



Southland College
...serving the needs of Christian educators

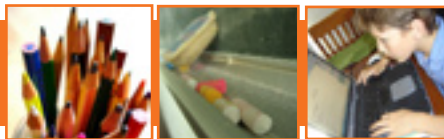
Remember

Renew

Respond



Teaching as a Christian for soft hearts, strong minds, and serving hands



Welcome to Southland College

Southland College is named from the following 1606 quote about the area from Australia to the Antarctic:

La Australia del Espiritu Santo

South Land of The Holy Spirit

“Let the heavens, the earth, the waters with all their creatures and all those here present witness that I, Captain Pedro Fernandez de Quiros... in the name of Jesus Christ... hoist this emblem of the Holy Cross on which His (Jesus Christ’s) person was crucified and whereon He gave His life for the ransom and remedy of all the human race... on this Day of Pentecost, 14 May 1606.... I take possession of all this part of the South as far as the pole in the name of Jesus... Which from now on shall be called the Southern land of the Holy Ghost... and this always and forever... and to the end that to all natives, in all the said lands, the holy and sacred evangel may be preached zealously and openly.”

- Pedro Fernandez de Quiros

Vision Statement of the College

The vision of Southland College is to provide a tertiary Christian educational community of teaching, learning and research excellence that is based on Biblical beliefs, values and behaviours.

Purposes of the College

The purposes of Southland College are:

- To provide teacher education courses at undergraduate and postgraduate levels that are based on a Biblical understanding and commitment.
- To train teachers to apply a Biblical understanding to all of teaching and learning.
- To produce graduates for whom teaching is a Christian ministry within the teaching profession.
- To promote the cause of Christian education through research, scholarship and wide participation in the field of education.



A Message from the Principal

Greetings! Here at Southland, our students are normally people committed to the ministry of teaching and learning in Christ's name. We trust that as a College that we become partners with them on their journey to relate as Jesus relates and to teach deeply as Jesus teaches. We hope that the result is to see the love of God expressed as excellence in education.

As Paul reminds us in his letter to the Galatians, what counts is faith expressing itself in love. The close friend and disciple of Jesus, John, also reminds us a number of times that truth and love go together. John also teaches that a growing Godly love is simultaneously expressed towards Him and our fellow beings. We develop and teach our courses with this mind, so that our graduates have an opportunity to develop a stronger commitment to God's truth as it is expressed both in their subject knowledge and in their teaching relationships.

We pray that as you look through the prospectus, that God's Spirit will guide you into a deeper conviction to become a better teacher, as a Christian.

Shalom,
Dr Stephen J Fyson
Principal



Graduate Diploma in Education (Secondary)

General Information:

The program is designed to prepare candidates to teach subjects in Christian or other schools. As a Grad Dip Ed, the course is designed for people who already have a degree in a subject area that can be taught in a school.

The Core Units apply to all the Students Teachers, as do the practical experience subjects. Students can then choose one or two specialist areas in which to be trained in terms of how to teach these subjects – these are called ‘designated areas of study’, (see below).

A detailed table with the ‘Entry Requirements’ can be found in the Education Handbook Pre-Enrolment Information as per the website. The table explains what type of undergraduate (first degree) qualifications applicants need in order to qualify to train in these specialist areas. Student Teachers can choose one or two methods in the normal program. They can choose to take a specialist area from another institution if we do not offer it at this stage.

Entry Requirements:

See the Education Pre-enrolment Handbook on our website.

Course Structure:

The course structure is based around ‘units’ of work. A unit of work is like doing a subject for a term or semester. Units can have different values because some of them require more work and time than others. Therefore, they are assigned credit points based on how many hours you are expected to (normally) take when doing the unit. The Grad Dip Ed course consists of a total 52 credit points where 1 credit point represents 30 hours of study or equivalent in Professional Experience. Student Teachers may undertake to study part-time to a maximum candidature of four (4) years.

The Normal Course Structure in Units:

- o 15 Units of varying credit points over 1.5 years if studying Full Time (Normal Mode). These 15 units are comprised of:
 - +6 Teaching Core Units (everyone does these units)
 - +4 Designated Area Units (your choice of 2 specialist subject areas)
 - +2 Core Structured In School Experience Units (where you observe things at a school)
 - +3 Core Professional Experience Units (where you observe and undertake duties at school)

Your choice of specialist subjects:

Designated Areas include: English, Mathematics, History, Music, Drama, Society and Culture, and Bible/Studies of Religion. Students normally choose two of these, but can graduate with one teaching area. Then they would have only 13 units to complete.

Master of Teaching (Secondary)



General Information:

The Master of Teaching program is designed to accommodate those Student Teachers who have performed to a high standard in their Graduate Diploma of Education degree in both coursework and Professional Experience and would like to develop their professional skills to a higher level.

