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Welcome to postgraduate study in the Faculty of Education. This publication is a handbook to the Faculty of Education Postgraduate Prospectus. It provides a guide to the courses offered by the faculty in 2014. Included is information on the programmes courses can be studied within, the semester and timetabling of each course, and the delivery mode.

The courses and timetables printed in this publication are confirmed and correct at time of printing but please note that some changes may occur. Course enrolments for 2014 open 4 November 2013 and from this date you can also check online for the most up-to-date timetable for each course:

- Current students should visit: www.student.auckland.ac.nz
- Prospective students should visit: www.studentservices.auckland.ac.nz
  - Click on ‘Course advice and information’
  - Click on ‘Browse the course catalogue without signing in’

To find out the schedule of courses that are available within a programme you need to consult The University of Auckland Calendar. Please also consult the appropriate sections of The University of Auckland Calendar to ensure you are aware of and comply with all regulations, requirements and policies. The University Calendar is published annually and is available online at www.auckland.ac.nz/calendar. A hard copy can be purchased from major bookshops or ordered through The University of Auckland Bookshop. Copies can also be viewed in the University Libraries.

The Faculty of Education website www.education.auckland.ac.nz is also a good source of information for current and prospective postgraduate students:

For postgraduate programme and course information and to download a prospectus see: www.education.auckland.ac.nz/pg-study-options (courses offered in 2014 will also be listed here by various categories eg, area of study, day of week, delivery mode).

For information on support services for students see: www.education.auckland.ac.nz/student-support

**Academic Integrity Course**

All undergraduate and postgraduate students admitted for the first time to a programme at The University of Auckland must complete an online academic integrity course. All new students are expected to complete the course and will receive further information at the beginning of their first semester of study.

**Online Study**

Please note: If you intend to enrol in a course offered as ‘Online/Study guide’ you will need:

- A computer that can play DVDs.
- Access to the Internet – preferably broadband.

Some courses may require you to complete online activities involving: creating and/or downloading PowerPoints as well as downloading audio and/or video podcasts.
**Summer School Courses**

“I want to complete 25% of my qualification within a shorter timeframe”... has been one of the most common reasons for people to take up Summer School courses.

If you prefer an intense but shorter time frame to complete a course then check out our Summer School courses. In some cases you may be able to complete 25% (30 points) of your postgraduate qualification in Summer School. Some students have used Summer School to complete their research methods course in order to free up the rest of the year for research study.

Look for “Summer School” under the semester column of the course schedules in this handbook.

For more information visit
www.education.auckland.ac.nz/summerschool

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**The University of Auckland at Manukau**

We offer selected postgraduate courses at Manukau Institute of Technology through The University of Auckland at Manukau programme. This is ideal if you’re living or working in South Auckland or in nearby suburbs. Some qualifications may be able to be completed full-time depending on your area of interest/research, or be complemented with courses offered at the Epsom Campus or via online study.

Look for “Manukau” under the delivery column of the course schedules in this handbook.

www.education.auckland.ac.nz/manukau

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**Up Grade: Skills for Postgraduate Study**

Want to study at postgraduate level but not quite ready yet? “Up Grade: Skills for Postgraduate Study” is an eight-week course developed and delivered by the Faculty of Education to prepare you for postgraduate study in education. This course is taught at Manukau Institute of Technology and may also be offered at Epsom Campus in 2014. Check the website for updated information and dates.

www.education.auckland.ac.nz/upgrade

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**Study options in Northland**

**Tai Tokerau Campus, Whangarei**

If you’re living in Northland, then consider some of our courses offered at Tai Tokerau Campus. We also offer a selection of online courses as well as block courses at Epsom Campus in Summer School or school holidays.

Talk to us about how to plan your study to best fit your needs.

Look for “Tai Tokerau” under the study column of the course schedules in this handbook.

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**Site visits**

- We can come to you

Can’t decide on which option to take or need help with your application? We offer group presentations and application support through site visits in Auckland and via Skype outside of Auckland.

Individual queries should be directed to 0800 61 62 65 or education@auckland.ac.nz
Areas of study
Faculty of Education postgraduate courses offered in 2014 cover a range of topics. You can look for courses online by area of study at www.education.auckland.ac.nz/search-pg-courses

Areas of study include:
- Arts Education (incl. Dance, Drama, Music)
- Assessment
- Child and Adolescent Development
- Children and Families
- Counselling
- Critical Education
- Critical Pedagogy
- Culture and Identity
- Curriculum
- Development Studies
- Diversity and Equity
- Early Childhood Education
- Early Years
- Educational Leadership and Management
- Educational Psychology
- Education in the Pacific
- e-Learning
- Gifted Education
- Globalisation
- Health Education
- Higher and Adult Education
- History of Education
- Human Services
- Inclusive Education
- Induction and Mentoring
- Learning and Teaching
- Literacy
- Māori and Indigenous Education
- Mathematics Education
- Numeracy
- Pastoral Care
- Philosophy of Education
- Physical Education
- Policy in Education
- Professional Practice
- Professional Supervision
- Research Methods
- Schooling Improvement
- Social Work
- Sociology of Education
- Sustainability
- Technology Education
- Thesis, Dissertation and Research Portfolio

Courses are also listed on the website by other categories such as day of week, delivery mode and semester.

Which Masters in Education is for you?

<table>
<thead>
<tr>
<th>If you have a:</th>
<th>You can apply for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Physical Education (4 years)</td>
<td>Master of Professional Studies in Education*</td>
</tr>
<tr>
<td>Postgraduate Diploma in Education</td>
<td>Master of Education/Educational Leadership**</td>
</tr>
<tr>
<td>Postgraduate Diploma in Education</td>
<td>Master of Professional Studies in Education*</td>
</tr>
<tr>
<td>Bachelors Degree + Graduate Diploma in Teaching</td>
<td>Master of Professional Studies in Education*</td>
</tr>
<tr>
<td>Postgraduate Diploma in Arts/Bachelor of Arts (Honours)</td>
<td>Master of Arts in Education</td>
</tr>
</tbody>
</table>

*Requires minimum of three years of teaching experience. Contact the Faculty of Education for advice if you do not meet the experience criteria.

**Requires a grade point average of B or higher in your postgraduate diploma in education.

Note: The Faculty of Education also offers masters degrees in Counselling and Social Work.

Visit www.education.auckland.ac.nz for further information.
Courses offered in 2014

Master of Education
Master of Educational Leadership
Master of Professional Studies in Education

Bachelor of Education (Teaching) (Honours)
Postgraduate Diploma in Education
Postgraduate Diploma in Educational Leadership

For the regulations for each programme/qualification, including structure, content, and requirements, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

- The approved Research Methodology courses are EDPROFST 750, 754, 756, 757, EDUC 787 and EDPRACT 751. EDPROFST 700 A and B may be taken as a research methodology course subject to approval from the Associate Dean (Postgraduate).
- If you are enrolling in a Masters thesis or dissertation course, the course code you enrol in (EDCURRIC, EDPROFM or EDPROFST) will depend on your supervisor arrangements. Contact the Education Student Centre to discuss the requirements for thesis/dissertation enrolment and study.
- Some programmes (such as the PGDipEd, MEd, BEd(Tchg)(Hons) and MProfStuds in Education) allow elective course choices from outside the prescribed schedules. If a course of interest in the list below is not indicated as able to be taken for your chosen programme, you may be able to apply to take it as a concession. Please refer to the programme schedules in the University Calendar for full information. Criteria apply and the approval of all relevant Academic Heads is required.
- For timetable and course information for BUSADMIN 713, HRMGT 702, 704, 706, 707, 708, which are electives within the MEdLd and PGDipEdLd programmes, contact the Graduate School of Management (Business School) on 0800 61 62 65.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
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<tr>
<td>EDCURRIC 700</td>
<td>Contemporary Pedagogies</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
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<tr>
<td>EDCURRIC 701</td>
<td>Special Topic: Minding the Body in Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Mondays (4.30-7.30pm): 17, 21 March, 5, 26 May + Selected Saturdays (9am-3pm): 8 March, 12 April, 17 May</td>
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<tr>
<td>EDCURRIC 702</td>
<td>Arts Education: Creative Pedagogy</td>
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<td>EDCURRIC 704</td>
<td>Teaching for Scientific Literacy</td>
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<td>2</td>
<td>Epsom</td>
<td>Selected Tuesdays (4.30-7.30pm): 29 July, 12, 26 Aug, 2, 23 Sept, 14 Oct + Selected Saturdays (9am-4pm): 9 Aug, 13 Sept</td>
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<tr>
<td>EDCURRIC 708</td>
<td>Special Topic: The 21st Century Curriculum</td>
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<td>EDCURRIC 714A</td>
<td>Exploring Mathematical Thinking</td>
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<td>Selected Thursdays (4.30-7.30pm): 6, 20 March, 10 April, 8, 22 May, 5 June</td>
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<td>Understanding Difficulties in Number Learning</td>
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<td>Fortnightly (odd weeks) on Wednesdays (4.30-7.30pm)</td>
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<td>Fortnightly (even weeks) on Wednesdays (4.30-7.30pm)</td>
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<td>Development of Numeracy Practice</td>
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<td>EDCURRIC 750</td>
<td>Arts Research: Innovative Practices</td>
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<td>EDCURRIC 763</td>
<td>Special Topic: School-based Health Education</td>
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<td>Supervised</td>
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<td>EDPRAC 701A</td>
<td>Investigating Practice</td>
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<td>EDPRAC 701B</td>
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<td>Practitioner Inquiry</td>
<td>30</td>
<td>Summer School</td>
<td>Epsom Black (school holidays) (9.30am-4.30pm); Mon 6 - Fri 10 Jan; Sat 8 Feb</td>
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<td>Practitioner Inquiry</td>
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<td>EDPRAC 752</td>
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<td>EDPROFM 700</td>
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<td>EDPROFM 701</td>
<td>Special Topic: Using Data to Measure Equity in Schools</td>
<td>30</td>
<td>2</td>
<td>Epsom Block (school holidays) (9.30am-4pm): Mon 17 - Fri 18 July; Sat 16 Aug; Sun 13 Sept; Mon 29 - Tues 30 Sept</td>
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<td>EDPROFM 702</td>
<td>Special Topic: Māori Language Teachers - Teaching Te Reo Māori</td>
<td>30</td>
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<td>Epsom Block (school holidays) (9am-4pm): Wed 8 - Fri 10 Jan &amp; Wed 22 - Fri 24 Jan</td>
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<td>EDPROFM 702</td>
<td>Special Topic: Māori Language Teachers - Teaching Te Reo Māori</td>
<td>30</td>
<td>2</td>
<td>Early Start Epsom Block (school holidays) (9am-4pm): Sat 5 - Sun 6 April; Sat 3 - Sun 4 May; Sat 21 - Sun 22 June</td>
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<tr>
<td>EDPROFST 700A</td>
<td>Literacy Education: Research and Practice</td>
<td>15</td>
<td>1</td>
<td>Online/Study guide On-campus days (school holidays): Mon 20 - Tues 21 Jan (9am-4pm); Wed 22 Jan (9am-12.30pm)</td>
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<tr>
<td>EDPROFST 700B</td>
<td>Literacy Education: Research and Practice</td>
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<td>2</td>
<td>Online/Study guide No on-campus days required</td>
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<td>EDPROFST 701</td>
<td>Issues in Literacy Education</td>
<td>30</td>
<td>2</td>
<td>Early Start Online/Study guide On-campus days (school holidays): Wed 16 July (12.30-4pm); Thurs 17 - Fri 18 July (9am-4pm)</td>
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<tr>
<td>EDPROFST 702</td>
<td>Challenges of Literacy Difficulties</td>
<td>30</td>
<td>3</td>
<td>Early Start Online/Study guide On-campus days (school holidays): Mon 14 - Tues 15 July (9am-4pm); Wed 16 July (9am-12.30pm) + optional 2hr evening sessions (selected Mondays 4.30-6.30pm)</td>
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<tr>
<td>EDPROFST 703A</td>
<td>The Inquiring Teacher: Literacy Education</td>
<td>15</td>
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<td>Early Start Online/Study guide On-campus days (school holidays): Wed 22 Jan (12.30-4pm); Thur 23 - Fri 24 Jan (9am-4pm)</td>
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<tr>
<td>EDPROFST 703B</td>
<td>The Inquiring Teacher: Literacy Education</td>
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<td>EDPROFST 705</td>
<td>Issues in Literacy Teaching and Learning</td>
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<td>EDPROFST 706</td>
<td>Language Analysis for Teachers</td>
<td>30</td>
<td>Summer School</td>
<td>Epsom Black (school holidays): Mon 13 - Fri 17 Jan (9am-4pm); Sat 1 Feb (9am-1:30pm)</td>
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<tr>
<td>EDPROFST 707</td>
<td>Children's Literature in Education</td>
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<td>EDPROFST 708</td>
<td>Language and Popular Media</td>
<td>30</td>
<td>Summer School</td>
<td>Epsom Black (school holidays) (9am-3pm); Mon 20 - Fri 24 Jan; Sat 8 Feb</td>
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<td>EDPROFST 714</td>
<td>e-Learning in Practice</td>
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<td>EDPROFST 716</td>
<td>Early Years Pedagogy</td>
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<td>EDPROFST 716</td>
<td>Early Years Pedagogy</td>
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<td>EDPROFST 717</td>
<td>Learning and Teaching in the First Years</td>
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<tr>
<td>EDPROFST 723</td>
<td>Visual Arts Education in New Zealand</td>
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<tr>
<td>EDPROFST 728</td>
<td>Special Topic: Teacher Evaluation and Appraisal</td>
<td>30</td>
<td>2</td>
<td>Early Start Epsom Black (school holidays) (9am-4pm): Mon 14 July; Sat 2 Aug; Thurs 2 Oct</td>
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<td>EDPROFST 732</td>
<td>Education for Sustainability</td>
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<td>EDPROFST 732</td>
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<td>Tai Tokerau Weekly lecture (Thursday 4.30-7.30pm)</td>
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<tr>
<td>EDPROFST 737</td>
<td>Education Law: Policy Implications</td>
<td>30</td>
<td>Summer School</td>
<td>Epsom Black (school holidays) (9am-3pm); Mon 13 - Wed 15 Jan &amp; Mon 20 - Wed 22 Jan</td>
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* Only offered in the PGDipEd - Early Career Teaching specialisation.
<table>
<thead>
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<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
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<td>EDPROFST 737</td>
<td>Education Law: Policy Implications</td>
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<td>EDPROFST 738</td>
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<td>EDPROFST 738</td>
<td>Educational Leadership</td>
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<td>Epsom Weekly lecture (Monday 4.30-7.30pm) + Sat 8 March (10am-4pm)</td>
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<td>EDPROFST 738</td>
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<td>EDPROFST 740</td>
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<td>EDPROFST 741</td>
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<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
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<td>Tāmaki Selected Saturdays (9am-4pm); 8, 15 March; 5, 12 April</td>
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<td>EDPROFST 745</td>
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<td>EDPROFST 746A</td>
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<td>EDPROFST 746B</td>
<td>The Counselling Process</td>
<td>15</td>
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<td>Cultural Issues in Counselling</td>
<td>15</td>
<td>2</td>
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<tr>
<td>EDPROFST 749</td>
<td>Professional Issues in Counselling</td>
<td>15</td>
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<tr>
<td>EDPROFST 750</td>
<td>Research and Counselling</td>
<td>15</td>
<td>2</td>
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<tr>
<td>EDPROFST 751</td>
<td>ECE Curriculum Issues</td>
<td>30</td>
<td>2</td>
<td>Epsom Block (school holidays) (9am-3pm); Mon 7 - Wed 9 July; Thurs 17 - Sat 19 July</td>
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<td>EDPROFST 753</td>
<td>Issues in Assessment</td>
<td>30</td>
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<td>EDPROFST 754</td>
<td>Critical Research Methodologies in Education</td>
<td>30</td>
<td>Burnside School</td>
<td>Epsom Block (school holidays) (9am-3pm); Mon 6, Wed 8, Mon 13, Wed 15, Mon 22, Wed 22 Jan</td>
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<tr>
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<td>Critical Research Methodologies in Education</td>
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<td>Epsom Block (selected Saturdays) (9am-3pm); 8, 22 March; 5, 12 April; 10, 24 May</td>
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<tr>
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<td>Critical Research Methodologies in Education</td>
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<td>2</td>
<td>Epsom Block (selected Saturdays) (9am-3pm); 26 July; 9, 23 Aug, 6, 22 Sept; 18 Oct</td>
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<td>The Inquiring Teacher</td>
<td>30</td>
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<td>Researching Educational Settings</td>
<td>30</td>
<td>Burnside School</td>
<td>Online/Study guide On-campus days (school holidays); Mon 13 - Wed 15 Jan &amp; Mon 22 - Wed 22 Jan (Mon/Tues 9am-4pm; Wed 9am-12pm)</td>
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<tr>
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<tr>
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<td>Epsom Online/Study guide On-campus day (9am-4pm); Sat 13 Sept</td>
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<td>Understanding Research for School Improvement</td>
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<tr>
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<td>Epsom Selected Tuesdays (4.30-7.30pm); 4, 11, 25 March; 15 April, 6, 27 May; 17 June</td>
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<tr>
<td>EDPROFST 762B</td>
<td>Mentoring Teachers</td>
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<td>Epsom Selected Tuesdays (4.30-7.30pm); 22 July, 5, 19 Aug, 23 Sept; 21 Oct</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>EDPROFST 777</td>
<td>Curriculum: Theory, Issues, Practice</td>
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<td>Epsom Block (school holidays); Thurs 9 - Fri 10 Jan (9am-4.30pm); Thurs 16 - Fri 17 Jan (9am-4.30pm); Sat 15 Feb (9am-3pm)</td>
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<td>EDPROFST 782</td>
<td>Educational Change</td>
<td>30</td>
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<td>Online/Study guide No on-campus days required</td>
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<tr>
<td>EDUC 705</td>
<td>Education and Development Policy</td>
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<td>City</td>
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<tr>
<td>EDUC 712</td>
<td>Race, Ethnicity and Education</td>
<td>30</td>
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<td>Epsom</td>
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<tr>
<td>EDUC 716</td>
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<tr>
<td>EDUC 726</td>
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<td>Epsom</td>
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<tr>
<td>EDUC 731</td>
<td>Special Topic: Māori and Indigenous Wellbeing</td>
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<tr>
<td>EDUC 732</td>
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<td>Teaching in Bilingual /Immersion Settings</td>
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<td>EDUC 741</td>
<td>Educational Psychology</td>
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<td>Epsom</td>
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<td>EDUC 742</td>
<td>Developmental Psychology</td>
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<tr>
<td>EDUC 743</td>
<td>Issues in Adolescent Development</td>
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<tr>
<td>EDUC 750</td>
<td>Special Topic: Māori Education Research Topic</td>
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<tr>
<td>EDUC 755</td>
<td>Social Psychology of the Classroom</td>
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<td>Epsom</td>
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<tr>
<td>EDUC 756</td>
<td>Special Topic: Applied Theatre: Performance of Hope</td>
<td>30</td>
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<td>Epsom</td>
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<tr>
<td>EDUC 758</td>
<td>Special Topic: Winners and Losers: Social Theories of Education</td>
<td>30</td>
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<td>Epsom</td>
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<tr>
<td>EDUC 766</td>
<td>Education and the Development Process</td>
<td>15</td>
<td>2</td>
<td>City</td>
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<tr>
<td>EDUC 776</td>
<td>Education, Culture and Knowledge</td>
<td>30</td>
<td>Summer School</td>
<td>Manukau</td>
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<tr>
<td>EDUC 777</td>
<td>Special Topic: Māori-Pākehā Educational Relationships</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
</tr>
<tr>
<td>EDUC 784</td>
<td>Research Topic in Education</td>
<td>30</td>
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<td>Epsom</td>
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<tr>
<td>EDUC 787</td>
<td>Researching Māori Education</td>
<td>30</td>
<td>1</td>
<td>Tai Tokerau</td>
</tr>
<tr>
<td>EDUC 787</td>
<td>Researching Māori Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
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</table>
## Master of Arts in Education

