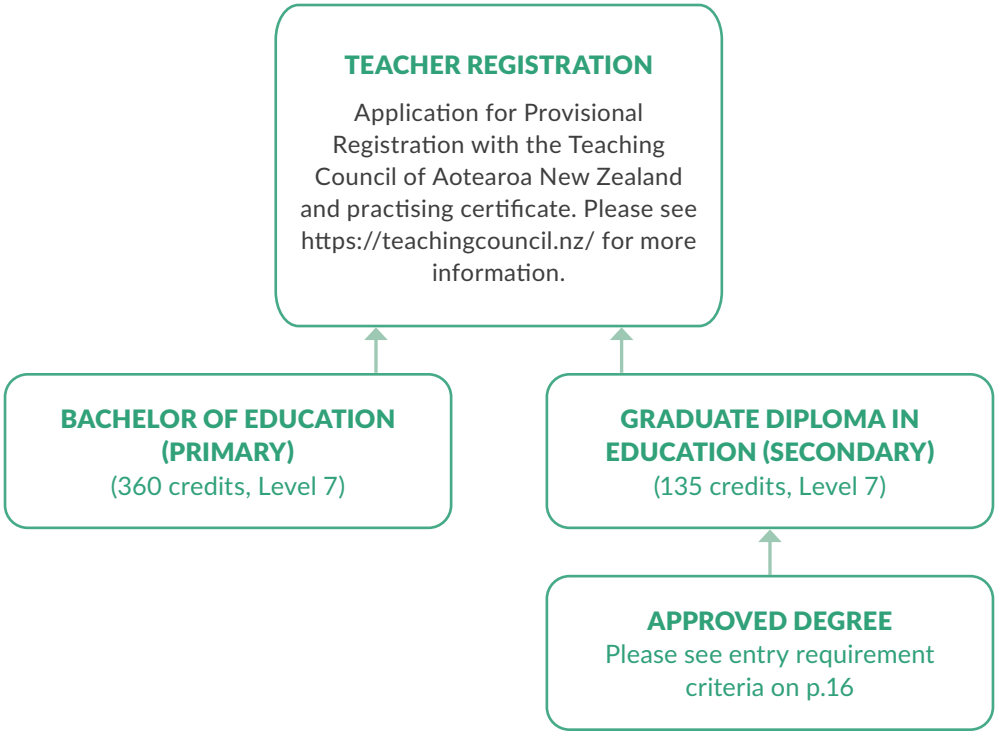
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STUDY PATHWAYS

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 qualification that similarly offers degree-qualified students a comprehensive and innovative practice-based pathway into secondary teaching.



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	**Domestic:** 2026 tuition fees may be covered by Zero Tuition Fees Waiver for eligible students in the first year of the BEd. Student Services Fee will apply. **International**: $25,560, 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 public, integrated and private schools throughout New Zealand at primary and intermediate level.

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 135 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 and potentially overseas. 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 the 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. 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 of Professional Responsibility and the 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. (Professional 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 Head of School 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 Head of School, but the degree must be completed within a timeframe of eight years unless special permission is granted. 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. Mid-year intakes are offered at the discretion of the College. Please inquire as to when the next mid-year intake may be offered.

Academic Year Structure: 2026

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, all students must attend the full Orientation programme which provides incoming students with an orientation to study at Laidlaw College and the School of Education. Orientation week also contains events with content specific to 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 Two each year, Education students attend a two-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 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 135 days of professional learning experiences in schools and centres in the Bachelor of Education (Primary) degree.

In the five core practicum courses, students are placed in approved schools and centres by the Practicum Manager. 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 Manager. 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 Manager. 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.

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.

Practicum 1: 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.

Practicum 2: Literacy and Numeracy 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.

Practicum 3: Curriculum and Community develops a student teacher's ability to teach other curriculum areas as well as contribute to the wider school or centre community.

Practicum 4: Responsive Practices and *Practicum 5: Inquiring 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 can be made up of a panel consisting of teacher educators, Rūnanga, and a representative member of the teaching profession. At the conclusion of the Viva the graduate is assessed by the panel as to whether they have met or not met the Standards with support against pass/fail criteria.

Admission Requirements

General Admission Requirements

To gain entry to Bachelor of Education programme, candidates must have:

- University entrance
- NCEA Level 3
- 14 credits at Level 3 in each of the three approved subjects
- 10 Literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of:

- co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
- certain achievement standards.

Those 20 years of age and over without UE must be able to demonstrate to the satisfaction of Laidlaw that they have the ability to study at a tertiary level.

For those under 20 years of age, they must:

- hold UE or a recognised equivalent such as the International Baccalaureate or Cambridge
- International, or
- be able to demonstrate to the satisfaction of the provider that they have the skills and ability
- to study at a tertiary level.