The focus of the additional work in the Master of Teaching degree is on developing understandings and skills for the evidence-based investigation of professional practice in classroom and school contexts, and employing these in an Action Research project. Such understandings and skills are essential for those teachers who wish to systematically improve their own professional practice and to gain leadership positions to improve the effectiveness of the schools in which they work. Such understandings and skills are central in meeting Element 6 of the NSW IT Graduate Teacher Professional Standards (Element 6 says that *Teachers continually improve their professional knowledge and practice*).

Entry Requirements:

See the Education Pre-enrolment Handbook on our website.

Course Structure:

- All Course units for Graduate Diploma of Education; and
- 3 additional core units including a 50 day Internship and Action Research Project of 4000 words. The duration of the additional units will be one term (10-11 weeks); Student Teachers during this time will be placed in a school for further Professional Experience while completing the research for the Action Research report.



Unit Descriptions: GradDipEd/MTeach (Secondary)

Note that these are in number order, and not necessarily in the order that they are undertaken in the course. For your interest – EDGDE stands for Education Subject (ED) in the Grad Dip Ed course (GDE).

Basics of Teaching (EDGDE401)

This is the initial course completed by Student Teachers. It will introduce the entire degree program of study, and the professional contexts in which students will prepare for teaching. There will be an introduction to this unit that will be presented in an on-campus face-to-face mode. This will take the form of a one week (5 day) on site Orientation Program. This program will provide an orientation to the concepts of teaching as a Christian; and it will also prepare students with all of the knowledge and skills they will require to be effective as distance education learners.

Biblical Studies (EDGDE402)

This core unit that is done in the first term with the Basics unit will provide an overview of the unfolding, redemptive narrative of the Bible. This is designed to enable pre-service teachers to develop skills to understand the Bible's message and the ability to interpret its meaning for today's generation. This will assist pre-service teachers in curriculum planning for Biblical Studies as well as strategies that will facilitate the teaching and learning of Biblical Studies for secondary age students.

Secondary Pastoral Care & Management (EDGDE403)

The unit will build on the general principles covered in The Basics

for Teachers, and Psychology for Teachers, so that teachers can undertake curriculum design, development and evaluation in Pastoral Care programs, including the structures in which these programs are undertaken. Such programs are very prevalent in Christian and other schools. It will introduce relevant Biblical principles and educational documents about values and welfare. The unit will assist pre-service teachers in acquiring skills that facilitate the practice of pastoral care (often called classroom management) at a class level and a school based level.

Student Diversity in Education (EDGDE404)

This unit is designed to help students gain a critical understanding of the impact of diversity in the classroom in terms of understanding the potentially very different backgrounds of students. The two focus areas will be the impact of colonialism on the lived experience of Indigenous Australians from an Indigenous perspective, and the life world of those from Non-English Speaking Background cultures (NESB).

Psychology for Teachers of Adolescents & Young Adults (EDGDE411)

This unit introduces Student Teachers to psychology that is relevant to those stages and themes of greatest relevance to the secondary school years. Significant models of relational and cognitive development will be introduced and illuminated by contemporary research and Biblical principles on selected topics. The social context of learning and the situated nature of cognition will be explored so the Student Teachers



can understand more clearly the students that they teach, so that they can teach them better.

Special Education (EDGDE413)

This unit equips Student Teachers with a basic understanding of the current philosophies and principles of normalisation of and curriculum adjustment for children with disabilities and those identified as ‘Gifted and Talented’. Biblical principles of equity and respect are used as part of this exploration. The unit enables Student Teachers to develop skills to encourage effective learning for all children including those with special needs. It will explore the place of support services within the class school and community.

Specialisation (Designated Area of Study) Method I

English Method I (EDGDE441)

Mathematics Method I (EDGDE442)

History Method I (EDGDE443)

Music Method I (EDGDE444)

Drama Method I (EDGDE445)

Human Society and Its Environment (HSIE) Method I (EDGDE446):
Geography or Commerce

Studies of Religion/Biblical Studies Methods I (EDGDE447)

These units will focus on the process of curriculum development in the chosen specialisation in the junior secondary school (years 7 to 10, also called stages 4 & 5). It will introduce relevant national, state, systemic and school documents and will assist Student Teachers in acquiring skills which facilitate the active teaching and learning in

the junior secondary school. Each unit will also explore how to link with the Stage 3 content and outcomes of the relevant K-6 Syllabii.

Specialisation Method II

English Method II (EDGDE451)

Mathematics Method II (EDGDE452)

History (Ancient or Modern) Method II (EDGDE453)

Music Method II (EDGDE454)

Drama Method II (EDGDE455)

Society and Culture Method II (EDGDE456)

Studies of Religion Method II (EDGDE457)

This unit will build upon the previous specialisation method unit by developing further the Student Teachers’ thinking about curriculum design and development by focussing on evaluating the curriculum and a consideration of the teacher as researcher. It will therefore involve developing understandings of and strategies for student assessment in the context of program evaluation and teacher self-evaluation. The major context for this study will be the curricula in the NSW senior secondary (years 11 & 12, or Stage 6) school.