### Bachelor of Arts (Honours) in Education

The MA and BA(Hons) are offered through the Faculty of Arts. Education courses are taught by Faculty of Education academic staff. For more information, contact the Liberal Arts programme. Email: lap@auckland.ac.nz

For the regulations for each programme/qualification, including structure, content, and requirements, refer to The University of Auckland Calendar at [www.auckland.ac.nz/calendar](http://www.auckland.ac.nz/calendar)

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
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<td>EDUC 703</td>
<td>Educational Philosophy</td>
<td>30</td>
<td>1</td>
<td>Epson</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
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<tr>
<td>EDUC 705</td>
<td>Education and Development Policy</td>
<td>30</td>
<td>2</td>
<td>City</td>
<td>Weekly lecture (Tuesday 4-7pm)</td>
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<tr>
<td>EDUC 712</td>
<td>Race, Ethnicity and Education</td>
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<td>2</td>
<td>Epson</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
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<td>EDUC 716</td>
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<td>1</td>
<td>Epson</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
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<tr>
<td>EDUC 726</td>
<td>Special Topic: Programme Evaluation</td>
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<td>Epson</td>
<td>Black (9am-4pm): Sat 22 March, Thurs 1 - Sat 3 May, Sat 24 May</td>
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<td>EDUC 731</td>
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<td>Epson</td>
<td>Black (selected weekends) 10am-4pm: Sat 15 - Sun 16 March, Sat 12 - Sun 13 April, Sat 24 Aug - Sun 25 Aug, Sat 13 - Sun 14 Sept</td>
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<td>EDUC 732</td>
<td>Special Topic: Culturally Responsive Leadership</td>
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<td>2</td>
<td>Epson</td>
<td>Black: Fri 1 - Sat 2 Aug, Fri 19 - Sat 20 Sept, Fri 17 - Sat 18 Oct. Fridays are 4:30-8.30pm, Saturdays are 9am-5pm</td>
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<td>EDUC 733</td>
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<td>Epson</td>
<td>Black (selected weekends 9am-3pm): Sat 2 - Sun 3 Aug, Sat 23 - Sun 24 Aug, Sat 13 - Sun 14 Sept</td>
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<tr>
<td>EDUC 741</td>
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<td>Epson</td>
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<td>Epson</td>
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<tr>
<td>EDUC 747</td>
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<td>Epson</td>
<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
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<tr>
<td>EDUC 750</td>
<td>Special Topic: Māori Education Research Topic</td>
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<td>Epson Supervised</td>
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<tr>
<td>EDUC 755</td>
<td>Social Psychology of the Classroom</td>
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<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
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<td>EDUC 756</td>
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<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
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<tr>
<td>EDUC 758</td>
<td>Special Topic: Winners and Losers? Social Theories of Education</td>
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<td>Weekly lecture (Monday 4.30-7.30pm)</td>
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<tr>
<td>EDUC 766</td>
<td>Education and the Development Process</td>
<td>15</td>
<td>2</td>
<td>City Supervised</td>
<td>Weekly lecture (Tuesday 4-7pm)</td>
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<tr>
<td>EDUC 776</td>
<td>Education, Culture and Knowledge</td>
<td>30</td>
<td>Summer school Manukau</td>
<td>Black (school holidays) 8.30am-1.30pm: Tues 7, Thurs 9, Tues 14, Thurs 16, Thurs 21, Tues 23, Tues 28, Thurs 30 Jan</td>
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<td>EDUC 776</td>
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<td>2</td>
<td>Epson Supervised</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
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<td>EDUC 777</td>
<td>Special Topic: Māori-Pākehā Educational Relationships</td>
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<td>Epson Supervised</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
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<td>EDUC 784</td>
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<td>Researching Māori Education</td>
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<td>Tai Tokerau Selected dates: Fri 7 March (4-7pm); Sat 8 March (10am-4pm); Thurs 20 March + 3 April (4.30-7.30pm); Thurs 30 April + Fri 1 May (10am-4pm); Thurs 15 + 29 May (4.30-7.30pm)</td>
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<td>Epson Supervised</td>
<td>Selected dates: Fri 7 March (4-7pm); Sat 8 March (10am-4pm); Thurs 20 March + 3 April (4.30-7.30pm); Thurs 30 April + Fri 1 May (10am-4pm); Thurs 15 + 29 May (4.30-7.30pm)</td>
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</table>
### Graduate Diploma in Education

**Bachelor of Education (Teaching) - Teachers’ specialisation**

*Courses marked in bold font with an asterix are core courses within the BEd (Tchg) - Teachers’ Specialisation.

**All courses listed are offered in the Graduate Diploma in Education and Bachelor of Education (Teaching) - Teachers’ specialisation except for EDPROFST 220, 226 which can only be studied in the Graduate Diploma in Education.**

For the regulations for each programme/qualification, including structure, content, and requirements, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

Some courses in the programme structures for these two programmes may be timetabled in 2014 in another programme (eg, Bachelor of Physical Education or Graduate Diploma in Teaching (Secondary)). To enquire if these courses are scheduled, please contact the Education Student Centre.