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 provide the details of two professional referees. Laidlaw College will then invite these referees to send confidential written reports directly to the 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 two Laidlaw teacher educators and, where possible, a Rūnanga delegate and member of the teaching profession. The interview determines:

- The applicant's ability to meet the Code of Professional Responsibility (in a supported environment).
- The applicant's disposition to teach, through judging their ability to meet the values that underpin Our Code Our Standards.
- 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/professional-practice/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
- **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 6 in the TEC numeracy assessment to enter the 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:

- New Zealand University Entrance literacy credits at either NCEA level 2 or 3 OR
- New Zealand University Entrance via NCEA as defined by NZQA OR
- New Zealand tertiary entrance (this preceded 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 secondary and tertiary education comprising secondary schooling to at least year 12 and at least two years of successful full-time tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, supervisory meetings, and was gained 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) 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

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

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 three working days.

English Language Tests

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	61	62	73	79	69
TOEFL	24	24	27	23	98
TRINITY ISE III (3)	pass with merit	pass with merit	pass with merit	pass with merit	pass with merit

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
Places	Open – Selection criteria apply
Entry Requirement	Bachelor's degree or equivalent NZQF level 7 qualification in a relevant subject area
Campus	Henderson and Christchurch
Tuition Fee	**Domestic:** 2026 tuition fees may be covered by Zero Tuition Fees Waiver for eligible students. Student Services Fee will apply. **International**: $28,755, plus Student Services Fee
Web	www.laidlaw.ac.nz/teacher-education

Career Opportunities

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

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 16 weeks 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.

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, Health and physical education; Learning languages, Mathematics and statistics, Science, Social sciences, and Technology (refer to full list in the Admissions Requirements section).

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 Christchurch and 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 ALL 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. 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 and Practicum Manager. 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.

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. Towards the end of Term 2, students spend six 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 can be made up of a panel consisting teacher educators, Rūnanga, and a 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/professional-practice/our-code-our-standards/

“HERE AT LAIDLAW, WE ARE MOTIVATED TO PREPARE TEACHERS TO FLOURISH IN NEW ZEALAND’S COMPLEX, EVOLVING AND EXCITING EDUCATIONAL LANDSCAPE.

Our programmes ground students in theory and practice, and provide students with a professional learning community that focuses on deep formational learning.

Rebecca Gibson | Education Lecturer

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

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

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. 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 Graduate Diploma in Education are required to have a visual interview by panel. 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
- **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 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 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:
- New Zealand University Entrance literacy credits at either NCEA level 2 or 3 OR
- New Zealand University Entrance via NCEA as defined by NZQA OR
- New Zealand tertiary entrance (this preceded 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 six 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 three 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	61	62	73	79	69
TOEFL	24	24	27	23	98
TRINITY ISE III (3)	**pass with merit**	**pass with merit**	**pass with merit**	**pass with merit**	**pass with merit**

Transport to Professional Learning Experience Placements

All students in the 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 Manager 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 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://tereoMāori.tiki.org.nz/Curriculum-guidelines

The Education Faculty is committed to the objectives of Ka Hikitia - The Māori Education Strategy and Tātaiako - Cultural Competencies for Teachers of Māori Learners.
https://teachingcouncil.nz/assets/Files/Code-and-Standards/Tataiako-cultural-competencies-for-teachers-of-Māori-learners.pdf

Modes of Delivery

Our mode of delivery is in-person delivery that occurs across the Henderson and Christchurch campuses.

For some of our courses the classes that occur between the two locations may be live from one location and video conferenced to the other location. The course lecturer alternates teaching between the two locations to ensure equity of learning experience for students.

This form of delivery also includes 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.

“IN THE END YOU WILL WALK OUT REALISING THE IMPACT YOU WILL HAVE ON EACH ĀKONGA, THEIR WHĀNAU AND THE WIDER COMMUNITY.”

Bernadette | Laidlaw Education Graduate

Programme Guide

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 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
115.515 P Reading the Bible **850.515 P** Practicum 1: Reflective Practices **851.515 P** Innovative Teaching **852.515 P** Developing Numeracy **853.515 P** Developing Literacy **855.515 P** Inclusive Education **857.515 P** Human Development **907.515 P** Bicultural Relationships	**861.615 P** Critical Mathematics Education **862.615 P** Teaching & Learning English **863.615 P** Arts Education **865.615 P** Practicum 2: Literacy and Numeracy **866.615 P** Practicum 3: Curriculum and Community **867.615 P** Learning about Science and Technology **869.615 P** Mahi Tahi: Relational Approaches to Learning **873.615 P** Learning about People and Place	**864.615 P** Learning and the Body **876.715 P** Practicum 4: Responsive Practices **877.715 P** Practicum 5: Inquiring Practices **878.715 P** Mātauranga Māori **880.715 P** Contextualising Education **881.715 P** Research and Inquiry **882.715 P** Tūmanako: Theology & Education **883.715 P** Ethics and Education
8 courses @ 15 credits	8 courses @ 15 credits	8 courses @ 15 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 G** Ako **881.715 G** Research and Inquiry	**878.715 G** Mātauranga Māori **883.715 G** Ethics and Education
Professional Learning Experiences	**891.730 G** Praxis 1	**892.730 G** Praxis 2
	75 credits	**60 credits**
TOTAL 135 CREDITS		