Professional Experience I (EDGDE461), II (EDGDE462) & III (EDGDE463)

These units are designed to develop the range of discipline specific and general teaching competencies required for a beginning teacher. Activities include observations, collegial discussions and participation in a range of practical experiences in the classroom. Thus, the Professional Experience units focus more on discipline-based competency development compared to the SISE units that look to



enable students to develop understandings and competencies for the broader contexts of school-based teaching and learning.

Structured In-School Experience I (EDGDE472) & II (EDGDE473)

These units are designed to orientate students to learning and teaching through undertaking a range of school-based observations, collegial discussions and small group and individual teaching experiences in a variety of classroom contexts. The SISE units are focussed on providing opportunity for a general orientation to the school setting as a place for teaching and learning, in contrast to the Professional Experience units that are more focussed on class-based knowledge, skill and character development.

Note that in accordance with the NSW Institute of Teachers, students must complete Professional Experience in at least two (2) different schools.

Master of Teaching Units, Investigating Classroom & School Practice (EDMT490)

The main purpose of the unit is to prepare students to complete the Action Research project successfully. Thus, there is a strong concentration, in both the content and the readings, on Action Research as a methodology for classroom-based research and its process, as well as methods of information gathering and analysis appropriate to such research. The course also aims to introduce Student Teachers to the nature and challenges of broader social research as a basis for a rationale for critical and reflective investigation of classroom practice. It is hoped

that the Student Teachers will then have a commitment to these processes as the basis for their ongoing professional learning and improvement of their professional practice.

Action Research Project (EDMT491)

This course is the culminating unit of the M Teach degree. It is concerned with the preparation and investigation of some aspect of the Student Teacher's professional practice identified during the assessment task in the course unit 'Investigating Classroom and School Practice' (EDMT490). The investigation will be based on 6 cycles of Action Research with one class that the Student Teacher is teaching during the Internship (EDMT492). The successful completion of the unit will require a 4000 word written report and an uploaded on-line digital poster that will be shared with other students. The sharing will take the form of an on-line conference in which students will present, discuss and answer questions about their poster and their investigation.

Internship (EDMT492)

This unit is designed to provide further opportunity, building on Professional Experience I-III for experience in a school in the roles of teacher in the classroom in the school in its community. It is also an opportunity for a scaffolded, guided and supported entry into teaching, with a reduced teaching load, assisted by a school-appointed Mentor. It provides the opportunity for the Intern to complete the investigation that is the basis of their Action Research reports (as per Unit EDMT491).

Master of Education



General Information:

The Master of Education degree, accredited in NSW and nationally recognised, provides professional development for teachers. It has a focus on the integration of faith and vocation. It was initially developed in response to a demand from Christian schools and teachers for an academically credible program at advanced level that would improve the quality of education being provided by upgrading the qualifications of teaching professionals in all areas of schooling. The twin aims of high academic rigour and a clear Christian understanding make this a course capable of transforming your thinking and integrating your current practice with a Biblically sound understanding and commitment to teaching as a Christian.

Entry Requirements:

Educators with an accredited four-year professional qualification in education and who have experience in teaching are eligible to enrol in this program.

Course Structure

To complete the Master of Education students must complete 8 units of study (72 credit points). There are several options students can choose from:

Stream 1: Coursework

Students must complete the 2 Core units and then select 6 units from the electives list.

Stream 2: Minor Dissertation and Coursework

Students must complete the 2 Core units, then ED530, ED531, and ED532 (ED532 is equal to 2 units) plus further coursework units sufficient to make a total of 72 credit points.

Stream 3: Major Dissertation and Coursework

Students must complete the 2 Core units, ED530, ED531, and ED533 (ED533 is equal to 3 units) plus a further coursework unit to make a total of 72 credit points.

Units that can be taken for the MEd have a 500 number. A full list of units and their descriptions can be found later in this prospectus.



Master of Education: Leadership

Course Information:

The MEd (Leadership) is a targeted program, closely integrated with the Master of Education structure. It is designed to provide a broad, in-depth understanding of education theory and practice for professionals with leadership roles in schools and other educational institutions. This program is integrated with the MEd but with a different entry pathway and separate requirements to meet the specific needs of professionals involved in education other than as teachers in schools.

Entry Requirements:

Persons with an accredited three-year higher education qualification (or equivalent) in any discipline who have a leadership role in educational institutions and/or professional training contexts are eligible to enrol in this program.

Course Structure

To complete the MEd (Leadership) students must complete 8 units of study (72 credit points). There are several options students can choose from:

Stream 1: Coursework

Students must complete the 2 Core units, 4 units from the Leadership strand, and 2 units of electives.