<table>
<thead>
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<th>Delivery</th>
<th>Timetable</th>
<th>Contextual focus:</th>
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<tbody>
<tr>
<td>EDCURRIC 338</td>
<td>Enhancing Teaching Through Science</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-4pm): Thurs 9 - Fri 10 Jan; Tues 14 - Thurs 16 Jan</td>
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<tr>
<td>EDCURRIC 345</td>
<td>Literacy in the Primary School</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-3pm): Sat 29 March, Mon 28 April - Thurs 1 May, Sat 1 May</td>
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<tr>
<td>EDCURRIC 347A</td>
<td>Helping Children Succeed in Maths</td>
<td>7.5</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Wednesdays (4:30-7:30pm): 5 March, 2 April, 14 May</td>
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<tr>
<td>EDCURRIC 347B</td>
<td>Helping Children Succeed in Maths</td>
<td>7.5</td>
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<tr>
<td>EDCURRIC 349A</td>
<td>Understanding and Extending Mathematical Thinking</td>
<td>7.5</td>
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<td>Online/Study guide</td>
<td>On-campus days (9am-12pm): Sat 15 March, Sat 10 May</td>
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<tr>
<td>EDCURRIC 349B</td>
<td>Understanding and Extending Mathematical Thinking</td>
<td>7.5</td>
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<td>Online/Study guide</td>
<td>On-campus days (9am-12pm): 26 July, Sat 20 Sept</td>
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<tr>
<td>EDCURRIC 350</td>
<td>Teaching Mathematics Investigations</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-3pm): Mon 13 - Fri 17 Jan, Sat 25 Jan</td>
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<tr>
<td>EDCURRIC 356</td>
<td>Teaching and Learning in the Visual Arts</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-4pm): Mon 20 - Fri 24 Jan</td>
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<tr>
<td>EDCURRIC 357</td>
<td>Dance Studies</td>
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<td>2</td>
<td>Epsom</td>
<td>Block (school holidays): Mon 6 - Thurs 9 Oct (9am-4pm); Fri 31 Oct (4:30-6:30pm); Sat 1 Nov (9am-4pm)</td>
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<tr>
<td>EDCURRIC 361</td>
<td>The Performance Arts in Education</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
<td>A, P, S (possible E)</td>
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<tr>
<td>EDCURRIC 362</td>
<td>Drama and Learning</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-4pm): Mon 29 Sept - Fri 3 Oct</td>
<td>A, E, P, S</td>
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<tr>
<td>EDCURRIC 368</td>
<td>Initiating and Supporting Learning in Music</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-4pm): Mon 20 - Fri 24 Jan</td>
<td>A, E, P, S</td>
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<tr>
<td>EDCURRIC 369A</td>
<td>Mathematical Literacy for Lower-achieving Students</td>
<td>7.5</td>
<td>1</td>
<td>Online/Study guide</td>
<td>On-campus days (9am-12pm): Sat 22 March, Sat 17 May</td>
<td>P, S</td>
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<tr>
<td>EDCURRIC 369B</td>
<td>Mathematical Literacy for Lower-achieving Students</td>
<td>7.5</td>
<td>2</td>
<td>Online/Study guide</td>
<td>On-campus days (9am-12pm): 26 July, Sat 20 Sept</td>
<td>P, S</td>
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<tr>
<td>EDCURRM 301</td>
<td>Teaching and Te Reo Māori</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
<td>E, P</td>
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<tr>
<td>EDPROFST 220**</td>
<td>Introduction to Samoan Language for Teaching</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays): Mon 20 - Thurs 23 Jan (9am-4pm); Sat 18 Jan (9am-12.30pm); Sat 25 Jan (9am-12.30pm)</td>
<td>E, P, S</td>
</tr>
<tr>
<td>EDPROFST 222*</td>
<td>Reporting Student Achievement</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
<td>E, P, S</td>
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<tr>
<td>EDPROFST 226**</td>
<td>Introduction to Bilingual Education</td>
<td>15</td>
<td>2</td>
<td>Early Start</td>
<td>Block (school holidays) (9am-4pm): Mon 14 - Thurs 17 July, Sat 9 Aug, Sat 6 Sept</td>
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<tr>
<td>EDPROFST 316</td>
<td>Understanding Research for Practitioners</td>
<td>15</td>
<td>1</td>
<td>Online/Study guide</td>
<td>No on-campus days required</td>
<td>A, E, P, S</td>
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<tr>
<td>EDPROFST 319</td>
<td>Teaching Gifted and Talented Students</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Online study plus + nine Monday lectures (4:30-7:30pm): 25 Aug - 22 Sept and 13 Oct - 3 Nov</td>
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<tr>
<td>EDPROFST 324</td>
<td>Advanced Group Skills</td>
<td>15</td>
<td>2</td>
<td>Early Start</td>
<td>Block (school holidays) (9am-4pm): Mon 14 - Fri 18 July, Sat 13 Sept</td>
<td>E, P, S</td>
</tr>
<tr>
<td>EDPROFST 325</td>
<td>Introduction to Leadership in Education</td>
<td>15</td>
<td>2</td>
<td>Online/Study guide</td>
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<td>E, P, S</td>
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<tr>
<td>EDPROFST 340</td>
<td>Pasifika Research and Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
<td>E, P, S</td>
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<tr>
<td>EDPROFST 341</td>
<td>Pasifika Languages for Teaching</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
<td>E, P, S</td>
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<tr>
<td>EDPROFST 344</td>
<td>Sport, Games and Play</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-4pm): Mon 20 - Fri 24 Jan</td>
<td>E, P, S</td>
</tr>
<tr>
<td>EDPROFST 350*</td>
<td>Assessment for Learning</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4:30-7:30pm)</td>
<td>A, E, P, S</td>
</tr>
<tr>
<td>EDPROFST 355*</td>
<td>The Politics of Education</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
<td>A, E, P, S</td>
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</table>
## Graduate Diploma of Teaching English in Schools to Speakers of Other Languages (TESSOL)

For the regulations for this programme, including structure, content, and requirements, refer to The University of Auckland Calendar at [www.auckland.ac.nz/calendar](http://www.auckland.ac.nz/calendar).

For timetable and course information for elective LANGTCHG courses within the GradDipTESSOL schedule, please contact the Department of Applied Language Studies and Linguistics on 0800 61 62 63 or [www.arts.auckland.ac.nz](http://www.arts.auckland.ac.nz).

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
<th>Contextual focus</th>
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<tr>
<td>EDCURRIC 345</td>
<td>Literacy in the Primary School</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Online/Study guide</td>
<td>On-campus days: Sat 1 March (9am-4pm); Sat 10 May (9am-4pm); Mon 20 - Thurs 23 Jan; Sat 15 Feb</td>
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<tr>
<td>EDCURRIC 301</td>
<td>Teaching and Te Reo Māori</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture</td>
<td>Mon 14 - Fri 18 July</td>
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<tr>
<td>EPROFST 220</td>
<td>Introduction to Samoan Language for Teaching</td>
<td>15</td>
<td>Winter School</td>
<td>Online/Study guide</td>
<td>On-campus days: Wed 17 June (12:30-4pm), Thurs 18 July (9am-4pm)</td>
<td></td>
</tr>
<tr>
<td>EPROFST 226</td>
<td>Introduction to Bilingual Education</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Online/Study guide</td>
<td>On-campus days: Mon 20 - Thurs 23 Jan (9am-4pm), Sat 18 Jan (9am-12:30pm), Sat 25 Jan (9am-12:30pm)</td>
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<tr>
<td>EPROFST 227</td>
<td>TESSOL: Language Learning Needs</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture</td>
<td>Followed by weekly workshops (4.30-7.30pm); Select either Tues or Thurs</td>
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<tr>
<td>EPROFST 372</td>
<td>TESSOL: Language Learning through Tasks</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture</td>
<td>Followed by weekly workshops (4.30-7.30pm); Select either Tues or Thurs</td>
</tr>
<tr>
<td>EPROFST 373</td>
<td>TESSOL: Language Learning in the New Zealand Context</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture</td>
<td>Followed by weekly workshops (4.30-7.30pm); Select either Mon, Tues or Wed</td>
</tr>
</tbody>
</table>

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**For course prescription refer page:**

- A = Adult Educators
- E = ECE
- P = Primary
- S = Secondary
### Master of Social Work

**Postgraduate Diploma in Social Work**

For the regulations for each programme/qualification, including structure, content, and requirements, refer to The University of Auckland Calendar at [www.auckland.ac.nz/calendar](http://www.auckland.ac.nz/calendar).

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
<th>For course prescription refer to page</th>
</tr>
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<tbody>
<tr>
<td><strong>Core elective EDPROFST 375</strong> TESSOL: Assessment</td>
<td></td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 7 - Wed 9 July; Sat 26 July; Sat 16 Aug; Sat 23 Aug</td>
<td>20</td>
</tr>
<tr>
<td><strong>Core elective EDPROFST 376</strong> Bilingual Education: Models and Theories</td>
<td></td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
<td>20</td>
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<tr>
<td><strong>Core elective EDPROFST 377</strong> Bilingual Education: Curriculum and Pedagogy</td>
<td></td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Sat 13 Sept, Mon 6 Oct - Thurs 9 Oct, Sat 1 Nov</td>
<td>20</td>
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<tr>
<td><strong>Core elective EDPROFST 378</strong> Critical Approaches to Literacy</td>
<td></td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Sat 29 March; Mon 28 April - Thurs 1 May, Sat 17 May</td>
<td>20</td>
</tr>
<tr>
<td><strong>Core elective EDPROFST 380</strong> TESSOL: Teacher Research Design</td>
<td></td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Saturdays (9am-11:30pm): Sat 1, Sat 29 March; Sat 17 May + Selected Mondays (4:30-7:30pm): 10, 17 March, 7, 14 April, 5, 26 May, 9 June</td>
<td>20</td>
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<tr>
<td><strong>Core elective EDPROFST 381</strong> TESSOL: Teacher Research Implementation</td>
<td></td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Sat 2 Aug (9am-11:30am) + Selected Mondays (4:30-7:30pm): 21 July, 25 Aug, 22 Sept, 20 Oct, 3 Nov + Thurs 6 Nov (4:30-7:30pm)</td>
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**Core elective EDPROFST 375** TESSOL: Assessment 15 2 Early Start Epsom Weekly lecture (Wednesday 4:30-6:30pm) 21

**Core elective EDPROFST 376** Bilingual Education: Models and Theories 15 1 Epsom 20

**Core elective EDPROFST 377** Bilingual Education: Curriculum and Pedagogy 15 2 Epsom 20

**Core elective EDPROFST 378** Critical Approaches to Literacy 15 1 Epsom 20

**Core elective EDPROFST 380** TESSOL: Teacher Research Design 15 1 Early Start Epsom 20

**Core elective EDPROFST 381** TESSOL: Teacher Research Implementation 15 2 Epsom 20

For course prescription refer to page 26.
Master of Social Work (Professional)

Note: The MSW(Prof) is a masters level qualification to become a Social Worker. If you already hold a Bachelor of Social Work degree and are wanting to advance to a masters level qualification, you should refer to the Master of Social Work (MSW) on page 13.

For the regulations for this programme, including structure, content, and requirements, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
<th>For course prescription refer page</th>
</tr>
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<tbody>
<tr>
<td>SOCCHFAM 731</td>
<td>Child and Adolescent Mental Health Issues</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Mon 21 - Wed 23 July; Wed 22 Oct</td>
<td>25</td>
</tr>
<tr>
<td>SOCHLTH 732</td>
<td>Working with Grief and Loss</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Mon 28 - Wed 30 July; Thurs 23 Oct</td>
<td>25</td>
</tr>
<tr>
<td>SOCWORK 711</td>
<td>Social Work Interventions for Best Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 10:30-12:30pm) + weekly tutorial (Thursday 1:20pm)</td>
<td>26</td>
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<tr>
<td>SOCWORK 713</td>
<td>The Social Work Discourse</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Friday 1:30-4:30pm) + weekly tutorial (Friday 3-4pm)</td>
<td>26</td>
</tr>
<tr>
<td>SOCWORK 721A</td>
<td>Theories and Skills in Social Work Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 1:40pm)</td>
<td>26</td>
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<tr>
<td>SOCWORK 721B</td>
<td>Theories and Skills in Social Work Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Mon 4 - Fri 8 Aug</td>
<td>26</td>
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<tr>
<td>SOCWORK 722</td>
<td>Developing Social Work Professional Identity</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tues 10:30-12:30pm and 1:30pm)</td>
<td>26</td>
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<tr>
<td>SOCWORK 723</td>
<td>Social Work in the New Zealand Context</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 9am-12pm)</td>
<td>26</td>
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<tr>
<td>SOCWORK 724</td>
<td>Applied Social Work Research Methods</td>
<td>15</td>
<td>2</td>
<td>Online/Study guide</td>
<td>On-campus days (1:30pm): Mon 21 July; Mon 11, Mon 25 Aug, Mon 22 Sept, Mon 20 Oct</td>
<td>26</td>
</tr>
<tr>
<td>SOCWORK 725</td>
<td>Supervised Field Placement I</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Mon 18 - Fri 22 Aug + Practicum: Mon 22 Sept &amp; Mon 20 Oct (9am-12:30pm); Wed 5 Nov (9am-4pm)</td>
<td>26</td>
</tr>
<tr>
<td>SOCWORK 734A</td>
<td>Professional Social Work Research in Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Black (9am-4pm): Mon 3 - Tues 4 March; Mon 10 - Tues 11 March</td>
<td>26</td>
</tr>
<tr>
<td>SOCWORK 734B</td>
<td>Professional Social Work Research in Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Thurs 24, Fri 25, Thurs 31 Jul, Fri 1 Aug, Thurs 30 Oct</td>
<td>26</td>
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<tr>
<td>SOCWORK 735</td>
<td>Supervised Field Placement II</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Practicum: 5 May - 24 Oct + On-campus days (9am-12pm): Wed 2 April, Thurs 26 June, Thurs 14 Aug, Thurs 11 Sept</td>
<td>26</td>
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<tr>
<td>SOCWORK 739</td>
<td>Integration Portfolio</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Supervised: On-campus days (9am-4pm): Thurs 17 July; Thurs 21 Aug, Thurs 9 Oct</td>
<td>26</td>
</tr>
<tr>
<td>SOCYOUTH 733</td>
<td>Youth Justice Issues and Strategies</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Mon 4 - Wed 6 Aug; Fri 24 Oct</td>
<td>26</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Academic Practice

ACADPRAC courses are delivered by the Centre for Learning and Research in Higher Education (CLeaR).

For the regulations for this programme, including structure, content, and requirements, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
<th>For course prescription refer page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADPRAC 701A</td>
<td>Learning, Teaching &amp; Assessment</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Fartnightly on Fridays (1:30-4:30pm)</td>
<td>16</td>
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<tr>
<td>ACADPRAC 701B</td>
<td>Learning, Teaching &amp; Assessment</td>
<td>15</td>
<td>2</td>
<td>City</td>
<td>Fartnightly on Fridays (1:30-4:30pm)</td>
<td>16</td>
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<tr>
<td>ACADPRAC 702</td>
<td>Academic Citizenship and Professionalism</td>
<td>15</td>
<td>2</td>
<td>City</td>
<td>Fartnightly on Fridays (1:30-4:30pm)</td>
<td>16</td>
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<tr>
<td>ACADPRAC 703</td>
<td>Special Topic: Rethinking the Classroom: Interactive Learning and Teaching in the Digital Age</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Fartnightly on Fridays (1:30-4:30pm)</td>
<td>16</td>
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<tr>
<td>ACADPRAC 704</td>
<td>Special Topic: Research Writing: Politics, Pleasure and Style</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Fartnightly on Fridays (1:30-4:30pm)</td>
<td>16</td>
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<tr>
<td>ACADPRAC 706</td>
<td>Independent Project</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Supervised + On-campus days (Selected Fridays 1:40pm): 28 March, 9 May, 6 June</td>
<td>16</td>
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<tr>
<td>ACADPRAC 706</td>
<td>Independent Project</td>
<td>15</td>
<td>2</td>
<td>City</td>
<td>Supervised + On-campus days (Selected Fridays 1:40pm): 22 Aug, 19 Sept, 17 Oct</td>
<td>16</td>
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Master of Counselling
Postgraduate Diploma in Counselling Theory

Please note: The courses EDPROFST 700-757, 760-788, EDUC 702-764 are also elective options within these programmes. Refer to pages 7-9 of the Master of Education section for timetable information.

