

Bachelor of Education (Primary) (BEd)

level 7, 360 credits

Flexible Study Options

Students can study towards the Bachelor of Education (Primary) on campus in Henderson or Christchurch, with part-time options available.

Programme Requirements

The BEd is a three-year full-time (or part-time equivalent) programme. It is made up of 24 courses of 15 credits each, at levels 5, 6 and 7.

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

Courses are subject to change.

By the end of this programme graduates will be able to:

1. **Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. (Te Tiriti o Waitangi Partnership)**
2. **Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. (Professional Learning)**
3. **Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. (Professional Relationships)**
4. **Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. (Learning-focused Culture)**
5. **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)**
6. **Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. (Teaching)**

2026 Fees

Domestic - 2026 fees will be published in October 2025. 2026 tuition fees covered by Zero Tuition Fees fee waiver* for eligible students in the first year of the Bachelor of Education (Primary). Student Services Fees will apply.

International - 2026 fees will be published in October 2025. You may like to refer to the 2025 international fees for an indication, but please note that there may be an increase from the 2025 fees for 2026. Student Services Fees will apply.

**NOTE: The programme is three years and annual fees may vary. At present, the Zero Tuition Fees fee waiver for eligible Domestic students in the first year of the Bachelor of Education (Primary) is applicable for 2026 only (please refer to full terms and conditions for further information). A Student Services fee will apply. Please refer to Fee Schedule for more details (www.laidlaw.ac.nz/fees)*

READY TO APPLY? ANY QUESTIONS?
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Year One Courses

115.515 P READING THE BIBLE

Approach 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. Explore 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 and changing pedagogies 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 digital 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.

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 the covenantal spirit of 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.

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