Stream 2: Minor Dissertation and Coursework

Students must complete the 2 Core units, 2 units from the Leadership strand, then ED530, ED531, and ED532 (Minor Dissertation). The Dissertation must have a leadership focus.

Units that can be taken for the MEd (Leadership) have a 500 number. A full list of units and their descriptions can be found later in this prospectus.

Graduate Diploma of Education (Post-Graduate)



Course Information

This is an optional exit point from the MEd or MEd (Leadership) program. Alternatively, students who directly enrol in this program who later wish to complete the remaining 4 units (36 credit points) for the Master of Education will need to surrender the Grad Dip Ed for the higher qualification.

Entry Requirements:

Educators with an accredited three-year professional qualification in education and who have experience in teaching, or applicants having a three-year higher education qualification (or equivalent) in any discipline who have a leadership role in education institutions and/or professional training contexts are eligible to enrol in this program. Please note, those entering this program with a three-year degree can only upgrade to the Master of Education (Leadership) while those with a four-year teaching degree can upgrade to the Master of Education.

Course Structure

Students must complete 1 of the Core units (either ED502 or ED503), and 3 units of electives.

Units that can be taken at the Grad Dip Ed level have a 500 number. A full list of units and their descriptions can be found later in this prospectus.





Bachelor of Education: Conversion (Up-grade course)

Course Information:

The Bachelor of Education (Conversion) enables teachers with a Diploma of Teaching and no other prior discipline-based degree to upgrade that qualification to a four-year Bachelor of Education. It provides an opportunity to think through the implications of the Christian faith for teaching within the flexibility of distance education. The twin aims of high academic rigour and a clear Christian perspective make this a course capable of transforming your thinking and integrating your current practice with a Biblically sound understanding and commitment to teach as a Christian.



Entry Requirements:

Students wishing to enrol in the Bachelor of Education (Conversion) would normally have a three-year qualification in education. Students can, however, apply for admission under Special Admission if they have a two-year qualification in education and substantial teaching experience, or professional qualifications and experience that will satisfy the Admissions Committee that the applicant has the preparation and capacity to successfully complete the course.

Course Structure

The BEd (Conversion) requires students to complete 6 units (54 credit points) made up of 2 Core units (1 will be either ED407 or ED408; the other either ED480 or ED481) then 4 units of electives.

Units that can be taken at the BEd (Conversion) level have a 400 number. A full list of units and their descriptions can be found later in this prospectus.

Post-Graduate Unit Listing



CORE UNITS

MEd and MEd Leadership

ED502 Biblical Foundations in Education 1 (Old Testament)

ED503 Biblical Foundations in Education 2 (New Testament)

BEd (Conversion)

EITHER ED407 Teaching from a Christian Perspective

OR ED408 Christian Schooling: Perspectives on Philosophy & Practice

PLUS 1 Unit from the Summative Integration Strand

ELECTIVE UNITS

Curriculum Strand

ED414/514 A Christian Perspective on Curriculum

ED415/515 The Bible in the Christian School: Transformative or Traditional

Teaching & Learning Strand

ED407/540 Teaching From a Christian Perspective*

ED441/541 Teaching as Pastoral Ministry

ED444/544 Special Education

* *These units can also be taken as part of the Leadership Strand*

Leadership Strand

ED563 Leadership & Management: Contemporary Christian Perspectives

ED564 Leading & Managing: An integrated Process

ED565 Quiet Leadership

Contextual Studies Strand

ED472/572 Community, Psychology and Christian Education

ED472/572 Building Community in Christian Schools (coming soon)

ED474/574 Communication & Technology in Education: A Christian Perspective (*available after accreditation*)

ED477/577 The Relationship of the Bible to Education

ED578 Christian Schooling: Perspectives on Philosophy & Practice

Summative Integration Strand

ED480 Comprehensive Essay with Literature Review

ED481/581 Comprehensive Essay with Professional Portfolio*

Research Strand

ED530 Research Methods in Education* (*pre-req. for ED532/533*)

ED531 Directed Reading* (*pre-req. for ED532/533*)

ED532 Minor Research Project*

ED533 Major Research Project*

ED535 Qualitative Research Methods in Education*

ED536 Quantitative Research Methods in Education*



Post-Graduate Unit Descriptions

Units taken at the BEd (Conversion) level, (these are the 400 subjects), are marked according to different criteria (see the Student Handbook). Please visit our website for a full outline of each unit.

ED502 Biblical Foundations in Education 1 (Old Testament)

This unit will assist students in the process of developing a complete Biblical theology grounded in a thorough understanding of the theology, history and literature of each of the Canonical books of the Old Testament Scriptures and of the relationship of these books to one another, to the writings of the New Testament, and to the gospel life and work of Jesus Christ. It will also enable students to begin applying the above to the development of a comprehensive Biblical worldview as a framework for undertaking their role within education.