For the regulations for each programme/qualification, including structure, content, and requirements, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
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<th>Delivery</th>
<th>Timetable</th>
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<td>EDPROFST 743</td>
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<td>15</td>
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<td>Tamaki</td>
<td>Weekly lecture (Wednesday 4:30-6:30pm)</td>
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<tr>
<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Selected Saturdays (9am-4pm): 8, 15 March; 5, 12 April</td>
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<tr>
<td>EDPROFST 745</td>
<td>Group Counselling</td>
<td>15</td>
<td>2</td>
<td>Early Start Tamaki</td>
<td>Block (9am-4pm): Fri 18, Sat 19 July; Sat 16 Aug; Sat 27 Sept</td>
</tr>
<tr>
<td>EDPROFST 746A</td>
<td>The Counselling Process</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 4:30-6:30pm)</td>
</tr>
<tr>
<td>EDPROFST 746B</td>
<td>The Counselling Process</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 4:30-6:30pm)</td>
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<tr>
<td>EDPROFST 748</td>
<td>Cultural Issues in Counselling</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 7:9pm)</td>
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<tr>
<td>EDPROFST 749</td>
<td>Professional Issues in Counselling</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 7:9pm)</td>
</tr>
<tr>
<td>EDPROFST 750</td>
<td>Research and Counselling</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Weekly lecture (Wednesday 4:30-6:30pm)</td>
</tr>
<tr>
<td>PROFCOUN 701A</td>
<td>Counselling Laboratory</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Days and times negotiated</td>
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<tr>
<td>PROFCOUN 701B</td>
<td>Counselling Laboratory</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Days and times negotiated</td>
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<tr>
<td>PROFCOUN 702</td>
<td>Special Topic: Genders and Sexualities Implications for Practitioners</td>
<td>15</td>
<td>2</td>
<td>Early Start Tamaki</td>
<td>Block (9am-4pm): Fri 20, Sat 21 June, Sat 5, Sat 12 July</td>
</tr>
<tr>
<td>PROFCOUN 707</td>
<td>Specialist Counselling Skills and Approaches</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Block (9am-4pm): Fri 8, Sat 9 Aug, Sat 13 Sept, Sat 4 Oct</td>
</tr>
<tr>
<td>PROFCOUN 797A</td>
<td>Research Portfolio</td>
<td>60</td>
<td>1, 2</td>
<td>Tamaki</td>
<td>Supervised</td>
</tr>
<tr>
<td>PROFCOUN 797B</td>
<td>Research Portfolio</td>
<td>60</td>
<td>2</td>
<td>Tamaki</td>
<td>Supervised</td>
</tr>
</tbody>
</table>

Note: The following course may be able to be taken as part of a PGDipCounsTh or MCouns (as a concession).

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFSUPV 713</td>
<td>Critical Issues in Counselling Supervision</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Fri 1 - Sat 2 Aug, Fri 15 - Sat 16 Aug, Fri 19 - Sat 20 Sept</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Professional Supervision, Postgraduate Certificate in Professional Supervision

For the regulations for each programme/qualification, including structure, content, and requirements, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.

<table>
<thead>
<tr>
<th>Course code</th>
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<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Block (9am-4pm): Tues 11 - Wed 12 March; Tues 29 - Wed 30 April; Tues 20 - Wed 21 May</td>
</tr>
<tr>
<td>PROFSUPV 701</td>
<td>Advanced Approaches in Professional Supervision</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Tues 29 - Wed 30 July; Tues 26 - Wed 27 Aug; Tues 14 - Wed 15 Oct</td>
</tr>
<tr>
<td>PROFSUPV 702</td>
<td>Supervision Folio</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Block (9am-4pm): Tues 4 - Wed 5 March; Tues 8 - Wed 9 April; Tues 13 - Wed 14 May</td>
</tr>
<tr>
<td>PROFSUPV 703</td>
<td>Supervision Folio</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Tues 22 - Wed 23 July; Tues 19 - Wed 20 Aug; Tues 7 - Wed 8 Oct</td>
</tr>
<tr>
<td>PROFSUPV 704</td>
<td>Stress and Trauma in Health and Human Services</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Thurs 31 July - Fri 1 Aug, Thurs 9 - Fri 10 Oct</td>
</tr>
<tr>
<td>PROFSUPV 705</td>
<td>Critical Issues in Counselling Supervision</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Fri 1 - Sat 2 Aug, Fri 15 - Sat 16 Aug, Fri 19 - Sat 20 Sept</td>
</tr>
<tr>
<td>PROFSUPV 706</td>
<td>Managing and Developing People in Human Services</td>
<td>30</td>
<td>1</td>
<td>Early Start Epsom</td>
<td>Block (9am-4pm): Tues 25 Feb, Mon 26 May - Tues 27 May</td>
</tr>
<tr>
<td>PROFSUPV 707</td>
<td>Special Topic: Practice Teaching and Learning</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Block (9am-4pm): Mon 17 - Wed 19 March; Mon 5 - Tues 6 May</td>
</tr>
</tbody>
</table>

For course prescription - refer page:
Course prescriptions

Courses prescriptions for postgraduate courses offered in 2014 by the Faculty of Education are listed below. Where a course is marked A and B, you must complete both A and B parts of the course. For some courses you will be required to have access to compulsory texts. You will be advised in your first lecture of the resources and texts required, or you can contact the course coordinator if you would like to discuss these requirements in advance. Details of the course coordinator/lecturer will be updated online at www.education.auckland.ac.nz/pg-study-options.

Most courses are assessed by 100% coursework.

### Academic Practice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACADPRAC 701A</td>
<td>15 Points Learning, Teaching and Assessment</td>
</tr>
<tr>
<td>ACADPRAC 701B</td>
<td>15 Points Learning, Teaching and Assessment</td>
</tr>
</tbody>
</table>

Participants will become familiar with theoretically informed scholarly literature on tertiary learning and teaching, including the educational literature of their own disciplines, and they will test pedagogical theory against practice. All assignments and assessments will be integrated as closely as possible with the participants’ current teaching activities.

To complete this course students must enrol in ACADPRAC 701 A and B.

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>ACADPRAC 702</td>
<td>15 Points Academic Citizenship and Professionalism</td>
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</table>

Designed to help academic staff negotiate the apparently conflicting demands of teaching, research and service. Participants will explore the governmental, institutional and disciplinary contexts in which their professional practice takes place, and they will devise and implement synergistic strategies for fostering their own continuing professional development as teachers, researchers, and citizens of the academy.

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>ACADPRAC 703</td>
<td>15 Points Special Topic: Rethinking the Classroom: Interactive Learning and Teaching in the Digital Age</td>
</tr>
</tbody>
</table>

How can we provide a “high quality learning environment that maximises the opportunity for... our increasingly diverse, demanding and technologically sophisticated student body” (UoA Strategic Plan 2013-2020)? In Rethinking the Classroom, we draw on international best practice in the use of new technologies to promote and support research-informed innovation in teaching and learning that enhances student engagement and achievement.

### Education Curriculum Studies

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>EDCURRIC 338</td>
<td>15 Points Enhancing Teaching Through Science</td>
</tr>
</tbody>
</table>

Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.

Restriction:ACE 924.602, EDCURRIC 260

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDCURRIC 345</td>
<td>15 Points Literacy in the Primary School</td>
</tr>
</tbody>
</table>

An exploration of a variety of literacy processes, approaches, strategies and resources relevant to literacy learning and teaching in the New Zealand primary school curriculum. The emphasis will be on the place of reading and its relationship to oral, written and visual language.

Restriction:ACE 798.702

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCURRIC 347A</td>
<td>7.5 Points Helping Children Succeed in Maths</td>
</tr>
</tbody>
</table>

The development of a theoretical base for analysing children’s mathematics understanding and associated pedagogies.

Restriction:ACE 795.706

To complete this course students must enrol in EDCURRIC 347 A and B.

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>EDCURRIC 349A</td>
<td>7.5 Points Understanding and Extending Mathematical Thinking</td>
</tr>
</tbody>
</table>

An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners’ naive conceptions and subsequent planning for teaching thinking strategies.

Restriction:ACE 796.709

To complete this course students must enrol in EDCURRIC 349 A and B.

<table>
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<tbody>
<tr>
<td>EDCURRIC 350</td>
<td>15 Points Teaching Mathematics Investigations</td>
</tr>
</tbody>
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An examination of investigative approaches to the teaching and learning of mathematics within the context of problem solving.

Restriction:ACE 921.705

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<tbody>
<tr>
<td>EDCURRIC 356</td>
<td>15 Points Teaching and Learning in the Visual Arts</td>
</tr>
</tbody>
</table>

Extends the theoretical and practical knowledge base for visual arts teaching and learning. Examines pedagogies used to support the development of visual arts literacy. Connects learning in the visual arts with the guiding structures of national curriculum documents and investigates issues such as addressing diversity and using new technologies. Identifies action and reflection practices that enhance visual arts learning.

Restriction:ACE 922.704

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Restriction:ACE 795.706

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The development of a theoretical base for analysing children’s mathematics understanding and associated pedagogies.

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An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners’ naive conceptions and subsequent planning for teaching thinking strategies.

Restriction:ACE 796.709

To complete this course students must enrol in EDCURRIC 349 A and B.
EDCURRIC 357 15 Points
Dance Studies
An exploration of the processes underlying creation and presentation of dance performance. There will be opportunity, through practical and theoretical activities, to develop abilities to integrate elements of dance and choreography.
Restriction: ACE 795.703

EDCURRIC 361 15 Points
The Performance Arts in Education
A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.
Restriction: ACE 795.705

EDCURRIC 362 15 Points
Drama and Learning
An examination of the learning processes initiated by the use of drama in the classroom with a particular focus on language use. There will be opportunity to design, implement and evaluate drama programmes.

EDCURRIC 368 15 Points
Initiating and Supporting Learning in Music
Development of the knowledge base for the teacher of Music, linking curriculum design and principles with practical experience of The Arts in the New Zealand Curriculum document, while offering opportunities for reflection on practice.
Restriction: ACE 922.705

EDCURRIC 369A 7.5 Points
EDCURRIC 369B 7.5 Points
Mathematical Literacy for Lower-achieving Students
Approaches for teaching individuals or small groups who have been identified as achieving below expectations in mathematics in New Zealand primary and secondary schools will be explored. Numeracy assessment tools that identify the problems that students have with mathematical language and mathematical symbols will be explored.
Prerequisite: EDCURRIC 349
To complete this course students must enrol in EDCURRIC 369 A and 8

EDCURRIC 700 30 Points
Comprehensive Pedagogies
Comprehensive examination of contemporary pedagogical models and teachers’ professional knowledge associated with curriculum delivery, appropriate for diverse learners and their educational outcomes, traversing the early childhood, primary and secondary sectors.

EDCURRIC 701 30 Points
Special Topic: Minding the Body in Education
Explores the visibility and invisibility of the body in education. Draws upon the concept of embodiment to examine how identity, knowing, and performing are theorised in curriculum and pedagogy. Encourages participants to reflect on the potential of conceptualising learners in new, embodied ways regardless of educational context or subject area.

EDCURRIC 702 30 Points
Arts Education: Creative Pedagogy
Students will critically explore emerging visions, theoretical perspectives, and creative approaches that broaden pedagogy in arts education. The emphasis is on creative pedagogies in dance, drama, music and visual arts, moving the paradigm from a modernist curriculum focus to postmodernist approaches appropriate to students living in a multicultural society, globalised world, and digital age.

EDCURRIC 704 30 Points
Teaching for Scientific Literacy
A detailed exploration, focusing on the merits and challenges, of the concept of scientific literacy. Topics will include the nature of science, the process of scientific inquiry, and the role of science education in improving public understanding of science.
Restriction: ACE 824.801, EDFPROFST 729

EDCURRIC 707 30 Points
Special Topic: The 21st Century Curriculum
Provides a critical examination of the forces that shape contemporary curriculum developments in both global and national contexts. Consideration of historical developments and thematic issues provides an analytical framework for understanding curriculum developments within Early Childhood, Primary and Secondary settings. Students explore the implications of the perspectives offered for their own sector and area of interest.
Prerequisite: EDCURRIC 714A or EDCURRIC 714B
To complete this course students must enrol in EDCURRIC 707 A and B

EDCURRIC 715A 15 Points
EDCURRIC 715B 15 Points
Understanding Difficulties in Number Learning
Critically examines how conceptual early number learning proceeds, and the key difficulties in learning number concepts and generalisations considered from a psychological perspective. There is an emphasis on the link between the language, symbols, and place-value used for instruction and the conceptual underpinnings of the mathematics to be learnt.
Prerequisite: EDCURRIC 349 or EDCURRIC 714
To complete this course students must enrol in EDCURRIC 715 A and B

EDCURRIC 717A 15 Points
EDCURRIC 717B 15 Points
Development of Numeracy Practice
A critical examination of the following themes: theories of learning and models of teaching of numeracy and their effects on students’ mathematics learning; New Zealand government policy on mathematics education since 1950 and its influences on teaching numeracy; the influence of central government on curriculum materials in selected countries.
Restriction: ACE 821.806, EDFPROFST 719
To complete this course students must enrol in EDCURRIC 717 A and B

EDCURRIC 750 30 Points
Arts Research: Innovative Practices
Students will critically explore emerging visions and theoretical concepts that broaden research practices in the Arts. Emphasis will be on how innovative Arts practices move attention from not just what is researched, but to how the research can be conducted and reported in creative ways. Topics include approaches such as narrative, autobiography, performative ethnography, reader’s theatre, poetic enquiry, and a/r/tography.