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



Courses offered in 2026

Level 5 - Foundations	
115.515 P	Reading the Bible | S1
850.515 P	Practicum 1: Reflective Practices | S2
851.515 P	Innovative Teaching | S1
852.515 P	Developing Numeracy | S2
853.515 P	Developing Literacy | S2
855.515 P	Inclusive Education | S1
857.515 P	Human Development | S2
907.515 P	Bicultural Relationships | S1

Level 6	
861.615 P	Critical Mathematics Education | S1
862.615 P	Teaching and Learning English | S1
863.615 P	Arts Education | S2
864.615 P	Learning and the Body | S1
865.615 P	Practicum 2: Literacy and Numeracy | S1
866.615 P	Practicum 3: Curriculum and Community | S2
867.615 P	Learning about Science & Technology | S1
869.615 P	Mahi Tahi: Relational Approaches to Learning | S1

Level 7	
876.715 P	Practicum 4: Responsive Practices | S1
877.715 P	Practicum 5: Inquiring Practices | S2
878.715 P/G	Mātauranga Māori | S2
880.715 P	Contextualising Education | S1
881.715 P/G	Research and Inquiry | S1
882.715 P	Tūmanako: Education & Theology | S2
883.715 P/G	Ethics and Education | S2
891.730 G	Praxis 1 | S1
892.730 G	Praxis 2 | S2
893.730 G	Ako | S1

S1 = Semester 1 | S2 = Semester 2



ENCOUNTER

Laidlaw 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

115.515 P READING THE BIBLE
This course approaches the Bible from the perspective of biblical theology, which allows the Bible to tell its own story as a unified grand narrative that culminates in the person and work of Jesus Christ. It explores the unity, diversity, and central themes of the Bible to make sense of the relationship between the Bible, theology, and all of life.

850.515 P PRACTICUM 1: REFLECTIVE PRACTICES
Reflective Practices is a programme of targeted, integrated, and creative self-analysis with an outward focus on developing quality practice. This transformative and collaborative approach is designed to facilitate authentic growth in student teachers through their professional practice experience.

851.515 P INNOVATIVE TEACHING
This course introduces the foundational concepts of teaching and learning in the context of the digital age. The course also develops an understanding of the learner in a learning-focused culture. Digital technologies are changing the way that teachers plan, curate resources, organise content delivery and manage the classroom environment. 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 an innovative learning environment. The role of assessment of learners' achievement and evaluation of effective teaching and learning in innovative environments is also explored.

852.515 P 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 and Te Whāriki. Pedagogies and practices for the teaching of mathematics are introduced. The relationship between the mathematics and the digital technologies curricula and Te Whāriki will also be explored.

853.515 P 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 and Te Whāriki is clarified. English as an Additional Language (EAL/D) teaching theory is introduced.

855.515 P 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 additional learning needs is identified, and effective and responsive pedagogies are developed and connected to inclusive practices, inclusive environments, and inclusive management strategies. A theology of inclusion is developed in response to an understanding of how teacher values, attitudes and beliefs impact on learner and learning.

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

861.615 P 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 P TEACHING AND LEARNING ENGLISH
This course builds upon the foundation of literacy understanding in Developing Literacy, emphasising the iterative and recursive nature of English learning and the significance of referencing earlier progress outcomes when devising learning experiences.
The course explores key literacy concepts, knowledge and practices essential for ākonga to effectively interpret and craft text in Phases 2 & 3 as outlined in the New Zealand Curriculum. It also explores integration of theological insights into educational approaches and seeks to prepare students well for Literacy and Numeracy Practices.

863.615 P ARTS EDUCATION
Artistic expression is a way of making meaning of the world in which we live. In this course, students will explore Arts Education design for learning, collate resources and think deeply about the arts.

864.615 P LEARNING AND THE BODY
This course will develop the fundamentals for the teaching of Health and Physical Education (HPE) and ensure that student teachers feel confident to go into schools to teach this learning area. Through in-depth examination of the curricular document, we will explore what constitutes quality physical education lessons for tamariki through understanding the differences between play, physical activity, PE and sport and the use of different pedagogical models depending on the context. To support the teaching of HPE, resources will be critically reflected upon. To ensure that school students are safe when participating in activities, the EOTC guidelines will be examined so student teachers know their roles and responsibilities in this process.