ED503 Biblical Foundations in Education 2 (New Testament)

This unit will assist students in the process of developing a complete Biblical theology grounded in a thorough understanding of the theology, history and literature of each of the Canonical books of the New Testament Scriptures and of the relationship of these books to one another, to the writings of the Old Testament,

and to the gospel life and work of Jesus Christ. It will further enable students in the ongoing process of applying the above to the development of a comprehensive Biblical worldview as a framework for undertaking their role in education.

ED407/540 Teaching from a Christian Perspective

This unit is designed to cause teachers to think reflectively and critically about their own teaching approaches in the light of modern pedagogy, and an understanding of the Bible and its relationship to teaching. Students will evaluate models and teaching strategies that reflect Biblical understandings and examine the concept of relational teaching drawing on the examples and teachings of Jesus.

ED408/578 Christian Schooling: Perspectives on Philosophy and Practice

This unit introduces students to some of the history, philosophy and practice of Christian schooling. Areas covered include nurture and discipline, strategies for teaching and learning, curriculum design, and the school as a learning community. It is an excellent unit for those new to Christian Schooling or for those in need of a refresher course.



ED414/514 A Christian Perspective on Curriculum

Curriculum reflects the values, assumptions and predispositions of the author. This unit investigates varying conceptions of curriculum and a range of strategies for use in curriculum development. It helps teachers devise an effective process of school-based curriculum development that will enable them to design curriculum consistent with the aims and strategies of the school, and to identify basic issues in curriculum design by working with colleagues in developing educational programs that reflect their faith.

ED415/515 The Bible in the Christian School: Transformative or Traditional

The first section of this unit considers three approaches to the Scriptures which intend to promote a right understanding and use of God's written Word. The unified purpose of the Scriptures, the gospel centrality and the unfolding canon of the Scriptures are discussed. The second section considers how the Bible, rightly used, should impact both the shape and the content of curriculum. Assistance is provided on the preparation of Biblical Studies curriculum as well as other curriculum units developed from a Biblical perspective.

ED530 Research Methods in Education

This unit aims to provide a basic understanding of the importance and methods of educational research. An understanding of educational research principles and methods is vital for those in leadership in the school, in order to assess educational research, and in order that school communities can investigate themselves. The unit is a prerequisite for either Research Project.

ED531 Directed Reading

This unit seeks to develop skills in identifying educational problems, reviewing literature and developing solutions to problems. The unit provides the opportunity to examine systematically a problem or issue that is of particular significance to the student's educational environment. This Unit is a prerequisite for either Research Project.

ED532 Minor Research Project

This provides an opportunity for students to research an area of personal or professional concern in Christian Education. ED530 and ED531 are prerequisites to this unit. Students will have ongoing discussions with an appointed supervisor. This subject is the equivalent of 2 units in the Master's program.



Post-Graduate Unit Descriptions (Continued)

ED533 Major Research Project

This subject provides an opportunity for students to research an area of personal or professional concern in Christian Education. ED530 and ED531 are prerequisites. Students will have ongoing discussions with an appointed supervisor. This subject can be taken as the equivalent of 3 units in the Master's program.

ED535 Quantitative Research Methods in Education (*under development*)

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie quantitative approaches to research, and to provide an understanding of the effective practice of quantitative research methodology in an educational context.

ED536 Qualitative Research Methods in Education

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie qualitative approaches to research, and to provide an understanding of the effective practice of qualitative research methodology in an educational context.

ED441/541 Can a School be a Learning Community? This unit examines the importance of developing Christian school relationships as the key to success for an effective Christian school. It describes a Biblical perspective on teaching as a pastoral ministry with an emphasis on the concept of servant leadership. It also

develops a systematic approach to the assessment of needs in pastoral care, and evaluates the formal and informal structures that can assist in pastoral care.

ED444/544 Special Education

The wide diversity of special needs in a classroom creates an ongoing challenge to develop a well-informed repertoire of relevant skills and an up-to-date awareness of available resources. This unit focuses on the development of a Biblical understanding of exceptionality, on the major issues and choices facing educators in this area, and on the development of the basic skills necessary to serve students with special needs.

ED563 Leadership and Management: Contemporary Christian Perspectives

This unit studies the relationship between Biblical models of leadership and management in the organisational and relational contexts of Christian schools. Emphasis is given to the servant model of leadership, although other models will be examined. This unit aims at enabling students to explore concepts of leadership and management that are Biblically-based. It is designed to develop an understanding of administrative theory and its application to the school setting.



ED564 Leading and Managing: An Integrated Process

Schools and organisations must be in a state of constant change in order to adapt to changing environments. People, and their intellectual capital, become critical catalysts for this strategic change. It is imperative, therefore, that principals, executive staff, and other managers are able to inspire commitment and focus their energies on “real” change-related issues rather than simply ensuring that current systems are functioning well. This unit will enable executive staff and those responsible for leading schools to analyse problems and provide solutions in their organisations based on a Christian philosophy of leadership.

