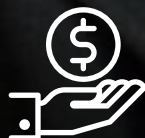


# EMPOWER LEARNERS FROM ALL LANGUAGE BACKGROUNDS

- Postgraduate Certificate in Teaching Linguistically Diverse Learners
- Postgraduate Diploma in Teaching Linguistically Diverse Learners



**No 1**  
University in  
New Zealand for  
Education as  
a subject\*



Ministry of  
Education  
funding available



Part-time study  
designed for  
working teachers



UNIVERSITY OF  
**AUCKLAND**  
Waipapa Taumata Rau  
NEW ZEALAND

**EDUCATION AND  
SOCIAL WORK**

\*QS World University Rankings by subject 2021

# Nau mai, Haere mai, Welcome.

As a proud and increasingly multicultural nation, Aotearoa New Zealand needs teachers who can support and empower learners from all language backgrounds.

Our postgraduate Teaching Linguistically Diverse Learners programmes, new in 2021, enables teachers to broaden their knowledge and skills for teaching students from diverse backgrounds.

These programmes respond to the needs of the communities within Tāmaki Makaurau Auckland, New Zealand's most culturally diverse city, and the rest of the

country as a whole. You'll learn how to support English learners to reach their full potential, while developing and sustaining proficiency in their heritage languages.

Suitable for early childhood, primary and secondary teachers, this programme is designed to be taken part-time by working professionals. You may qualify for TESSOL scholarships or literacy and numeracy course subsidies from the Ministry of Education to help fund your study.

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*“The programme has been an enormous help in encouraging me to try out new teaching strategies with my students”*

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*“Working as the International Student Coordinator at a primary school in Auckland alongside the ESOL team led me to realise that there were gaps in my knowledge that I needed to fill in order to provide the best possible experience to my international students. The Postgraduate Diploma in Teaching English to Linguistically Diverse Learners seemed to be tailor made for me, I was attracted to a higher level of academic study and the wide range of topics covered by the course curriculum.*

*“I have most enjoyed the face-to-face sessions with inspiring lecturers, and the opportunity to meet with other teachers from a wide variety of cultural and linguistic backgrounds, at all levels of our education system. All the course material is online and is easy to follow, there is a higher academic level in terms of readings, assignments and theories in postgraduates studies, however, the support I have received from lecturers has been outstanding.*

*“I would recommend this programme to all teachers; it is relevant to anyone who has students with a second language. The programme has been an enormous help in encouraging me to try out new teaching strategies with my students, the theory behind second language acquisition has helped me to understand the difficulties faced by my students and find ways to overcome these.*

*“Through this qualification, I hope to be able to better understand the language needs of my international students and to take up a part-time ESOL teaching role in the future alongside my international student responsibilities.”*

**Julie Oakford**

International Student Coordinator, St Heliers School  
Postgraduate Diploma in Teaching Linguistically Diverse Learners Student



# Postgraduate Certificate in Teaching Linguistically Diverse Learners

Build your expertise in teaching learners from diverse language backgrounds.

**Duration:** Two years part-time

**Points:** 60 (two compulsory year-long courses)

**Start date:** Semester One

**Delivery:** Part-time study, delivered in weekly lectures/workshops at Epsom Campus.

Enhance your skills for teaching English language learners from diverse language backgrounds.

Develop strategies to identify, analyse and respond to the language learning needs of learners from early childhood to secondary settings, and investigate models of course design as they relate to devising programmes.

After completing two compulsory part-time courses, you can graduate with a Postgraduate Certificate or choose to progress to the Postgraduate Diploma programme.

[www.auckland.ac.nz/pgcerttldl](http://www.auckland.ac.nz/pgcerttldl)

# Postgraduate Diploma in Teaching Linguistically Diverse Learners

Advance your teaching skills to help learners from all backgrounds to reach their full potential.

**Duration:** Two (minimum) to four (maximum) years part-time

**Points:** 120 (two compulsory year-long courses plus elective courses)

**Start date:** Semester One

**Delivery:** Part-time study, delivered in weekly lectures/workshops and block courses at Epsom Campus

Develop advanced strategies to respond to the language learning needs of learners in all settings.