EDCURRIC 763 30 Points
Special Topic: School-based Health Education
Through investigation of underpinning concepts that inform school-based health education, and analysis of common discourses and pedagogies of the subject, this course allows for critical exploration of cultural meanings and tensions inherent in health education curriculum. Implications for the education, health and wellbeing of diverse learners, with particular consideration for Māori and Pacific Island children and young people, are examined.
EDCURRIC 796A  60 Points  
EDCURRIC 796B  60 Points  
MEd Thesis  
To complete this course students must enrol in EDCURRIC 796 A and B  

EDCURRIC 797  60 Points  
EDCURRIC 797A  30 Points  
EDCURRIC 797B  30 Points  
MEd Dissertation  
To complete this course students must enrol in EDCURRIC 797 A and B, or EDCURRIC 797  

EDPRAC 751  30 Points  
Practitioner Inquiry  
Students will explore what it means to take an “inquiry stance” as a framework for posing, investigating and addressing practice issues. They will investigate a range of practitioner research approaches, develop an understanding of practitioner research methods and design a well-justified research question and proposal for an ethical investigation of a professional practice setting.  

EDPRAC 752  30 Points  
Special Topic: Using Evidence in Teaching Practice  
Course participants will explore meanings of evidence-based teaching, and examine and critique the literature regarding the efficacy of evidence-based practice. They will then investigate the collection and use of quality evidence in practice settings in order to problem-solve effectively in their own professional practice.  

EDPROFM 702  30 Points  
Special Topic: Māori Language Teachers: Teaching Te Reo Māori  
Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, the course will enable critical reflection on current Te Reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one’s own Te Reo Māori teaching practice. The course will be taught in Te Reo Māori.  

EDPROFM 796A  60 Points  
EDPROFM 796B  60 Points  
MEd Thesis  
To complete this course students must enrol in EDPROFM 796 A and B  

EDPROFM 797  60 Points  
EDPROFM 797A  30 Points  
EDPROFM 797B  30 Points  
MEd Dissertation  
To complete this course students must enrol in EDPROFM 797 A and B, or EDPROFM 797  

Education Curriculum Māori  
EDCURRM 301  15 Points  
Teaching and Te Reo Māori  
Integrates curriculum content with approaches to planning, teaching and assessing Te Reo Māori up to year 10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies, approaches and resources maximise student motivation and language acquisition in Te Reo Māori?  
Restriction:ACE 902.702, EDCURR 606, 630, EDCURRM 320, EDPROFS 353, EDCURSEC 678  

Education Professional Studies Māori  
EDPROFM 700  30 Points  
Special Topic: Being Māori, Thinking Theory  
The course will provide an exploration of theory through a Kaupapa Māori framework. The paper draws upon te reo, tikanga and mātāraunga Māori as the foundation for articulating Kaupapa Māori theory as a contemporary theoretical framework of analysis in education.  

EDPROFM 701  30 Points  
Special Topic: Using Data to Measure Equity in Schools  
The course examines the use of data to address one of Aoteaora New Zealand’s most enduring educational challenges: equity in schools. Māori student and school performance is the focus of the course, which draws on recent evidence-based research and development. It considers the implications for both school systems and classroom practices in aiming for equality of outcomes for Māori students.  

EDPROFS 220  15 Points  
Introduction to Samoan Language for Teaching  
Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.  
Restriction:ACE B33.10  
Assessment: 60% coursework, 40% test  

EDPROFS 222  15 Points  
Reporting Student Achievement  
Develops understanding about assessment of learning with particular emphasis on principles underpinning the gathering of robust summative information, the making of defensible judgements and decisions and reporting student achievement. Policy requirements related to assessment of learning will be critiqued and implications for practice considered.  
Restriction:ACE B10.10  

Education Practice  
EDPRAC 701  60 Points  
EDPRAC 701A  30 Points  
EDPRAC 701B  30 Points  
Investigating Practice  
Focuses on beginning teacher learning through the development of a portfolio of professional practice that reflects advanced knowledge, understandings and skills of critical inquiry developed during the course. Includes a supervised investigation of a selected aspect of professional practice.  
Prerequisite: 30 points from EDUC 774, 787, EDPRAC 751, EDPROFS 750, 756, 757  
To complete this course students must enrol in EDPRAC 701 A and B, or EDPRAC 701  

EDPRAC 752  30 Points  
Special Topic: Using Evidence in Teaching Practice  
Course participants will explore meanings of evidence-based teaching, and examine and critique the literature regarding the efficacy of evidence-based practice. They will then investigate the collection and use of quality evidence in practice settings in order to problem-solve effectively in their own professional practice.  

EDPRAC 751  30 Points  
Practitioner Inquiry  
Students will explore what it means to take an “inquiry stance” as a framework for posing, investigating and addressing practice issues. They will investigate a range of practitioner research approaches, develop an understanding of practitioner research methods and design a well-justified research question and proposal for an ethical investigation of a professional practice setting.  

EDPRAC 750  30 Points  
Special Topic: Using Evidence in Teaching Practice  
Course participants will explore meanings of evidence-based teaching, and examine and critique the literature regarding the efficacy of evidence-based practice. They will then investigate the collection and use of quality evidence in practice settings in order to problem-solve effectively in their own professional practice.  

EDPRAC 752  30 Points  
Special Topic: Using Evidence in Teaching Practice  
Course participants will explore meanings of evidence-based teaching, and examine and critique the literature regarding the efficacy of evidence-based practice. They will then investigate the collection and use of quality evidence in practice settings in order to problem-solve effectively in their own professional practice.  

EDPROFM 701  30 Points  
Special Topic: Using Data to Measure Equity in Schools  
The course examines the use of data to address one of Aoteaora New Zealand’s most enduring educational challenges: equity in schools. Māori student and school performance is the focus of the course, which draws on recent evidence-based research and development. It considers the implications for both school systems and classroom practices in aiming for equality of outcomes for Māori students.  

EDPROFM 702  30 Points  
Special Topic: Māori Language Teachers: Teaching Te Reo Māori  
Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, the course will enable critical reflection on current Te Reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one’s own Te Reo Māori teaching practice. The course will be taught in Te Reo Māori.  

EDPROFS 220  15 Points  
Introduction to Samoan Language for Teaching  
Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.  
Restriction:ACE B33.10  
Assessment: 60% coursework, 40% test  

EDPROFS 222  15 Points  
Reporting Student Achievement  
Develops understanding about assessment of learning with particular emphasis on principles underpinning the gathering of robust summative information, the making of defensible judgements and decisions and reporting student achievement. Policy requirements related to assessment of learning will be critiqued and implications for practice considered.  
Restriction:ACE B10.10  

Education Practice  
EDPRAC 701  60 Points  
EDPRAC 701A  30 Points  
EDPRAC 701B  30 Points  
Investigating Practice  
Focuses on beginning teacher learning through the development of a portfolio of professional practice that reflects advanced knowledge, understandings and skills of critical inquiry developed during the course. Includes a supervised investigation of a selected aspect of professional practice.  
Prerequisite: 30 points from EDUC 774, 787, EDPRAC 751, EDPROFS 750, 756, 757  
To complete this course students must enrol in EDPRAC 701A and B, or EDPRAC 701  

EDPRAC 751  30 Points  
Practitioner Inquiry  
Students will explore what it means to take an “inquiry stance” as a framework for posing, investigating and addressing practice issues. They will investigate a range of practitioner research approaches, develop an understanding of practitioner research methods and design a well-justified research question and proposal for an ethical investigation of a professional practice setting.  

EDPRAC 752  30 Points  
Special Topic: Using Evidence in Teaching Practice  
Course participants will explore meanings of evidence-based teaching, and examine and critique the literature regarding the efficacy of evidence-based practice. They will then investigate the collection and use of quality evidence in practice settings in order to problem-solve effectively in their own professional practice.  

EDPROFM 701  30 Points  
Special Topic: Using Data to Measure Equity in Schools  
The course examines the use of data to address one of Aoteaora New Zealand’s most enduring educational challenges: equity in schools. Māori student and school performance is the focus of the course, which draws on recent evidence-based research and development. It considers the implications for both school systems and classroom practices in aiming for equality of outcomes for Māori students.  

EDPROFM 702  30 Points  
Special Topic: Māori Language Teachers: Teaching Te Reo Māori  
Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, the course will enable critical reflection on current Te Reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one’s own Te Reo Māori teaching practice. The course will be taught in Te Reo Māori.  

EDPROFS 220  15 Points  
Introduction to Samoan Language for Teaching  
Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.  
Restriction:ACE B33.10  
Assessment: 60% coursework, 40% test  

EDPROFS 222  15 Points  
Reporting Student Achievement  
Develops understanding about assessment of learning with particular emphasis on principles underpinning the gathering of robust summative information, the making of defensible judgements and decisions and reporting student achievement. Policy requirements related to assessment of learning will be critiqued and implications for practice considered.  
Restriction:ACE B10.10
EDPROFST 226 15 Points
Introduction to Bilingual Education
An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.
Restriction: ACE 797.602

EDPROFST 227 15 Points
TESSL: Language Learning Needs
Strategies to identify, analyse, and respond to second language learning needs of students from early childhood to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which enable the integration of content and language learning are introduced.
Restriction: ACE 797.601

EDPROFST 316 15 Points
Understanding Research for Practitioners
An introduction to the processes and procedures of education research methods as they relate to practice settings. Includes literature searching and the application of findings to practice. Develops understanding of social, political and cultural contexts in which research takes place. Involves the creation of a research proposal in areas of professional interest.
Restriction: ACE 930.701, EDPROFST 362

EDPROFST 319 15 Points
Teaching Gifted and Talented Students
Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
Restriction: ACE 806.23, 903.703A, EDPROFST 223, 371

EDPROFST 324 15 Points
Advanced Group Skills
An opportunity for advanced facilitation of groups using colour, music, story and graphics, and the processes of teambuilding, negotiation and conflict resolution.
Restriction: ACE C15.63

EDPROFST 325 15 Points
Introduction to Leadership in Education
A critical examination of the nature of professional leadership in education settings. Educational leadership skills such as goal setting, decision making, problem solving, team building, communication, delegation, vision development and curriculum alignment will be explored.
Restriction: ACE 794.703

EDPROFST 340 15 Points
Pasifika Research and Practice
A detailed study of educational issues and practices relating to Pasifika education research and the impact of research on Pasifika students and communities.
Restriction: ACE 901.701

EDPROFST 341 15 Points
Pasifika Languages for Teaching
A systematic investigation of a selected topic related to Pasifika languages education. The impact of the teaching and learning of Pasifika languages on work with Pasifika people and communities will be explored.
Restriction: ACE 796.703

EDPROFST 344 15 Points
Sport, Games and Play
A critical analysis of the nature, purpose and practice of sport, games and play within New Zealand schools and an evaluation of the socio-cultural impact of those activities on children and on New Zealand society as a whole.
Restriction: ACE 923.736

EDPROFST 350 15 Points
Assessment for Learning
Understandings about the nature and purpose of Assessment for Learning (AFL) will be developed. Emphasis will be placed on strategies associated with AFL and the formative use of information. Policy requirements related to AFL and implications for teachers’ practice and students’ learning will be examined.
Restriction: ACE C10.11

EDPROFST 355 15 Points
The Politics of Education
The use of critical theory and discourse analysis to examine the politics of education. Historical and contemporary policy formation, implementation and effect will be examined. The impact of policy on teachers’ work and influence on policy processes will be explored.
Restriction: ACE 903.702

EDPROFST 357 15 Points
Reflective Practice for Teachers
Examines moral, political and ethical factors that influence and affect teachers’ work in general and personal professional practice in particular. A critically reflective lens will be used as a means of analysis.
Restriction: ACE 911.703

EDPROFST 358 15 Points
Refining Professional Performance
Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate. For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student’s professional practice will be undertaken.
Restriction: ACE 912.703

EDPROFST 359 15 Points
Supervising Professional Performance
An in-depth analysis of supervision and the values and beliefs that underpin supervisory practices with emphasis on the professional growth of students and beginning teachers.
Restriction: ACE 912.704

EDPROFST 363 15 Points
Environmental Education: An Introduction
An examination of the nature and purpose of environmental education in New Zealand educational settings. An exploration of curriculum integration models and the ways these can be used to plan and teach environmental education programmes. An investigation of past, present (and possible future) local, national, and global environmental issues and their impacts on the natural and built environments.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 930.702

EDPROFST 365 15 Points
Beyond Special Needs: Inclusive Education
Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.
Restriction: ACE 930.737, 931.722

EDPROFST 366 15 Points
Refining Writing Programmes
Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.
Restriction: ACE 920.707
EDPROFST 372  15 Points 
TESSOL: Language Learning through Tasks  
Investigates strategies for maximising language and content learning through instructional tasks. Cognitive, linguistic and metacognitive demands of tasks are considered. Examines pedagogical frameworks for planning effective language and content teaching in early childhood, primary and secondary schools. Students review, trial and modify tasks and learning sequences. 
Prerequisite: EDPROFST 227 or ACE 797.601  
Restriction: ACE 797.701