865.615 P PRACTICUM 2: LITERACY AND NUMERACY
PRE-REQUISITE: 850.515 P
CO-REQUISITE: 861.615 P & 862.615 P
This course gives opportunity for student teachers to develop effective pedagogical practices that contribute to children's learning in Numeracy and Literacy programmes. In a microteaching context, student teachers design, teach, assess and evaluate sequences of lessons for small groups in the learning areas of English and Mathematics. Effective strategies for the English as an Additional Language (EAL/D) learner are also implemented and assessed. Students also have an opportunity to explore the contextual complexities that impact the classroom environment.

866.615 P PRACTICUM 3: CURRICULUM AND COMMUNITY
PRE-REQUISITE: 850.515 P
CO-REQUISITE: At least 2 of 863.615 P, 867.615 P or 873.615 P
The goal of this course is for student teachers to explore effective teaching practices in the Learning Areas of the New Zealand Curriculum, such as The Arts, Social Sciences, Science and Technology. Students will apply professional knowledge to unit design, delivery and assessment within an learning environment. Students will maintain an effective learning environment across increasing intervals of time with a goal of sustaining teaching for two days. Students will also participate in the school community..

867.615 P SCIENCE & TECHNOLOGY
This course explores design for learning in Science and Technology in the New Zealand Curriculum with reflection on sustainability. Inquiry-based learning and design thinking is explored and applied to a major project that uses technology to investigate a relevant and current scientific issue. This course will also explore and develop competence and confidence in the Digital Technologies strand of the Technology Curriculum.

869.615 P 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 P 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 P PRACTICUM 4: RESPONSIVE PRACTICES

PRE-REQUISITE: 866.615 P or 868.615 P or 865.615 P

This practicum offers students the opportunity to participate in the set up and establishment phase of a classroom. Secondly, the student teacher develops responsive pedagogies in the context of culturally and linguistically diverse classrooms. Thirdly, student teachers will draw on repertoires of professional knowledge, pedagogies, and practices to facilitate learning in the classroom in a sustained, full responsibility capacity with support.

877.715 P PRACTICUM 5: INQUIRING PRACTICES

PRE-REQUISITE: 866.615 P or 868.615 P or 865.615 P

CO-REQUISITE: 878.715 P

Students will draw on repertoires of knowledge, pedagogies, and evidence-led practices to facilitate learning for the classroom in a sustained, full-responsibility capacity consistent with the Code and Standards of the New Zealand teaching profession. Students will have an opportunity to critically examine their philosophy and theology of practice in relation to the Standards. This course gives students opportunity to demonstrate evidence-led teaching via teacher inquiry.

878.715 P/G 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 in bicultural contexts. Students participate in conversational Te Reo to an elementary level. This course includes noho marae.

880.715 P CONTEXTUALISING EDUCATION: THE STORIES WE TEACH WITHIN

In this course students will engage in theological concepts around justice, with reference to current discourse regarding critical pedagogy and multiculturalism from a local and global perspective. The course will interrogate learning design and pedagogy to ground theory in the experience of the classroom.

881.715 P/G RESEARCH AND INQUIRY

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

882.715 P TŪMANAKO: THEOLOGY AND EDUCATION*

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

883.715 P/G ETHICS AND EDUCATION

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

891.730 G PRAXIS 1

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

892.730 G PRAXIS 2

PRE-REQUISITE: 891.730 G

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

893.730 G AKO

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

907.515 P BICULTURAL RELATIONSHIPS

People of all cultures draw their own self-knowledge from their engagement with other people and the world. In the Aotearoa New Zealand context this means an honouring of covenantal spirit of the Te Tiriti o Waitangi and an awareness of its relational intent. This course introduces tikanga Māori on the basis of understanding people in their contexts, and combines theological, theoretical and historical reflection with the development of practices drawn from an integration of these. The course includes regular oral activities aimed at developing fluency in the use of te reo and tikanga in a range of settings. The culmination of this oral learning is participation in the Noho Marae, where an overnight stay on a marae provides an integrated opportunity to engage with Māori culture beyond the classroom.



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 complete this form https://laidlaw.typeform.com/StudentForADay

Find Us Online

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. Find us on Facebook and Instagram 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

For information about fees, please see the full Fee Schedule online at 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.



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.



HENDERSON

P +64 9 836 7800
E henderson@laidlaw.ac.nz

3 Smythe Road, Henderson
Private Bag 93104, Henderson
Auckland 0612, New Zealand

CHRISTCHURCH

P +64 3 354 4270
E chch@laidlaw.ac.nz

70 Condell Avenue, Papanui
Christchurch 8053, New Zealand

LAIDLAW COLLEGE
TE WĀNANGA AMORANGI

www.laidlaw.ac.nz | info@laidlaw.ac.nz | 0800 999 777

UPDATED 3 FEBRUARY 2026