In addition to the courses within the Postgraduate Certificate programme, you can choose courses where you will, for example, explore theories of bilingual/multilingual education, develop policy, curriculum and assessment materials for bilingual/multilingual learners and explore the theory and research for effective critical literacy pedagogy within multicultural environments.

You will grow your research capabilities in the area of educating learners from diverse language backgrounds and equip yourself to innovate and exhibit leadership in your professional context.

[www.auckland.ac.nz/pgdiptldl](http://www.auckland.ac.nz/pgdiptldl)

**Kuljit Ghuman**

Maths teacher, Edgewater College  
Graduate Diploma in TESSOL student

***“Postgraduate study has made me more aware of my diverse learners’ needs and allowed me to help increase their confidence in the mathematics classroom. The Ministry of Education tuition fees scholarship partially funded my studies, and I’ve enjoyed studying alongside teachers from different levels and backgrounds.”***

## Balance work with study

These programmes are designed to be taken part-time alongside full-time work, and you will study with other teachers from different areas. The core courses require attendance after school hours and you can choose elective courses scheduled during teachers’ holidays and weekends.

## Entry requirements

You must have completed a Bachelor of Education (Teaching) or equivalent qualification, or an advanced diploma in teaching from a recognised university (or similar institution), or a professional qualification in teaching.

You will also need at least two years’ relevant professional experience in a New Zealand early childhood centre, primary or secondary setting.

## Ministry of Education funding support

### TESSOL scholarships:

Your compulsory core courses could be funded by a TESSOL tuition fees scholarship from the Ministry of Education.

[www.auckland.ac.nz/diverse-learners-scholarships](http://www.auckland.ac.nz/diverse-learners-scholarships)

### Literacy and numeracy course subsidies

Ministry of Education tertiary fees subsidies of up to 50% are available for approved literacy and numeracy courses for primary school teachers.

[www.auckland.ac.nz/literacy-numeracy-subsidies](http://www.auckland.ac.nz/literacy-numeracy-subsidies)

# Cover profile

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*“I love diving deeper into understanding students’ experiences and learning more about what I need to do as a teacher to support my ESOL students.”*

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*“I completed my Bachelor of Arts majoring in Education and Bachelor of Science majoring in Psychology and then went on to complete my Graduate Diploma in Teaching (Primary).*

*“I found the Postgraduate Diploma in Teaching Linguistically Diverse Learners programme through the principal at the school I am currently working at. He had great things to say about the University’s TESOL programme, so when a funding opportunity from the Ministry of Education came about for teachers wanting to do postgraduate study I decided to apply.*

*“As most of the students at my school are ESOL and the school does not yet have an ESOL classroom, I wanted to learn more about how I could best support these students as I know how it feels to be an ESOL student myself. I thought by professionally learning how to support these linguistically diverse learners, I could provide and pass on the positive learning experiences that I had to the students.*

*“What I have enjoyed most about the programme is the readings and the discussions we had in class. Lots of the things we learn and do in the class really spoke to me very personally. I love diving deeper into understanding students’ experiences and learning more about what I need to do as a teacher to support my ESOL students.*

*“This programme has helped me in my current role to reflect on my practice by allowing me to understand my students’ learning gaps and needs. The programme has helped me to understand there are differences in learning phonetic knowledge and pronunciation based on their culture. By understanding the cultural differences, I was able to think about different ways to support them. After completing the programme, I hope to become a teacher who is flexible and provides the best possible learning opportunities, so students do not feel discouraged just because they have another language as their mother tongue.*

*“I would recommend this programme as it allows teachers and educators to get insight into English language learners. As New Zealand continues to become more of a multicultural and multilingual country, it is important for us as teachers and educators to understand our ESOL students and provide them with the best learning opportunities.”*

**Julia Hong**

Primary school teacher, Bailey Road School

Postgraduate Diploma in Teaching Linguistically Diverse Learners student



**UNIVERSITY OF  
AUCKLAND**  
Waipapa Taumata Rau  
NEW ZEALAND

**Faculty of Education and Social Work**

Auckland: (09) 923 5025

Outside Auckland: 0800 61 62 63

International: +64 9 373 7513

Email: [studentinfo@auckland.ac.nz](mailto:studentinfo@auckland.ac.nz)

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SOCIAL WORK**

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