EDPROFST 373  15 Points 
TESSOL: Language Learning in the New Zealand Context  
The application of current second language acquisition theory to the New Zealand school context. Focuses on functional grammar in the classroom and on the roles of school organisation, policy development and building of school and community relationships in language learning. 
Prerequisite: Either EDPROFST 227 and 372, or ACE 797.601 and 797.701  
Restriction: ACE 797.702

EDPROFST 374  15 Points 
TESSOL: Language Focused Curriculum  
Discusses the relationship between culture, power, language and curriculum. Students investigate models and principles of curriculum design and use a functional-grammar approach to the design of language across the curriculum programmes. Focuses on ways of implementing and sustaining classroom and school wide language focused content teaching. 
Prerequisite: Either EDPROFST 227, 372 and 373, or ACE 797.601, 797.701 and 797.702  
Restriction: ACE 797.703

EDPROFST 375  15 Points 
TESSOL: Assessment  
Students analyse the personal and contextual factors that may affect linguistic performance in the New Zealand curriculum and critique current assessment procedures used in NZ schools. Focuses on recording and reporting and developing school policies for the assessment of students from diverse linguistic and cultural backgrounds. 
Prerequisite: EDPROFST 227 or ACE 797.601  
Restriction: ACE 797.700

EDPROFST 376  15 Points 
Bilingual Education: Models and Theories  
Examines current models and theories for the education of bilingual learners from early childhood to secondary schools. An aspect of bilingual education within the NZ context is investigated to provide guidelines for effective provision for bilingual learners.  
Restriction: ACE 797.704

EDPROFST 377  15 Points 
Bilingual Education: Curriculum and Pedagogy  
Examines key principles and processes for curriculum development and resource provision for bilingual learners in mainstream or bilingual educational contexts. Students critique an aspect of programme planning and pedagogy in order to develop curriculum and assessment measures suitable for bilingual learners in a particular school or centre.  
Restriction: ACE 797.705

EDPROFST 378  15 Points 
Critical Approaches to Literacy  
An exploration of the issues, theory, research and burgeoning body of literature on literacy in multi-ethnic settings including the development of effective multicultural environments for literacy learning.  
Restriction: ACE 797.706

EDPROFST 380  15 Points 
TESSOL: Teacher Research Design  
A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum is introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal. 
Prerequisite: Either EDPROFST 227, 372 and 373, or ACE 797.601, 797.701, 797.702 and 797.703  
Restriction: ACE 797.708

EDPROFST 381  15 Points 
TESSOL: Teacher Research Implementation  
The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences. 
Prerequisite: EDPROFST 380 or ACE 797.708  
Restriction: ACE 797.709

EDPROFST 701  30 Points 
Issues in Literacy Education  
Literacy in the broader context for literacy leaders will be examined. This will include an examination of the term literacy, the practices and challenges of biculturalism and multiculturalism for literacy, the effects and challenges of technological change on literate practices, interventions for literacy, New Zealand’s national literacy policies and strategies.  
Restriction: ACE 820.893, 720.793

EDPROFST 702  30 Points 
Challenges of Literacy Difficulties  
Research and practice in literacy education, including specific intervention strategies and resources will be examined and evaluated in depth. This will include an examination of the social, cultural, economic, psychological and physiological factors that influence literacy development, including approaches to support and overcome literacy difficulties experienced by diverse learners, including Māori and Pasifika children.  
Restriction: ACE 820.894, 720.794, EDCURRIC 365, 366

EDPROFST 703A  15 Points 
EDPROFST 703B  15 Points  
The Inquiring Teacher: Literacy Education  
A systematic engagement in action research processes central to the teacher’s role as a specialist teacher of literacy. A review and analysis of literature relevant to the practice of literacy education and an engagement with a range of theoretical and pedagogical perspectives on literacy education will inform the inquiry.  
Restriction: ACE 830.897, 730.797, EDPROFST 310, 371  
To complete this course students must enrol in EDPROFST 703 A and B

EDPROFST 705  30 Points 
Issues in Literacy Teaching and Learning  
An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacy education. Aspects of practices in literacy learning including raising the achievement of Māori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, will be analysed and evaluated.  
Restriction: ACE 820.805
EDPROFST 706 30 Points  
Language Analysis for Teachers  
An advanced understanding of the place of language, language development and linguistics in educational settings by a consideration of the nature, structure, function and purpose, and role of language in learning. There will be a consideration of the development of literacy and learning across the curriculum.  
Restriction:ACE 820.801

EDPROFST 707 30 Points  
Children’s Literature in Education  
A critical examination of children’s literature theory, leading to the ability to enhance literacy and critical literacy pedagogy.  
Restriction:ACE 820.802

EDPROFST 708 30 Points  
Language and Popular Media  
A critical investigation of the theory and practice of teaching media and media language in New Zealand educational contexts. An examination and critical evaluation of current media education curriculum initiatives in New Zealand  
Restriction:ACE 820.803

EDPROFST 714 30 Points  
e-Learning in Practice  
A critical analysis of contemporary theory and applied research in educational technology.  
Restriction:ACE 804.801

EDPROFST 716 30 Points  
Early Years Pedagogy  
Critically examines pedagogy in the early years. How do theory and research inform pedagogy that enables effective learning in the early years? What is the relationship between pedagogy and effective teaching in the early years? What sort of teaching prepares very young children for life’s challenges and life-long learning? In what ways might early years pedagogy take into account an increasingly complex and diverse world?  

EDPROFST 717 30 Points  
Learning and Teaching in the First Years  
Critically examines learning and teaching with infants and toddlers in educational settings. How does the context of care impact on contemporary educational views of learning and teaching? How do teachers construct infants and toddlers as learners? What does this mean for their practice? How does international theory and research inform the practice of teachers in Aotearoa New Zealand?  

EDPROFST 723 30 Points  
Visual Arts Education in New Zealand  
An advanced exploration of knowledge and critical understanding of the relationship between theoretical foundations and visual arts education practice. This will include a critical consideration of international perspectives in relation to New Zealand visual arts policy and practice and the development of a personal context for implementing effective learning and teaching pedagogies in New Zealand.  
Restriction: ACE 822.804

EDPROFST 728 30 Points  
Special Topic: Teacher Evaluation and Appraisal  
Teacher evaluation and appraisal connects theory, research and practice relating to high quality teacher evaluation in educational settings. It draws on theories of evaluation and educational change and relates those theories to research, policy and practice in New Zealand and beyond. The course will prepare students to design and carry out teacher appraisal/ evaluation processes that are inquiry-oriented, data-informed, rigorous and influential.  

EDPROFST 732 30 Points  
Education for Sustainability  
An advanced study of the nature and purpose of environmental education including an examination of sustainability as a contested notion. Theories and pedagogical practices within environmental education in educational settings will be critically analysed in order to enhance professional practice.  

EDPROFST 737 30 Points  
Education Law: Policy Implications  
An examination, critique and analysis of legislation relevant to education. Policies which give rise to legislation and case law decisions will be analysed and the impact of legislation and case law on policies and administration will be considered.  
Restriction:ACE 828.801

EDPROFST 738 30 Points  
Educational Leadership  
A critical examination of the theory and practice of educational leadership, including the leadership of teaching and learning. A series of practical workshops on leadership effectiveness is included.  
Restriction:EDPROF 770

EDPROFST 740 30 Points  
Educational Leadership in the Electronic Age  
Advanced study of the impact of ICT on teaching pedagogies, curriculum and management in educational environments. Emphasis is on assisting educational leaders to focus ICTs on school applications that improve management practice and student learning outcomes.  
Restriction:EDPROF 776

EDPROFST 743 15 Points  
Family Counselling  
An advanced examination of counselling principles as applied to stresses arising within family relationships.  
Restriction:EDPROF 743

EDPROFST 744 15 Points  
Pastoral Care and Counselling in Schools  
Provides an overview of the theory and practice of pastoral care and counselling within New Zealand schools. It includes an examination of pastoral care systems and counselling services, including the roles of staff, in relation to the academic mission of schools, disciplinary systems, the health of children and young people and the school-community interface.  

EDPROFST 745 15 Points  
Group Counselling  
A critical examination of group dimensions in counselling activities.  
Restriction: EDPROF 745

EDPROFST 746A 15 Points  
EDPROFST 746B 15 Points  
The Counselling Process  
An advanced examination of principles of counselling together with their application in the counselling process.  
Corequisite: EDPROF 747 or EDPROFST 747  
Restriction:EDPROF 746  
To complete this course students must enrol in EDPROFST 746 A and B

EDPROFST 748 15 Points  
Cultural Issues in Counselling  
A critical examination of cultural dimensions present in counselling activities.  
Restriction:EDPROF 744, EDPROFST 787

EDPROFST 749 15 Points  
Professional Issues in Counselling  
An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.  
Restriction:EDPROF 749
EDPROFST 750  15 Points
Research and Counselling
An introduction to principles of critical analysis as applied to theory and practice in counselling, and to basic methodology in research with particular reference to research in counselling.
Restriction: EDPROFST 750

EDPROFST 751  30 Points
ECE Curriculum Issues
An educational curriculum involves a negotiated contest of social, political, educational and interdisciplinary ideas and theories. Critically examines influences on curriculum pertinent to early childhood education. What perspectives of children, families and teachers are represented in curriculum? How do these perspectives privilege particular outcomes for children? How does teacher enquiry into curriculum issues underpin and improve teaching and learning?
Restriction: EDUC 767

EDPROFST 753  30 Points
Issues in Assessment
Two current, substantive issues in the area of assessment will be critically examined and investigated in depth. Issues selected for study may include: national testing, standard-based assessment, home-school partnerships; the construction of reliable and valid assessment tasks. Students may locate their investigation within a specific context for example: tertiary, secondary, primary, or early childhood education.
Restriction: ACE 840.802, 840.902

EDPROFST 754  30 points
Critical Research Methodologies in Education
An in-depth examination of ways in which critical research methodologies provide new knowledge and offer alternatives, through analysis of social, cultural, economic, political contexts in education. The critical research paradigm will be explored, to understand various perspectives and methods, and to enhance its use in education research. Students will be expected to design an education inquiry using critical research methodologies.

EDPROFST 755  30 Points
The Inquiring Teacher
A review and critical analysis of literature relating to a chosen area of inquiry and action research. This will provide the basis for engagement in an action research project to enhance an area of professional practice. It will include a critical evaluation of learning and implications for future practice.
Restriction: ACE 830.807, 830.897, 830.907

EDPROFST 756  30 Points
Researching Educational Settings
A detailed examination of the assumptions underlying, and processes and practices in different research traditions. The development of understandings of how to conduct research and to analyse, interpret and synthesise research-based information in educational or community settings.
Restriction: ACE 830.801, 830.901

EDPROFST 757  30 Points
Undertaking Research for School Improvement
Students will learn how to design research that contributes to the understanding and improvement of educational practice. They will develop an understanding of practitioner based research methods and produce a detailed research proposal that includes a clearly defined, and justified, research design and methodology aimed at studying a specific educational problem.
Restriction: EDPROFST 772

EDPROFST 759A  30 Points
Research Portfolio BED(Tchg)(Hons)
A supervised programme of coherent research activity related to a selected aspect of professional practice/education. This will lead to the compilation of a research portfolio that reflects the research and content knowledge, understanding and skills developed during the course of the programme.
Restriction: ACE 830.800, EDPROFST 789
To complete this course students must enrol in EDPROFST 759 A and B

EDPROFST 759B  30 Points

EDPROFST 760  30 Points
Christian Religious Education in Integrated Schools
A critical analysis of pedagogical methodology in Christian Religious Education through an examination of contemporary research, scholarship and theory, in Christian Scripture, Christian thought and History and Christian Religious Education in Integrated Schools.
Restriction: ACE 827.801

EDPROFST 762A  15 Points
EDPROFST 762B  15 Points
Mentoring Teachers
Approaches to mentoring and reflections on issues and practices associated with mentoring teachers. Emphasis will be placed upon the mentor-teacher relationship including the way this develops over time, issues associated with promoting teacher self-evaluation, and assessment of school-based practice.
Restriction: EDPROFST 731

To complete this course students must enrol in EDPROFST 762 A and B

EDPROFST 763  30 Points
New Teacher Development
Focuses on pre-service and beginning teacher stages of career development. Identifies and critiques personal assumptions about learning to teach and critiques contexts, strategies and programmes designed to support early career development. Critically examines the nature of professional identity; the development of knowledge, disposition and practices; and the processes of, and influences on, the education of pre-service and beginning teachers.

EDPROFST 765  30 Points
Development in Early Years
An advanced examination of a range of current theories and research issues related to development in early years of childhood. Topics will include: life experiences of children within family/whānau; cognitive, communicative, social, emotional and physical development in a range of contexts.
Restriction: ACE 831.801

EDPROFST 769  30 Points
An Advanced Study in Gifted Education
An advanced study in the field of gifted education, which includes an analysis of specific curriculum models and critique of relevant policy initiatives. Students will be encouraged to critically analyse evidence-based research and make links to their own experience and practice.

EDPROFST 773  30 Points
Education and Empowerment
A critical examination of contemporary issues faced in New Zealand’s decile 1-3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand’s decile 1-3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.
EDPROFST 777 30 Points
Curriculum: Theory, Issues, Practice
A critical examination of curriculum using a range of educational theories with an emphasis on sociological theory. Importance will be placed on contemporary curriculum issues, and the links between theory, policy and practice. Understandings will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.
Restriction: ACE 803.801, 803.901

EDPROFST 782 30 Points
Educational Change
Examines the purposes and processes of educational change, including an analysis of practices that promote successful outcomes for change initiatives. Political, economic, and social influences on educational change will be identified. Processes of educational change in both New Zealand and international contexts will be studied and critiqued from individual, organisational, and systemic perspectives.

