

SCHOOL OF EDUCATION

Bachelor of Teaching [Primary] and Worldview Studies (BTCH)

NQF Level 7

The Bachelor of Teaching [Primary] and Worldview Studies is an NZQA accredited qualification recognised and approved by the New Zealand Teachers Council. It is a practical and dynamic programme focused on developing primary school teachers capable of inspiring the next generation to reach personal excellence on behalf of the well-being of society. A practical and reflective approach is used, exposing students to a wide range of teaching theories and strategies, challenging students to commit to a biblically consistent response in their teaching practice.

The Bachelor of Teaching (Primary) and Worldview Studies takes a distinctively biblical approach to teacher education, combining in-depth study of the worldviews that shape human thought and professional teacher education. This approach to teacher education differs philosophically from that available in other New Zealand tertiary institutes in that it is intentionally presented from a Christian perspective. It enables students to integrate their Christian faith and the profession of teaching within the context of both state schools and special character primary schools within New Zealand.

The usual duration is three years of fulltime study, consisting of three major strands containing twenty-four courses. Students are provided with the opportunity to become discerning, reflective teacher practitioners in New Zealand curriculum, curriculum design, teaching and learning, and issues of educational leadership and research.

The School of Education seeks to challenge students intellectually and help them become capable of engaging with different philosophical narratives and perspectives. Laidlaw College has links with a large range of both public and private schools in Auckland and throughout the country available for placement opportunities. This gives students a diverse experience of classrooms and approaches to teaching throughout the entire programme.

This programme is offered at the Auckland campus only.

Programme Objectives

Laidlaw College seeks to prepare students for the teaching profession in a manner that reflects its Christian ethos and that is consistent with the Graduating Teacher Standards: Aotearoa New Zealand (NZTC, 2007) and the Registered Teacher Criteria (NZTC, 2010).

Graduating students will be qualified to work in both primary and intermediate state and private schools, throughout New Zealand. The qualification seeks to produce graduates who are knowledgeable, well-informed, self-critical, reflective practitioner-scholars who can integrate theory and practice in teaching with an in-depth and critical knowledge of the world and an understanding of the goals, scope and nature of education. Theory and

practice are integrated from the start, with classroom experience beginning in the first semester.

Admission Requirements

Every candidate for the degree must fulfil the requirements for entrance into a New Zealand University. These are as follows:

- A. **NCEA:** a minimum of 42 credits at Level 3 or higher on the National Qualifications Framework (NQF). NQF credits can be gained either from unit standards or from achievement standards. The required number of credits must include a minimum of 14 credits at Level 3 or higher in each of two subjects from the approved subject list, with a further 14 credits at Level 3 or higher taken from no more than two additional approved subjects or domains on the NQF. In addition a minimum of 14 credits at Level 1 or higher in Mathematics on the NQF and a minimum of 4 credits in Reading and 4 credits in Writing at Level 2 or higher in English or Te Reo Maori are required. The Reading and Writing credits need to be selected from a schedule of approved achievement and unit standards.
- B. **Special Admission:** A person who does not hold a university entrance qualification but who is a New Zealand citizen or permanent resident and is aged 20+ years on or before the first day of semester in which a proposed programme of study is offered is eligible to apply for Special Admission.
- C. **Students who completed high school overseas** must hold qualifications deemed by the Laidlaw Admissions Committee to be equivalent to those detailed in section (a) above.
- D. **Students who do not have English as their first language:** Applicants for the Bachelor of Teaching (Primary) and Worldview studies must have an IELTS (Academic) band score of 7.0 or more in each of the four components (listening, speaking, writing and reading) on entry to the programme.

A waiver for the IELTS may be granted:

- > If the applicant has already received a degree with an appropriate grade from an appropriately accredited English speaking institution. If that institution is located outside New Zealand, Australia, the USA, the UK or Ireland, proof may be required that English was the medium of instruction.
- > For long-term residents in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study.

