

Bachelor of Education (BEd)

level 7, 360 credits

Flexible Study Options

Students can study towards the BEd on campus in Henderson and 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 |
|--|---|---|
| <ul style="list-style-type: none"> • 215.515 Beginning Theology† • 850.515 Reflective Practices • 851.515 Innovative Teaching • 852.515 Developing Numeracy • 853.515 Developing Literacy • 855.515 Inclusive Education • 857.515 Human Development • 907.515 Bicultural Relationships | <ul style="list-style-type: none"> • 861.615 Critical Mathematics Education • 862.615 Teaching and Learning English • 863.615 Arts Education • 865.615 Literacy and Numeracy Practices • 866.615 Curriculum and Community Practices (or 868.615 Education and Community Development) • 867.615 Learning about Science and Technology • 869.615 Mahi Tahi: Relational Approaches to Learning • 873.615 Learning about People and Place | <ul style="list-style-type: none"> • 864.615 Learning and the Body • 876.715 Responsive Practices • 877.715 Inquiring Teacher Practices • 878.715 Mātauranga Māori: Māori Language and Learning • 880.715 Critical Pedagogy • 881.715 Teaching as Inquiry (or 885.715 Research Topic) • 882.715 Tūmanako: Theology & Education • 883.715 Ethics and Education |
| | 8 COURSES @ 15 CREDITS | 8 COURSES @ 15 CREDITS |

† or other Theology course as specified by Head of Programme.



Year One Courses

215.515 BEGINNING THEOLOGY

This course introduces students to the study of the Bible, Christian theology and theological ethics. It provides basic skills for working with biblical texts and theological ideas and applying those skills in educational contexts.

850.515 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 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 classroom behaviour. 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 digital environments is also explored.

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

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

855.515 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 HUMAN DEVELOPMENT

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

907.515 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 the Treaty of Waitangi and an awareness of its relational intent. This course introduces Tikanga Maori 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 Maori culture beyond the classroom.

2020 Fees

\$775.50 per 15 credit course

\$3,102 per semester full-time (4 courses, 60 credits)

\$6,204 per year full-time (8 courses, 120 credits)

Excludes Student Services fee of \$4 per credit. Please refer to Fees Schedule for more details (www.laidlaw.ac.nz/fees)

READY TO APPLY? ANY QUESTIONS?

Call: 0800 999 777

or email info@laidlaw.ac.nz | www.laidlaw.ac.nz