EDPROFST 786 30 Points
Special Topic: Understanding and Using Assessment Data
A careful examination of the nature of standardised assessment tools commonly used in schools, including the principles underpinning their construction and use. This examination will develop critical capacity to evaluate, select and interpret standardised assessments to provide evaluative and formative information for improving practice and outcomes for learners.

EDPROFST 790 30 Points
EDPROFST 790A 15 Points
EDPROFST 790B 15 Points
Dissertation
Restriction: EDPROF 790, 796, EDPROFST 796
To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790

EDPROFST 793 60 Points
EDPROFST 793A 30 Points
EDPROFST 793B 30 Points
MEd Dissertation
Restriction: ACE 830.909
To complete this course students must enrol in EDPROFST 793 A and B, or EDPROFST 793

EDPROFST 796A 60 Points
EDPROFST 796B 60 Points
MEd Thesis
Restriction: ACE 830.908, EDPROFST 796
To complete this course students must enrol in EDPROFST 796 A and B

Education

EDUC 703 30 Points
Educational Philosophy
Current themes in the philosophy of education in the light of broader tendencies in modern and postmodern thought.

EDUC 705 30 Points
Education and Development Policy
This course will explore the following topics and themes: policy analysis and formulation in the context of development, the impact of the globalisation on, and the role of international agencies in, education for development; human capital theory and human resource development; education and aid; research and consultancy strategies and ethics; New Zealand’s ODA policy towards Oceania; global and local intersections in Oceanic education.

EDUC 712 30 Points
Race, Ethnicity and Education
An examination of discourses of race and theories of ethnicity in bicultural and multicultural educational contexts in Aotearoa New Zealand.

EDUC 716 30 Points
Special Topic: Education and Diversity
How do we best teach for the increasing diversity in our educational settings? This course explores educational approaches to ethnic, cultural, and linguistic diversity. These approaches include antiracist education, bilingual education, cosmopolitan education and critical multiculturalism. Each of these approaches is examined critically in relation to educational theory, policy and practice, and in relation to debates in Māori education.

EDUC 726 30 Points
Special Topic: Programme Evaluation
Analysis of diverse methods and approaches to program evaluation. Workshops will examine evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the needs of program managers, sponsors and publics. Methods and approaches will be placed in the context of the contemporary politics of innovation and change. A key focus is how we establish public value
EDUC 755  
Social Psychology of the Classroom  
A critical examination of key social psychological constructs as they relate to the classroom and their impact on student-teacher relationships and learning. Topics such as motivation, stereotyping, class climate, teacher expectation, and teacher and student self-beliefs will be explored in order to critically challenge current teaching practices.

EDUC 756  
Special Topic: Applied Theatre: Performance of Hope  
Applied theatre describes a range of performance practices that address significant social issues. Students will engage with practical approaches to applying performance in diverse community contexts. Building on an historical overview of applied theatre, students will critically consider political, ethical, aesthetic and pedagogic problems and possibilities inherent to the developing field.

EDUC 758  
Special Topic: Winners and Losers? Social Theories of Education  
Examines education as a contested site by exploring global, national and local influences that impact on its policy and practice. Applies critical social theories to selected current issues in a range of educational sectors. Asks whose interests are being served in the ways we arrange education and imagines how education could be otherwise.

EDUC 766  
Education and the Development Process  
Examines the role of education within the process of economic, political, and cultural change within the 'developing' world, with a particular focus on the small island states of the Pacific. Theories, concepts and models of 'development' and how these influence educational policy and practice are explored.

EDUC 776  
Education, Culture and Knowledge  
An examination of sociological theories concerning the role of culture and knowledge within educational settings. Discusses questions such as: How have globalised forces influenced cultural movements in New Zealand education since the 1970s? How do culture movements influence knowledge production and reproduction, educational policies and professional practices?

EDUC 777  
Special Topic: Māori-Pākehā Educational Relationships  
An examination of schooling in New Zealand as an indigenous project. Historical and contemporary expressions of the educational relationship between Māori and Pākehā are studied, including the impact of the Treaty of Waitangi on the development of New Zealand schooling. The course offers an opportunity for students to examine the position of other groups in relation to the Māori-Pākehā relationship.

EDUC 784  
Research Topic in Education  
Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education.

EDUC 787  
Research Methodologies in Māori Education  
An examination of how best to approach educational research with, by and for Māori. The course is of interest to all social science researchers in Education. Includes the politics and ethics of research involving Māori and other indigenous groups. Particular attention is paid to the development of advanced academic writing skills for research.

EDUC 790  
30 Points  
EDUC 790A  
15 Points  
Dissertation  
Restriction: EDUC 796  
To complete this course students must enrol in EDUC 790 A and B, or EDUC 790

EDUC 796A  
60 Points  
EDUC 796B  
60 Points  
Thesis  
Prerequisite: A B(AHons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research course  
To complete this course students must enrol in EDUC 796 A and B

PROFCOUN 701A  
7.5 Points  
PROFCOUN 701B  
7.5 Points  
Counselling Laboratory  
An intensive 'laboratory' in which students work in small groups, to develop skills and strategies for the facilitation of counselling processes. The Counselling Laboratory also provides a continuous opportunity for students to integrate theory with practice, and to develop confidence and effectiveness in their role as counsellors.  
To complete this course students must enrol in PROFCOUN 701 A and B

PROFCOUN 702  
15 Points  
Special Topic: Genders and Sexualities: Implications for Practitioners  
A critical examination of post-modern concepts of gender and sexuality, and contemporary theories of the formation of gender and sexual identities, including the implications for practitioners in the helping professions.

PROFCOUN 707  
15 Points  
Specialist Counselling Skills and Approaches  
An advanced examination of the specialist counselling skills and knowledge required to work effectively with clients from a wide range of contexts and experiences. Topics may include working with sexual abuse, family violence, trauma, anxiety, depression, self-harm, suicidality, and loss and grief. The course will focus on the integration of theory, research and practice, and the development of working models to facilitate effective counselling.

PROFCOUN 797A  
60 Points  
PROFCOUN 797B  
60 Points  
Research Portfolio  
A supervised programme of coherent research activity related to 500 hours of counselling practice undertaken concurrently. The research portfolio will reflect the research and professional knowledge, understanding and skills developed during the course of the programme. It will include three case studies and other components reflecting additional research-related activities, to be determined individually in consultation with the supervisor.  
Prerequisite: EDUC 796A and B  
To complete this course students must enrol in PROFCOUN 797 A and B
Professional Supervision

PROFSUPV 700  30 Points
The Practice of Professional Supervision
A critical examination of the concept, role, purpose and benefits of supervision in a wide range of professions. The rationale for supervision within professional and organisational contexts in health, counselling and human services, with reference to the ethical requirements will be examined. The knowledge and skills required to offer supervision in professional contexts will be explored in depth.

PROFSUPV 701  30 Points
Advanced Approaches in Professional Supervision
A critical examination of a range of theoretical and practical approaches to professional supervision. An in-depth exploration of the models of supervision for health, counselling and human service contexts, will include the development of anti-oppressive supervision practice and an integration of advanced knowledge, skills and values of supervision.
Prerequisite: PROFSUPV 700

PROFSUPV 707  30 Points
Supervision Folio
A practicum of 75 hours of supervision related activities including individual professional supervision, supervisory practice, attendance at professional development seminars and presentation of a major case study and a seminar presentation, in order to enable students to integrate supervision theory with practice.
Prerequisite: PROFSUPV 700, 701

PROFSUPV 710  30 Points
Stress and Trauma in Health and Human Services
Exploring the complex dimensions of stress and trauma encountered by health and human services workers. The historical, cultural and conceptual basis for an understanding of the impact of stress and trauma on both clients and workers is considered. Critically explores research-led strategies to address personal, professional and organisational responses to stressful environments.

PROFSUPV 713  30 Points
Critical Issues in Counselling Supervision
An advanced examination of ethical, process and relational issues that may arise in the practice of counselling supervision. Topics include ethical issues for supervisors and supervisees, cultural issues and the relationship between culture and ethics in supervision, the influences of socio-political contexts, power in supervisory relationships, evaluation and accountability.
Restriction: PROFSUPV 705

PROFSUPV 714  30 Points
Managing and Developing People in Human Services
A critical examination of strategies for effective management and development of professional staff in the health and human services. Includes critical reflection on effective management processes; indigenous management frameworks; recruitment and selection; supervision and performance planning; coaching and mentoring; training and development; unsatisfactory performance; and building resilience and staff care strategies.
Restriction: PROFSUPV 706

PROFSUPV 715  30 Points
Special Topic: Practice Teaching and Learning
Explores the teaching and learning strategies required in the provision of high quality field education. Critically examines theoretical and evidence informed pedagogies for student practice learning.

Social Work

Social Work Health Practice

SOCCHFAM 731  15 Points
Child and Adolescent Mental Health Issues
An in-depth examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on contemporary literature and evidence informed practice with children and young people within Aotearoa New Zealand.
Restriction: SOCCHFAM 431

SOCCHFAM 734  30 Points
Issues in Child Welfare and Protection
Explores the critical issues in child welfare and protection encountered by health and human services workers. The historical, social and conceptual basis for an understanding of child abuse and neglect is considered. Explores research-led strategies to address personal, professional, and societal responses to the needs of vulnerable children.

Social Work Child and Family Practice

SOCCHFAM 731  15 Points
Domestic Violence: Challenges and Responses
An in-depth examination of the prevalence, consequences, risk and protective factors of domestic violence in Aotearoa New Zealand. Draws on local and international research to explore conceptual models, theories, practice and current research concerns, aimed at prevention and intervention activities at the individual, family/whanau, organisational, community and societal levels.
Restriction: SOCCHFAM 431

SOCCHFAM 734  30 Points
Issues in Child Welfare and Protection
Explores the critical issues in child welfare and protection encountered by health and human services workers. The historical, social and conceptual basis for an understanding of child abuse and neglect is considered. Explores research-led strategies to address personal, professional, and societal responses to the needs of vulnerable children.

Social Work

SOCWORK 700  30 Points
Clinical Social Work
Examines the area of clinical social work practice within the Aotearoa New Zealand context. Content will include a range of theoretical approaches to clinical practice. Theories will include Cognitive Behavioural therapy, Narrative theory and Solution-Focused methods. There will be a strong focus on the use of clinical theories when working with Tangata whenua or when working across cultures. Individual, whanau/ family, and group work methods will be explored.
SOCWORK 711 15 Points
Social Work Interventions for Best Practice
An in-depth examination of contemporary developments in social work practice, with an emphasis on the employment of evidence-informed interventions that have direct application to complex practice situations. Prerequisite: SOCWORK 311, 317
Restriction: ACE 990.703, SOCWORK 411

SOCWORK 713 15 Points
The Social Work Discourse
A critical analysis of contemporary social work practice, utilising sociological perspectives and contemporary social theory. An in-depth exploration of how the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain. Restriction: ACE 990.704, SOCWORK 413

SOCWORK 718 30 Points
Applied Research in Social Services
Examines the role of applied research within professional practice. An in-depth examination of research methods, traditions and techniques particularly used in analysing, evaluating and auditing social service programmes and practices. Aims to enhance and develop the knowledge and understanding of students with regard to the nature and application of a broad range of research methods, the role of theory, ethics and politics in research and in developing a research proposal.

SOCWORK 721A 15 Points
SOCWORK 721B 15 Points
Theories and Skills in Social Work Practice
An in-depth examination of theoretical perspectives, skills and approaches in social work practice related to interpersonal work with individuals, families and groups living through challenging situations. Content will include a critical engagement with contemporary literature and the examination of evidence-informed interventions and critically reflective strategies that help guide professional practice in collaborative and safe environments. To complete this course students must enrol in SOCWORK 721 A and B

SOCWORK 722 30 Points
Developing Social Work Professional Identity
Examines contemporary and historical social work cultural identity, language and discourse as a global profession. Socialisation to the profession and its values is explored through a defined range of practice fields, premised on a human rights and social justice framework. Systemic models of practice are reviewed. Inter-professional practice, professional ethics, anti-oppressive and bicultural practice and registration are analysed in the New Zealand setting.

SOCWORK 723 15 Points
Social Work in the New Zealand Context
Examines the history, policy, law, social patterns, trends and issues that contribute to the working environment for bicultural social work practice in Aotearoa New Zealand. Content will encourage an understanding of the organisational, statutory and community context of social services, professional practice and the reflective social worker operating in settings that can be examined, challenged and changed.

SOCWORK 724 15 Points
Applied Social Work Research Methods
Examines the professional and ethical mandate for research which aims to enhance the growth of all forms of knowledge that inform effective social work practice. Students are introduced, as research consumers and practitioners, to the principles, theories, ethics and approaches that inform social research as applied in social work contexts.

SOCWORK 725 30 Points
Supervised Field Placement I
A first practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills. A significant part of this course includes a period of a minimum of 50 days of supervised agency-based practical experience for which the student will be prepared through developing individual learning goals. Prerequisite: SOCWORK 721, 722, 723
Corequisite: SOCWORK 724, SOCWORK 734A 15 Points

SOCWORK 734A 15 Points
SOCWORK 734B 15 Points
Professional Social Work Research in Practice
Following the logic of social work practice and evidence-informed interventions, students will examine relevant social work research literature and common approaches. They will critically apply ethical research and practice principles to problem definition, literature review, research strategies, proposals and design, and evaluation of evidence, culminating in a robust evidence-based approach to practice. Prerequisite: SOCWORK 721–725

SOCWORK 734C 15 Points
SOCWORK 734D 15 Points
SOCWORK 734E 15 Points
SOCWORK 734F 15 Points
SOCWORK 734G 15 Points

SOCWORK 735 30 Points
Supervised Field Placement II
An advanced practicum course which includes a critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice. Includes a minimum of 70 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and concurrent coursework. Prerequisite: SOCWORK 721–725

SOCWORK 739 15 Points
Integration Portfolio
An integrative summary with critical reflection on student development as a social work practitioner. The portfolio demonstrates an understanding of the student’s professional and skills development within the context of their academic programme and practice learning. Prerequisite: SOCWORK 721–725

SOCWORK 757 30 Points
Policy Appraisal and Innovation in Human Services
Enables students to assess the construction and performance of policy in fields of social and human service practice. Explores contemporary policy, comparative policy analysis, research-led policy development, programme monitoring and evaluation. Examines practitioner responsibility for policy appraisal to enable practitioners to become conversant with policy innovation and change in professional settings.