- E. Entrance Examination:** Laidlaw College reserves the right to require any student to complete an entrance examination to determine their suitability for study. On the basis of the outcome of this examination, Laidlaw College may require a programme of study suited to the student's needs.
- F. Police Clearance:** Applicants for the Bachelor of Teaching (Primary) and Worldview Studies will have their candidature confirmed on the receipt of a positive clearance from the New Zealand Police or other accepted International body. Domestic applicants should sign and submit with their Application a release form for NZ Police Clearance. International applicants for the BTch 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. Any associated cost will be the responsibility of the applicant.

Programme Requirements

The Bachelor of Teaching (Primary) and Worldview Studies is a prescribed primary teacher education program of study. It is made up of 360 credits at levels 5, 6 & 7. It is drawn from three strands throughout which a biblical worldview is integrated. It comprises both taught and research components and requires three years of full time study.

The degree is aligned according to the following three strands:

- › Professional Studies
- › Professional Knowledge
- › Professional Practice

Bachelor of Teaching [Primary] and Worldview Studies Programme Guide:

YEAR 1	YEAR 2	YEAR 3
Professional Studies <ul style="list-style-type: none"> • 115.515 Biblical Theology • 850.515 Reflective Practice • 851.515 Planning for Learning 	Professional Studies <ul style="list-style-type: none"> • 503.615 Ways of Knowing • 860.615 Cultures in Education 	Professional Studies <ul style="list-style-type: none"> • 870.715 Reflective Leadership • 871.715 Human Development • 872.715 Curriculum Development
Professional Knowledge <ul style="list-style-type: none"> • 852.515 Mathematics and Statistics 1 • 853.515 English 1 • 854.515 Tikanga Maori 	Professional Knowledge <ul style="list-style-type: none"> • 861.615 Mathematics and Statistics 2 • 862.615 English 2 and Learning Languages • 863.615 The Arts • 864.515 Health and Physical Education 	Professional Knowledge <ul style="list-style-type: none"> • 873.615 Social Sciences • 874.515 Technology • 875.615 Science
Professional Practice <ul style="list-style-type: none"> • 855.515 Causing Learning • 856.515 Pedagogy and Practice 1 	Professional Practice <ul style="list-style-type: none"> • 865.615 Pedagogy and Practice 2 • 866.615 Pedagogy and Practice 3 	Professional Practice <ul style="list-style-type: none"> • 876.715 Pedagogy and Practice 4 • 877.715 Pedagogy and Practice 5
8 courses @ 15 credits	8 courses @ 15 credits	8 courses @ 15 credits

Course Structure of the Bachelor of Teaching [Primary] and Worldview Studies:

YEAR OF STUDY	NUMBER OF COURSES	CREDITS	NZQA LEVELS
Year One	8 Courses	120	5
Year Two	8 Courses	120	5 & 6
Year Three	8 Courses	120	5, 6 & 7
Total	24 Courses	360	

For further details of the Bachelor of Teaching [Primary] and Worldview Studies, see the programme student handbook.

850.515

Reflective Practice.

A characteristic of inspirational teachers is that they continually learn, grow and actualize their vocational goals. Reflective Practice is a programme of targeted, integrated, and creative self-analysis with an outward focus on developing practice. It is a transformative tool which brings authentic, positive growth evident in the teaching situation. In this course students will learn reflective practice as a vocational and life skill for personal, spiritual and professional formation and actualisation. Over the year students will develop in their ability to reflect analytically and creatively, read purposefully, articulate authentically, and develop intentionally and holistically in their journey towards becoming effective teachers.

851.515

Planning for Learning

This course introduces the student to the foundational concepts of teaching competencies and understanding the learner. It introduces the beginning skills of teaching craft including planning and classroom management. Exploring the role of assessment of learners' achievement and evaluation of effective teaching and learning will heighten awareness of factors that influence teacher professionalism, learning and behaviour in a classroom. Reflection and evaluation are critical issues for living a responsible life in accordance with God's Word.

