

Faculty of Education  
**Postgraduate Course Handbook**



## Contents

<b>About this Postgraduate Course Handbook</b>	<b>3</b>
<b>Areas of study</b>	<b>5</b>
<b>Courses offered in 2014</b>	<b>6</b>
- Education	
• Masters, PGDipEd, Honours	6
• GradDipEd, BEd(Tchg) - Teachers' specialisation	11
• GradDipTESSOL	12
- Education in the Arts	10
- Social Work	13
- Academic Practice	14
- Counselling	15
- Professional Supervision	15
<b>Course prescriptions</b>	<b>16</b>
<b>Funding opportunities</b>	<b>27</b>
- University of Auckland scholarships	
- Faculty of Education scholarships and awards	
- School-specific scholarships and awards	
- Ministry of Education subsidies	
<b>Certificate of Proficiency</b>	<b>29</b>
<b>2014 Academic year and key dates</b>	<b>30</b>
<b>How to apply</b>	<b>31</b>



# Postgraduate Course Handbook

**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](http://www.student.auckland.ac.nz)
- Prospective students should visit: [www.studentservices.auckland.ac.nz](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.education.auckland.ac.nz/upgrade)

# 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 delivery 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](mailto: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](http://www.education.auckland.ac.nz/search-pg-courses)

## Areas of study include:

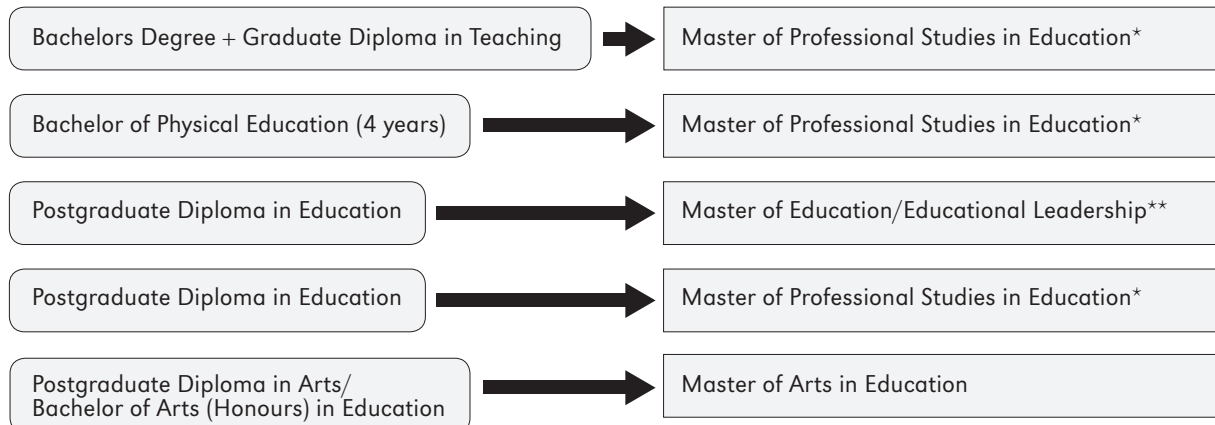
Arts Education (incl. Dance, Drama , Music)  
 Assessment  
 Child and Adolescent Development  
 Children and Families  
 Counselling  
 Critical Education  
 Critical Pedagogy  
 Culture and Identity  
 Curriculum  
 Development Studies  
 Diversity and Equity  
 Early Childhood Education  
 Early Years  
 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?

### If you have a:



### You can apply for:

\*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](http://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](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.

- The approved Research Methodology courses are EDPROFST 750, 754, 756, 757, EDUC 787 and EDPRAC 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, HRMGMT 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.