ED565 Quiet Leadership

The theory of quiet leadership emphasises the virtues of modesty, humility, tenacity, interdependence and other-centredness. It stresses the importance of enabling and empowering others both through modelling and through transforming conversations. It is particularly well suited to educational settings as it stresses that the success of quiet leaders is based neither on ego nor force of character, but on thoughts, actions and a focus on necessary tasks.

ED472/572 Personhood, Community and Education

(or ED472/572 Christian Schools - a World of Difference — coming soon)

A study of the relationship of theology to issues in education which stem from the disciplines of the social sciences. The unit attempts to enable students to think more clearly about the values which lie behind the research findings and theories of the social sciences which they may encounter in their work. Most teachers have received some instruction about the nature of persons whilst completing their teacher training. This unit enables them to evaluate their earlier work against Biblical principles of moral development as they apply to schools. It also provides frameworks for examining broader-based issues than those usually examined in introductory psychology courses; eg the history and philosophy behind social science theories.

ED474/574 Communication and Technology in Education – a Christian Perspective *(will be available after Accreditation)*

This unit seeks to develop an understanding of the process of communication from a Christian perspective. Communication is considered as a special gift given to mankind by our Creator-



Post-Graduate Unit Descriptions (Continued)

God. The history of communication, the social and cultural impact of changing technology and recent understandings of the functioning of the human brain are studied. The implications of these insights for classroom learning are considered. Finally, students are asked to consider current developments in computer global networks and where these developments may be taking us.

ED477/577 The Relationship of the Bible to Education

This unit examines the range of possible relationships between the Bible and education, and ways of legitimately moving from the Bible to educational theory and practice. The focus will be on seeking to apply the Bible to education. The intention is to broaden the student's understanding of possible models of education which should provide more critical and fruitful ways of relating the Bible to education and help in evaluating various Biblical approaches to education.

ED480 Comprehensive Essay with Literature Review

This unit is designed to highlight the worldview and structural coherence that connects units of study in Southland/Morling degrees, and provide students with assessment contexts in which they can demonstrate their own progressive growth as teachers

that has taken place over the course of their studies. The assessments focus on students' reflections around two tasks: a literature review requiring students to demonstrate a sound understanding on selected issues that they have considered during their studies, and a comprehensive essay encouraging students to reflect upon an educational topic of significant contemporary interest as a demonstration of their growth in understanding.

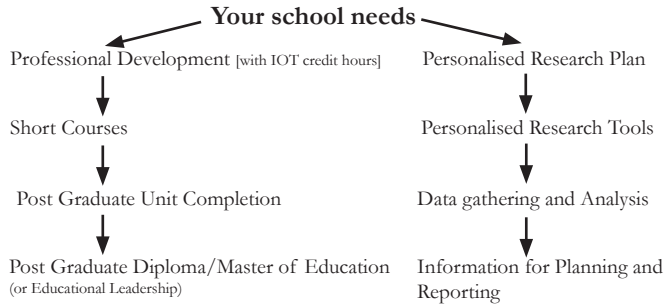
ED481/581 Comprehensive Essay with Professional Portfolio

The unit is designed to allow students to demonstrate how their studies have helped develop their understanding of Christian Education and then showcase the application of this understanding to their classroom practice. Through reflective journaling and compilation of relevant material, the students are expected to show a progressively developing integration of a Biblical perspective into pedagogy, curriculum, assessment, stakeholder relationships and all aspects of the teaching and

Articulated Professional Development



Below is a flow chart that explains how Southland can partner with schools in the development of their existing teachers:



PD SEMINAR - Short Courses	MASTERS UNIT
God, Us and Teaching - Understanding some Biblical Themes	ED 502/3: Biblical Foundations in Education 1 (OT) and 2 (NT)
How to Think Christianly in Key Subjects and Disciplines	ED 514: A Christian Perspective on Curriculum
The God Loyal Curriculum: Strategies for Teaching the Student	ED 514: A Christian Perspective on Curriculum
The Creative Arts in Christian Education	ED 514: A Christian Perspective on Curriculum
Wisdom and Foolishness – the moral direction of all teaching and learning	ED 515: The Bible in the Christian School
Ethics for Christian Teachers	ED 515: The Bible in the Christian School