852.515

Mathematics and Statistics 1

Mathematics is a unique description of God's creation through which His attributes, His Word and His acts are clearly seen. This course presents mathematics from a biblical perspective as an expression of the design, order, and structure of Creation and is designed for students to consider a biblical rationale for teaching mathematics. It will also investigate effective pedagogy to help students redeem a sense of interest and excitement in the patterns of number and shape so they can teach with enthusiasm and genuine interest. Students will become familiar with and critically examine relevant Ministry of Education curriculum documents with a particular focus on numeracy issues.

853.515

English 1

Literacy is an essential component of all learning. Reading, writing, speaking, listening, viewing and presenting are the building blocks of literacy. All these areas allow us to interact with our past and engage with our future, leading to the development of identity. This course equips the pre-service teacher to understand the significance of an initial literacy program for junior primary classes and to teach it from a biblical perspective. An effective literacy programme will be reflected in lifelong learning which is transformative in nature.

854.515

Tikanga Maori

This course connects the learning of te reo Maori with biblical approaches to culture, understanding of the significance of Maori language and culture to New Zealand society, along with a wide range of other issues relating to the integration of language and culture. Students are given the opportunity to learn te reo Maori in community as they develop oral fluency and cultural sensitivity. Students will also develop knowledge of Te Aho Arataki Marau mo te Ako I Te Reo Maori (curriculum and pedagogy) for teaching Te Reo M ori me ona Tikanga.

The course is structured around weekly sessions of oral and written activities aimed at developing confidence and fluency in the use of te reo and tikanga in the classroom. Students are prepared to integrate their learning with all learning areas of the curriculum. Learning in this course is enriched by attendance at an overnight marae visit.

855.515

Causing Learning

Causing children to learn and unfold their full human potential is a privileged responsibility imparted to teachers. This course introduces the student to effective teaching strategies that will cause learning in the classroom. The inclusive classroom will be understood as a place where learner diversity is addressed and where every child is valued as a whole human being created in God's image. In the context of current learning theories and thinking skills theories, students will develop knowledge of an extensive range of teaching strategies that cause children to learn and compile these resources in a portfolio. This foundational course aims to heighten students' awareness of factors that influence learning and behaviour in a classroom and teacher professionalism. The course culminates with a placement experience in special schools. There will be an opportunity to engage with specialist teachers who skilfully strategise to meet extraordinary learning challenges.

856.515

Pedagogy and Practice 1

In accordance with the Professional Practice Manual this course introduces students to the complexities of classroom teaching. They begin the transition from student to teacher by being actively involved in all aspects of classroom life. Observation skills of the demographic characteristics of the learning environment, the teacher and the learner are embedded in this course. Limited teaching practice is undertaken under the guidance of the associate teacher. Reflections are recorded and discussed.

860.615

Cultures in Education

In this course students will explore and appreciate the diversity of cultures represented in New Zealand schools, reflecting on their own ability to be culturally responsive in a range of settings. Students will develop an understanding of the concept of cultural expression as the outworking of deeply held beliefs and presuppositions that people hold concerning truth, beauty and goodness, as well as the concept of 'worldview' as influential narratives that significantly impact the beliefs and values of a society.

861.615

Mathematics and Statistics 2

Pre-requisite: 852.515

This course builds on Mathematics and Statistics I. 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. Consolidation of personal mathematical growth is expected and biblical perspectives will continue to underpin the course.

862.615

English 2 and Learning Languages

Prerequisite: 853.515

This course builds on the Year One course equipping the pre-service teacher to understand the significance of a full literacy program (years 5 to 8) with an emphasis on the development of a wide range of writing skills. They will also consider the teaching of literacy from a biblical perspective. An effective literacy program will be reflected in lifelong learning which is transformative in nature.