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdLd	MEdLd	MProfStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓	✓			✓	EDCURRIC 700	Contemporary Pedagogies	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 701	Special Topic: Minding the Body in Education	30	1	Epsom	Selected Mondays (4:30-7:30pm): 17, 31 March; 5, 26 May + Selected Saturdays (9am-3pm): 8 March; 12 April; 17 May	17
✓	✓	✓			✓	EDCURRIC 702	Arts Education: Creative Pedagogy	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 704	Teaching for Scientific Literacy	30	2	Epsom	Selected Tuesdays (4:30-7:30pm): 29 July; 12, 26 Aug; 2, 23 Sept; 14 Oct + Selected Saturdays (9am-4pm): 9 Aug; 13 Sept	17
✓	✓	✓			✓	EDCURRIC 708	Special Topic: The 21st Century Curriculum	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 714A	Exploring Mathematical Thinking	15	1	Epsom	Selected Thursdays (4.30-7.30pm): 6, 20 March; 10 April; 8, 22 May; 5 June	17
✓	✓	✓			✓	EDCURRIC 714B	Exploring Mathematical Thinking	15	2	Epsom	Selected Thursdays (4.30-7.30pm): 24 July; 7, 21 Aug; 4, 25 Sept; 16 Oct	17
✓	✓	✓			✓	EDCURRIC 715A	Understanding Difficulties in Number Learning	15	1	Epsom	Fortnightly (odd weeks) on Wednesdays (4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 715B	Understanding Difficulties in Number Learning	15	2	Epsom	Fortnightly (odd weeks) on Wednesdays (4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 717A	Development of Numeracy Practice	15	1	Epsom	Fortnightly (even weeks) on Wednesdays (4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 717B	Development of Numeracy Practice	15	2	Epsom	Fortnightly (even weeks) on Wednesdays (4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 750	Arts Research: Innovative Practices	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 763	Special Topic: School-based Health Education	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	17
	✓			✓		EDCURRIC 796A	MEd Thesis	60	1, 2	Epsom	Supervised	18
	✓			✓		EDCURRIC 796B	MEd Thesis	60	1, 2	Epsom	Supervised	18
	✓			✓		EDCURRIC 797	MEd Dissertation	60	1, 2	Epsom	Supervised	18
	✓			✓		EDCURRIC 797A	MEd Dissertation	30	1, 2	Epsom	Supervised	18
	✓			✓		EDCURRIC 797B	MEd Dissertation	30	1, 2	Epsom	Supervised	18