PD SEMINAR - Short Courses	MASTERS UNIT
Effective Christian Teaching	ED 540: Teaching from a Christian Perspective
Respect, Acceptance and Access: relating like Jesus	ED 541: Can a School be a Learning Community?
Pastoral Care and Building Community in your school	ED 541: Can a School be a Learning Community?
What does it take to change? The Heart, Head, Hands and Habits of Teaching and Learning	ED 541: Can a School be a Learning Community?
Avoiding Relational Extremes in the Classroom: Justice and Mercy	ED 541 - Can a School be a Learning Community?
Thinking about Leadership as a Christian Educator	ED 563 – Leadership & Management: Contemporary Christian Perspectives
Communication, Problem Solving and Team Building	ED 564 – Leading and Managing: An integrated process
Thinking about and Establishing Middle Schooling	ED 564 – Leading and Managing: An integrated process
Communication and Technology in Education: A Christian Perspective	ED 574 – Communications and Technology in Education: A Christian Perspective
Quality Christian Teaching	ED 578 – Christian schooling: Perspectives on Philosophy and Practice
Teaching Left Handers to Write Well	N/A



Research and Development

Southland College desires to see research used so that you know your own story better, and can then tell your story better. Some of the areas in which research projects can be developed include:

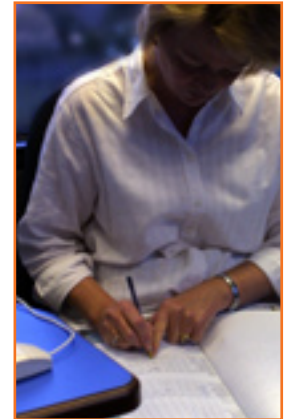
- Developing community in your school
- Review and development of pastoral care and welfare policies and procedures for members of your school community
- Review and development of Educational Human Relations Policies and Procedures e.g. management and prevention of bullying; discipline systems; grievance policies and procedures; child protection policies and procedures
- Student Engagement Review: the CARE survey (Care And Relationships in Education).
- General School Level Relationships Survey: the School Level Environment Questionnaire.
- Tracking the academic impacts — review and development of the academic progress of our students.
- The impact of your staff support policy and activities — considering the difference your professional discussion policies and procedures do or do not make.

- Parent Satisfaction Review — assisting you to design ways of receiving information from your parents with reference to your Vision and Mission statements.
- Planning and Development Review — assisting you to escape the ‘tyranny of good ideas’ by developing a systematic yet responsive planning and development yearly cycle.

Ongoing consultancy

Your school might want a yearly program of research, professional development and short courses.

Talk to us about your needs and we will give you a proposed consultancy package.





Southland College is the trading name for the Institute of Christian Tertiary Education Ltd — a wholly owned subsidiary of Morling College, the Baptist Theological College of NSW and the ACT. The partnership between Morling and Southland is an exciting one which we believe will help strengthen teacher training from a Christian perspective across Australia and internationally. We are excited to be able to provide accredited pre-service and post-graduate Distance Education Training for those who wish to teach as a Christian.



“It has definitely changed the way I view my teaching and the approach I will make as to how I am going to present the Christian Perspective into my class.”



Enrolment Procedures

Enrolment Procedures

Applications for the courses may be submitted at any time. There are normally three intake periods a year, for the post-graduate courses:

- Mid February
- Mid June
- Mid October

Intake for the Grad Dip Ed is normally January and July.

To apply for admission as a student with Southland College, applicants are required to provide the following items:

- A completed application form (go to www.southland.edu.au)
- A passport-sized photograph (optional)
- A certified copy of relevant transcripts of undergraduate studies and/or a Testamur
- Where documentation shows a different name from that under which an applicant wishes to enrol, you must supply evidence in support of your change of name (*e.g.* a certified copy of your marriage certificate).

After an enrolment form is received and processed tuition materials will be sent; all fees should be paid by the due dates. We invite you to contact the Registrar on (02) 9878 0201 or info@southland.edu.au. Students can download enrolment forms from our website (www.southland.edu.au). Our Fax number is (02) 9878 2175.

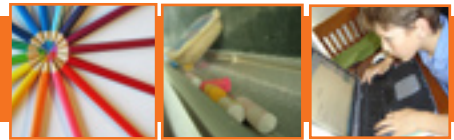
Recognition of Prior Learning

Up to 50% credit may be given for courses completed elsewhere. Please request a Recognition of Prior Learning Application form from the Southland College office if you wish to apply for credit for previous study. You will also receive an outline of what you will need to present, including your reflections as a Christian educator on your prior learning.

Auditing

It is possible to undertake units on an audit basis (*i.e.* not for credit towards the award). Audit students receive materials and may choose to be involved in activities but are not required to submit any assessment tasks. No transfer of credit can be given for audited unit.

There are no entry requirements for auditing courses.



Financial Matters

Invoices are forwarded to the student together with the course material. Payment is to be made within 30 days from the date of the invoice. Please note that students who do not pay their accounts by the due date may have their credit terms replaced by a cash-only basis for future course units.

Should a student choose to withdraw from a unit, they must complete the relevant form and return it with the study materials to receive a refund of any course fee paid. An administrative fee may be charged. Any withdrawals must take place before the 5th week of the semester. After five weeks no refund will be given. See the respective Handbook for further details.