SOCWORK 796A 60 Points
SOCWORK 796B 60 Points
Thesis
To complete this course students must enrol in SOCWORK 796 A and B

SOCWORK 797A 45 Points
SOCWORK 797B 45 Points
Research Portfolio
To complete this course students must enrol in SOCWORK 797 A and B

Social Work Youth Practice

SOCYOUTH 733 15 Points
Youth Justice Issues and Strategies
A critical examination of contemporary literature, research and evidence informed strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group. Restriction: ACE 990.601, SOCYOUTH 433
Funding opportunities

University of Auckland scholarships

The University of Auckland has a wide range of scholarships and awards available to students at all levels of postgraduate study. These include:

**University of Auckland Masters/Honours/Postgraduate Diploma Scholarship**
**Closing dates:** 1 November 2013, 1 November 2014
To assist and encourage students to pursue Masters, Honours and Postgraduate Diploma courses at The University of Auckland.

**University of Auckland Māori and Pacific Graduate Scholarships (Masters/Honours/Postgraduate Diploma)**
**Closing dates:** 1 November 2013, 1 November 2014
To assist and encourage Māori and Pacific students to pursue Masters, Honours and Postgraduate Diploma courses at The University of Auckland.

**Ralph & Eve Seelye PG Scholarships**
**Closing dates:** 1 November 2013, 1 November 2014
To assist postgraduate level Honours, Masters or Postgraduate Diploma students who have completed their qualifying degrees at another New Zealand University and are now intending to enrol full-time at The University of Auckland.

**Kate Edger Educational Charitable Trust - Postgraduate Diploma Award**
**Closing date:** 16 December 2013
To assist a woman graduate to study for a Postgraduate Diploma.

**Kate Edger Educational Charitable Trust - Masters Degree Award**
**Closing date:** 20 January 2014
To assist women for a year of study for a Masters degree that includes either coursework and/or a research component.

**University of Auckland Partnership Appeal Awards**
**Closing dates:** 30 April 2014, 1 August 2014
To assist students who have demonstrated the ability to succeed but are experiencing financial hardship in their final year of study.

**University of Auckland Doctoral Scholarship**
The intention of the scholarships is to encourage and support academically excellent domestic and international students who are paying domestic fees, to undertake doctoral study at The University of Auckland.

**University of Auckland Fulbright Scholarships**
These scholarships are intended to encourage and facilitate study for approved postgraduate degrees at The University of Auckland by candidates already selected to hold Fulbright Awards. As a Fulbright Award fully supports a candidate for the first year, these Scholarships are intended to enable Fulbright Award winners to complete degrees at The University of Auckland. No application necessary.

**University of Auckland Universitas 21 Joint PhD Programme Scholarships**
The intention of the scholarships is to encourage and support academically excellent students who are embarking on joint degrees with The University of Auckland and one of its U21 partners.

For more information on scholarships and awards visit: www.auckland.ac.nz/scholarships

The Scholarships Office can also provide access to a comprehensive database of external scholarships that you may be eligible to apply for. It pays to investigate funding possibilities as early as possible so you know what you may be eligible for and when applications are due.
Faculty of Education scholarships and awards

In addition to the scholarships and awards offered by The University of Auckland, there are also a selection of scholarships and study awards available only to Faculty of Education postgraduate students. These include:

**Woolf Fisher Lead Teacher Masters Scholarships**

- **Closing date for applications for 2014:** Closed
- **Closing date for applications for 2015:** 1 September 2014
- **Value:** Up to $70,000
- **Number of awards:** Up to 4 per year

The purpose of the scholarships is to enable outstanding teachers from Auckland and Northland schools to be released from school duties to undertake a one-year research masters degree involving training at the Woolf Fisher Research Centre in school-based research and development methods.

See www.education.auckland.ac.nz/scholarships-and-awards

## Ministry of Education 50% subsidies available for Literacy and Numeracy courses

The University of Auckland, Faculty of Education offers the following courses that are eligible for Ministry of Education Fee Initiative 2014 subsidies. These subsidies are open to primary and intermediate teachers and offer an excellent opportunity to further develop your pedagogical content knowledge and understanding in key areas of learning and teaching.

### Numeracy

- **EDCURRIC 347 A and B**
  - Helping Children Succeed in Maths
- **EDCURRIC 349 A and B**
  - Understanding and Extending Mathematical Thinking
- **EDCURRIC 350**
  - Teaching Mathematics Investigations
- **EDCURRIC 369 A and B**
  - Mathematical Literacy for Lower-achieving Students
- **EDCURRIC 714 A and B**
  - Exploring Mathematical Thinking
- **EDCURRIC 715 A and B**
  - Understanding Difficulties in Number Learning
- **EDCURRIC 717 A and B**
  - Development of Numeracy Practice

Each set of 300 level and 700 level courses offer a professional development sequence of teacher mathematics (number) content knowledge, the use of formative (mathematics) assessment and consequent action in the classroom, and pedagogy (quality teaching).

Each course is a full year course (A and B course over two semesters). The postgraduate (700 level) courses incorporate the material of the 300 level courses and build upon them to a more advanced level.

The corresponding courses are EDCURRIC 349/714, EDCURRIC 369/715, EDCURRIC 347/717.

### Literacy

- **EDCURRIC 345**
  - Literacy in the Primary School
- **EDPROST 700 A and B**
  - Literacy Education: Research and Practice
- **EDPROST 701**
  - Issues in Literacy Education
- **EDPROST 702**
  - Challenges of Literacy Difficulties
- **EDPROST 703 A and B**
  - The Inquiring Teacher: Literacy Education
- **EDPROST 705**
  - Issues in Literacy Teaching and Learning
- **EDPROST 706**
  - Language Analysis for Teachers
- **EDPROST 707**
  - Children’s Literature in Education

### How are the courses funded?

Funding is provided to support teachers to study a literacy or numeracy course at postgraduate level. Half of the course tuition fee will be paid for by the Ministry of Education and half by the teacher’s school.* The postgraduate (700 level) courses can be credited towards a postgraduate qualification in the Faculty of Education.

*Note: Criteria apply, consult the Ministry of Education (MOE) website and The University of Auckland Calendar. MOE 50% subsidy is for course tuition fees only, release time or leave provision is not part of this scheme. All courses listed can be funded via the MOE Fee Scheme through teachers’ schools, or directly by teachers. For further information and details on how to apply visit www.literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Professional-support/Tertiary-fees-funding-support

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School-specific scholarships and awards

- Te Puna Wānanga – School of Māori Education
- School of Curriculum and Pedagogy
- School of Critical Studies in Education
- School of Learning, Development and Professional Practice
- School of Counselling, Human Services and Social Work

The five schools in the Faculty of Education may offer scholarships or study awards to postgraduate students who are studying in areas the school specialises in.

Information on the school-specific scholarships and awards currently available can be viewed online at www.education.auckland.ac.nz/scholarships-and-awards (listed under “Faculty of Education scholarships and awards”).

Information on new scholarships and awards will be added as these become available.

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*Note: Criteria apply, consult the Ministry of Education (MOE) website and The University of Auckland Calendar. MOE 50% subsidy is for course tuition fees only, release time or leave provision is not part of this scheme. All courses listed can be funded via the MOE Fee Scheme through teachers’ schools, or directly by teachers. For further information and details on how to apply visit www.literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Professional-support/Tertiary-fees-funding-support
Certificate of Proficiency (COP)
A Certificate of Proficiency is an option if you want to study just one or two courses – not a full qualification. It will give you recognition for taking a course outside the framework of a University of Auckland degree.

It may be possible to study one of the Ministry of Education subsidised courses as a Certificate of Proficiency (COP) or any other course/s of interest offered by the Faculty of Education. Your eligibility will need to be considered and any prerequisite, corequisite or other conditions must be met.

How to apply
Apply online. Once the application is received by the Education Student Centre you may be contacted by email for additional information about which courses you want to take and why.

Reassigning COP courses to a degree
After completing a COP, should you decide that you would like to go on to complete a University qualification you may be able to reassign the points from your COP.

A course, or courses, passed for a Certificate of Proficiency may be able to be reassigned toward a taught masters degree, a postgraduate diploma or a postgraduate certificate provided that:
• No more than 30 points are reassigned.
• The enrolment in the postgraduate qualification is no later than three semesters from the initial enrolment in the course(s) reassigned from Certificate of Proficiency.
• The application to reassign is made at the time you are admitted to the postgraduate qualification.
• The course is available in the schedule of the qualification to which it is reassigned.

For more information contact the University of Auckland. See also the University Calendar:
http://www.calendar.auckland.ac.nz/regulations/other/COP.html
2014 Academic year and key dates

Faculty of Education, The University of Auckland

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<tr>
<th>Summer School 2014</th>
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<tr>
<td>Summer School begins</td>
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<tr>
<td>Auckland Anniversary Day</td>
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<tr>
<td>Waitangi Day</td>
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<td>Summer School ends</td>
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<tr>
<th>Semester One 2014</th>
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<tbody>
<tr>
<td>Faculty of Education Postgraduate Orientation Welcome</td>
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<tr>
<td>Semester One begins</td>
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<tr>
<td>Mid-semester break/Easter</td>
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<tr>
<td>ANZAC Day</td>
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<td>Graduation</td>
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<td>Queen’s Birthday</td>
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<td>Semester One ends</td>
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<td>Inter-semester break</td>
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<th>Semester Two 2014</th>
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<tr>
<td>Faculty of Education Postgraduate Orientation Welcome</td>
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<tr>
<td>Semester Two begins</td>
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<td>Mid-semester break</td>
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<tr>
<td>Graduation</td>
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<tr>
<td>Labour Day</td>
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<td>Semester Two ends</td>
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Note: Some courses are scheduled during school holiday breaks or may start earlier than the Semester One and Semester Two start dates noted above. Please check the timetable for your selected courses.

Course enrolment dates

Enrolments for 2013 courses
Open 4 November 2013

Summer School 2013 course enrolments
Close 22 December 2013
No late enrolments will be accepted.

Semester One and full-year (A and B course) course enrolments
Close 14 February 2014*

Semester Two course enrolments
Close 4 July 2014*

*Course enrolments made after the closing dates may be considered if places are available.

Closing dates for course additions and deletions

Summer School course additions/deletions
12 January 2014

Semester One course additions/deletions
14 March 2014

Full-year (A and B courses) course additions/deletions
28 March 2014

Semester Two course additions/deletions
1 August 2014

Note: These dates are correct at the time of publication but still subject to final confirmation. Please check with the University for updated information.

Disclaimer
Although every reasonable effort is made to ensure accuracy, the information in this document is provided as a general guide only for students and is subject to alteration. All students enrolling at The University of Auckland must consult its official document, the current Calendar of The University of Auckland, to ensure that they are aware of and comply with all regulations, requirements and policies. Publication printed October 2013.
How to apply

First you need to apply

Go to www.apply.auckland.ac.nz and complete the Application for Admission. If you haven’t already, you’ll be asked to sign up for a new account. It’s easy, and you’ll soon be underway in making your application.

It is advisable to apply for the programmes that you might wish to study well before the closing date. Late applications submitted may be considered after the closing date if places are available.

You will receive an acknowledgement email asking you to provide certified documents (and in some cases to complete other requirements) before your application can be assessed.

Interviews are not generally required for postgraduate programmes but may apply for some programmes. You will be contacted and given a date if selected for an interview.

You can check your application status online at any time. Documents can take 3-4 weeks to process during peak admission periods. Some of your documents might take longer to process than others.

Your final offer of a place depends on two things: your admission to the University and your assessment by the relevant faculty. If your application is successful, we’ll email you an offer with instructions on how to accept the offer.

Next you need to enrol

Once you’ve accepted an offer of place in a programme, you can find out what courses you should enrol in at www.education.auckland.ac.nz/enrolment. If you need some help with the enrolment process, visit www.auckland.ac.nz/enrolment for an online tutorial. Enrolments for 2014 open on 4 November 2013.

Next you need to make sure you pay your fees. You’ll find all the details at www.auckland.ac.nz/fees

Closing dates for applications for admission in 2014

PhD applications (only) may be submitted at any time of year.

Counselling programmes:
1 November 2013

All other Faculty of Education postgraduate programmes:
8 December 2013

If a Semester Two 2014 start is offered for your chosen programme, the application and enrolment closing date is 4 July 2014.

It is recommended that you apply well before the application closing dates listed; late applications will only be accepted if places are available.

Need help?

AskAuckland has answers to frequently asked questions 24 hours a day, 7 days a week. Visit www.askauckland.ac.nz
If you need more specific help, call or email us.
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New Zealand

Epsom Campus
74 Epsom Ave, Epsom, Auckland

Tai Tokerau Campus
13 Alexander Street, Whangarei

Tāmaki Campus
Cnr Merton and Morrin Roads
Glen Innes, Auckland

City Campus
The ClockTower
22 Princes Street, Auckland

The University of Auckland at
Manukau Institute of Technology
Gate 11, NQ Block, Room NQ 227
Otara Road, Otara, Manukau