863.515

The Arts

The arts provide a crucial learning avenue to gain an understanding of the world in which we live, developing personal and cultural expression. In this course, students will explore the world of the arts and through a range of artistic expression enrich their understanding of Creator God and therefore their own creative potential. There are four specific learning sub areas within The Arts; music, drama, dance and visual arts. Each area will contribute to an overarching rationale for teaching The Arts. The arts in The New Zealand Curriculum (2007) will be examined.

864.515

Health and Physical Education

Well-being is both a personal and social responsibility that requires a deep sense of connection between individuals, communities, environments, the wider society and the Creator. 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 (2007).

865.615

Pedagogy and Practice 2

Pre-requisite: 856.515

The emphasis in this course is on developing creative, responsive teaching to cause learning. In a micro-teaching context students will assess children in mathematics and reading, plan, teach, and evaluate their learning. Students will have an opportunity to explore the contextual complexities that impact the classroom environment. Students will continue to reflect on their own Christian philosophy of teaching and learning.

866.615

Pedagogy and Practice 3

Pre-requisite 865.515

The goal of this course is for student teachers to build on the teaching experience they gained during Pedagogy and Practice 2, in order to extend skills of unit planning, teaching and evaluating in a whole class setting. Students will continue to critically reflect on their own Christian philosophy of teaching and learning.

870.715

Reflective Leadership

The goal of this course is to investigate the principles and practices of educational leadership and research ways in which this influences the classroom. Teachers need to constantly reflect on the characteristics of effective educational leadership. This course demonstrates emerging leadership skills in the planning, preparation and administration of an orientation camp for the School of Education staff and students. Students will further explore, define, and develop their educational leadership style through competent reflective practice skills with a special focus during Pedagogy and Practice 4.

871.715

Human Development

This course is designed to give students a critical awareness of the worldview, philosophy and science influential in the study of human 'being' and human development. Focus is placed on theories relevant to primary school teaching in Aotearoa New Zealand.

872.715

Curriculum Development

This course is designed to give students a background to the history and structure of the New Zealand education system and the development of school curriculum to the present day. The developmental, philosophical, analytical, creative and technical components of curriculum are investigated with reference to socio/political influences. Students will analyse and critique curriculum models in order to develop a curriculum framework that can be applied to classroom planning, teaching and assessment.

873.615**Social Sciences**

This course investigates Christian worldview perspectives and their relationship to Social Sciences, developing in students an understanding of how different philosophical approaches impact New Zealand and international cultures, societies and environments. Students will explore and interact with The New Zealand Curriculum (2007) as it relates to teaching Social Sciences in the pre-secondary classroom.

874.515**Technology**

Student teachers will explore and converse with a wide range of technologies and particularly those technological advances of the 21st century which affect teaching and learning. There will be a focus on technology as defined by The New Zealand Curriculum (2007). The impact of technology on society will be examined through the lens of a biblical worldview.

875.615**Science**

This course explores the strands of Science in The NZ Curriculum (2007): (nature of Science, living world, physical world, material world, planet earth and beyond) with a focus on developing content knowledge and effective pedagogical approaches to teaching Science in the primary school. Students will also investigate the social, theological and environmental significance of scientific knowledge and theory. They will further their understanding of the nature of God through robust scientific enquiry.

876.715**Pedagogy and Practice 4****Pre-requisite: 866.615**

This course has two significant foci. Firstly, students will observe the teacher's role in preparing for and establishing a new class for learning. Secondly, students will establish and maintain an effective learning environment with particular emphasis on classroom management and pedagogy. Students will critically engage with their own Christian philosophy of teaching and learning.

877.715**Pedagogy and Practice 5****Pre-requisite 876.615**

This course is designed for the student teacher to draw on repertoires of knowledge, practices, professional attributes and personal philosophy of teaching to facilitate learning for the classroom in a sole charge capacity over a five-week period following a two week orientation and preparation period.