Frequently Asked Questions

Who accredits the degrees?

The degrees are awarded by Morling College Ltd. Southland College is a wholly owned subsidiary and teaching agent of Morling College Ltd. The degrees are accredited by the NSW Department of Education and Training and are nationally recognised. The pre-service programs are also accredited by the NSW Institute of Teachers. They give registration to teach in any NSW school. The Public Register of NSW Higher Education Providers is accessible at www.highered.nsw.gov.au. Search for Morling College Ltd. Please note that while the courses are nationally accredited as approved Higher Education courses, each state has different regulations concerning teacher registration. Completion of a Morling/Southland College course does not guarantee teacher registration in your state. Please contact the appropriate state authority before enrolling for advice.



How soon can I get the materials to start studying?

Students must submit an enrolment form before materials are sent. Materials are sent as soon as possible after the form is processed.

How can I expedite my application?

Please ensure that you send certified copies of your qualifications together with the completed enrolment form to Southland College. Enrolment forms may be downloaded from the website (www.southland.edu.au). You must still send certified copies of your qualifications. All forms and documents may be first faxed or emailed, but hard copies must then be sent by post as validation.

How long does it take to complete the course?

The Master's courses can take between one to ten years to complete. Most students complete it in just under three years by taking one unit per trimester (3 trimesters per year).

The BEd (Conversion) course can take between one to five years to complete. Most students complete the course in two years by studying one unit per trimester (3 units per year).

The Grad Dip Ed (Secondary) can take one to four years to complete. The normal full time allocation is 18 months.



How many hours a week should I devote to a unit?

Post Graduate: If you devoted two evenings (2 - 3 hours per session) a week and part of your Saturday, that should enable you to cover the material and write the assignments comfortably. However, you may want to spend more time to achieve higher grades.

Grad Dip Ed/M Teach (Secondary): Student will average from 240 to 270 hours per term (ie for each 10 week period).

How does library access work for distance students?

Students of Southland College have full access to the Morling College library. Students will need to register with Morling Library to receive a borrower's card after which they may either borrow holdings in person or have resources sent to them.

Library services can be accessed via the Morling College website. Students studying our courses by distance education, who cannot physically access the library, may reserve books on the web and these are then posted out to them. Library staff are available for student enquiries via phone, email or fax.

The Morling College library hours and catalogue are available on the Morling College website (www.morling.nsw.edu.au).





Statement of Faith

God

- We believe there is one God in whom there are three equal Divine Persons revealed as the Father, the Son and the Holy Spirit and who of His own sovereign Will created the heavens, the earth and all that is contained within the Universe.
- We believe the Lord Jesus Christ is the eternally existing only begotten Son of the Father conceived by the Holy Spirit and born of the virgin Mary. As God He became flesh and dwelt among us; as man He was God.
- We believe it is the Holy Spirit alone who convicts people of sin and leads them to repentance, creates faith within them, and regenerates and fills those who believe in Jesus Christ as Lord. It is the indwelling Spirit who bestows the Gifts of the Spirit and manifests the Fruit of the Spirit in the believer.



The Scriptures

- We believe in the Divine inspiration and the infallibility and supreme authority of the Old and New Testaments in their entirety, and that the Holy Spirit so moved the writers that what they wrote are authoritative statements of truth.

All People Are Fallen

- We believe all people are in a fallen, sinful and lost condition through the rebellion of Adam and Eve who were created without sin, and in this state of depravity are helpless to save themselves and are under the condemnation of God to eternal punishment in Hell.

People Can Be Saved

- We believe that salvation from the penalty and consequences of sin is found only through the substitutionary atoning death and resurrection of the Lord Jesus Christ.
- We believe Christ died for our sins, was buried and the third day, rose from the dead, that He appeared to men who touched Him and knew His bodily presence, and that He ascended to His Father.



Christ's Return

- We believe the Lord Jesus Christ will return in person with His saints and that the full consummation of the Kingdom of God awaits His return.
- We believe those who have been regenerated by the Holy Spirit will receive a resurrection body at the return of Jesus Christ and be forever with the Lord, while those who have not believed will be resurrected to stand at the Judgement Seat of God to receive His judgement and eternal condemnation to Hell.

Satan

- We believe in the actual existence of Satan who is the father of all evil and opposed to God, although ultimately subject to the purposes of God and destined to be confined forever in Hell.

The Church

- We believe the Church is the Body of Christ, composed of all believers in the Lord Jesus Christ, which finds its visible manifestation in the local community of believers and ministers through the co-operative exercise of God-given gifts by the entire membership. Each local community of believers is competent under Christ as Head of the Church to order its life without interference from any civil authority.
- We believe there are two ordinances instituted by the Lord Jesus Christ, Baptism and the Lord's Supper.





Southland College

...serving the needs of Christian educators



The Baptist Bible & Theological College of NSW & ACT

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