PGDipEd	MEd	BEd(Tchg/Hons)	PGDipEdLd	MEdLd	MProStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
*						EDPRAC 701A	Investigating Practice	30	1	Epsom	Supervised	18
*						EDPRAC 701B	Investigating Practice	30	2	Epsom	Supervised	18
✓	✓	✓			✓	EDPRAC 751	Practitioner Inquiry	30	Summer School	Epsom	Block (school holidays) (9.30am-4.30pm): Mon 6 - Fri 10 Jan; Sat 8 Feb	18
✓	✓	✓			✓	EDPRAC 751	Practitioner Inquiry	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	18
✓	✓				✓	EDPRAC 752	Special Topic: Using Evidence in Teaching Practice	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	18
✓	✓				✓	EDPROFM 700	Special Topic: Being Māori, Thinking Theory	30	Summer School	Epsom	Block (school holidays) (10am-4pm): Wed 8 - Fri 10 Jan & Wed 22 - Fri 24 Jan	18
✓	✓				✓	EDPROFM 701	Special Topic: Using Data to Measure Equity in Schools	30	2 Early Start	Epsom	Block (school holidays) (9am-3pm): Thurs 17 - Fri 18 July; Sat 16 Aug; Sat 13 Sept; Mon 29 - Tues 30 Sept	18
✓	✓	✓			✓	EDPROFM 702	Special Topic: Māori Language Teachers - Teaching Te Reo Māori	30	1	Epsom	Block (10am-4pm): Sat 5 - Sun 6 April; Sat 3 - Sun 4 May; Sat 21 - Sun 22 June	18
	✓			✓		EDPROFM 796A	MEd Thesis	60	1, 2	Epsom	Supervised	18
	✓			✓		EDPROFM 796B	MEd Thesis	60	1, 2	Epsom	Supervised	18
	✓			✓		EDPROFM 797	MEd Dissertation	60	1, 2	Epsom	Supervised	18
	✓			✓		EDPROFM 797A	MEd Dissertation	30	1, 2	Epsom	Supervised	18
	✓			✓		EDPROFM 797B	MEd Dissertation	30	1, 2	Epsom	Supervised	18
✓	✓				✓	EDPROFST 700A	Literacy Education: Research and Practice	15	1 Early Start	Online/Study guide	On-campus days (school holidays): Mon 20 - Tues 21 Jan (9am-4pm); Wed 22 Jan (9am-12.30pm)	20
✓	✓				✓	EDPROFST 700B	Literacy Education: Research and Practice	15	2	Online/Study guide	No on-campus days required	20
✓	✓				✓	EDPROFST 701	Issues in Literacy Education	30	2 Early Start	Online/Study guide	On-campus days (school holidays): Wed 16 July (12:30-4pm); Thurs 17- Fri 18 July (9am-4pm)	20
✓	✓				✓	EDPROFST 702	Challenges of Literacy Difficulties	30	2 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)	20
✓	✓				✓	EDPROFST 703A	The Inquiring Teacher: Literacy Education	15	1 Early Start	Online/Study guide	On-campus days (school holidays): Wed 22 Jan (12:30-4pm); Thur 23 - Fri 24 Jan (9am-4pm)	20
✓	✓				✓	EDPROFST 703B	The Inquiring Teacher: Literacy Education	15	2	Online/Study guide	No on-campus days required	20
✓	✓	✓			✓	EDPROFST 705	Issues in Literacy Teaching and Learning	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	20
✓	✓	✓			✓	EDPROFST 706	Language Analysis for Teachers	30	Summer School	Epsom	Block (school holidays): Mon 13 - Fri 17 Jan (9am-4pm); Sat 1 Feb (9am-1.30pm)	21
✓	✓	✓			✓	EDPROFST 707	Children's Literature in Education	30	1	Online/Study guide	No on-campus days required	21
✓	✓	✓			✓	EDPROFST 708	Language and Popular Media	30	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 20 - Fri 24 Jan; Sat 8 Feb	21
✓	✓	✓			✓	EDPROFST 714	e-Learning in Practice	30	1	Online/Study guide	No on-campus days required	21
✓	✓	✓	✓	✓	✓	EDPROFST 716	Early Years Pedagogy	30	2	Online/Study guide	No on-campus days required	21
✓	✓	✓	✓	✓	✓	EDPROFST 716	Early Years Pedagogy	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	21
✓	✓	✓	✓	✓	✓	EDPROFST 716	Early Years Pedagogy	30	1	Tai Tokerau	Weekly lecture (Monday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 717	Learning and Teaching in the First Years	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 723	Visual Arts Education in New Zealand	30	2	Online/Study guide	No on-campus days required	21
✓	✓	✓			✓	EDPROFST 728	Special Topic: Teacher Evaluation and Appraisal	30	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 14 July; Sat 2 Aug; Thurs 2 Oct	21
✓	✓	✓			✓	EDPROFST 732	Education for Sustainability	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 732	Education for Sustainability	30	2	Tai Tokerau	Weekly lecture (Thursday 4.30-7.30pm)	21
✓	✓	✓	✓	✓	✓	EDPROFST 737	Education Law: Policy Implications	30	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 13 - Wed 15 Jan & Mon 20 - Wed 22 Jan	21

\* Only offered in the PGDipEd - Early Career Teaching specialisation.

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdLd	MEdLd	MProfStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓	✓	✓	✓	✓	EDPROFST 737	Education Law: Policy Implications	30	1	Manukau	Weekly lecture (Wednesday 4.30-7.30pm)	21
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	1	Online/Study guide	On-campus day (8am-4pm): Sat 8 March	21
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm) + Sat 8 March (10am-4pm)	21
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	2	Manukau	Weekly lecture (Tuesday 4.30-7.30pm) + Sat 23 Aug (10am - 4pm)	21
✓	✓	✓	✓	✓	✓	EDPROFST 740	Educational Leadership in the Electronic Age	30	1	Online/Study guide	No on-campus days required	21
✓	✓				✓	EDPROFST 743	Family Counselling	15	1	Tāmaki	Weekly lecture (Wednesday 4.30-6.30pm)	21
✓	✓				✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Tāmaki	Selected Saturdays (9am-4pm): 8, 15 March; 5, 12 April	21
✓	✓				✓	EDPROFST 745	Group Counselling	15	2 Early Start	Tāmaki	Block (school holidays) (9am-4pm); Fri 18 - Sat 19 July; Sat 16 Aug; Sat 27 Sept	21
✓	✓				✓	EDPROFST 746A	The Counselling Process	15	1	Tāmaki	Weekly lecture (Tuesday 4.30-6.30pm)	21
✓	✓				✓	EDPROFST 746B	The Counselling Process	15	2	Tāmaki	Weekly lecture (Tuesday 4.30-6.30pm)	21
✓	✓				✓	EDPROFST 748	Cultural Issues in Counselling	15	2	Tāmaki	Weekly lecture (Tuesday 7-9pm)	21
✓	✓				✓	EDPROFST 749	Professional Issues in Counselling	15	1	Tāmaki	Weekly lecture (Tuesday 7-9pm)	21
✓	✓				✓	EDPROFST 750	Research and Counselling	15	2	Tāmaki	Weekly lecture (Wednesday 4.30-6.30pm)	22
✓	✓	✓	✓	✓	✓	EDPROFST 751	ECE Curriculum Issues	30	2 Early Start	Epsom	Block (school holidays) (9am-3pm): Mon 7 - Wed 9 July; Thurs 17 - Sat 19 July	22
✓	✓		✓	✓	✓	EDPROFST 753	Issues in Assessment	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	Summer School	Epsom	Block (school holidays) (9.30am-3pm): Mon 6, Wed 8, Mon 13, Wed 15, Mon 22, Wed 22 Jan	22
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	1	Epsom	Block (selected Saturdays) (9.30am-3pm): 8, 22 March; 5, 12 April; 10, 24 May	22
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	2	Epsom	Block (selected Saturdays) (9.30am-3pm): 26 July; 9, 23 Aug; 6, 22 Sept; 18 Oct	22
✓	✓	✓			✓	EDPROFST 755	The Inquiring Teacher	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 756	Researching Educational Settings	30	Summer School	Online/Study guide	On-campus days (school holidays): Mon 13 - Wed 15 Jan & Mon 22 - Wed 22 Jan (Mon/Tues 9am-4pm; Wed 9am-12pm)	22
✓	✓	✓			✓	EDPROFST 756	Researching Educational Settings	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 756	Researching Educational Settings	30	2	Online/Study guide	On-campus day (9am-4pm): Sat 13 Sept	22
✓	✓		✓	✓	✓	EDPROFST 757	Understanding Research for School Improvement	30	1	Online/Study guide	On-campus days (9am-4pm): Sat 8 March; Sat 22 March; Tuesday 29 April	22
		✓			✓	EDPROFST 759A	Research Portfolio BEd(Tchg)(Hons)	30	1, 2	Epsom	Supervised	22
		✓			✓	EDPROFST 759B	Research Portfolio BEd(Tchg)(Hons)	30	1, 2	Epsom	Supervised	22
✓	✓	✓			✓	EDPROFST 760	Christian Religious Education in Integrated Schools	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	22
✓	✓		✓	✓	✓	EDPROFST 762A	Mentoring Teachers	15	1	Epsom	Selected Tuesdays (4.30-7.30pm): 4, 11, 25 March; 15 April; 6, 27 May; 17 June	22
✓	✓		✓	✓	✓	EDPROFST 762B	Mentoring Teachers	15	2	Epsom	Selected Tuesdays (4.30-7.30pm): 22 July; 5, 19 Aug; 23 Sept; 21 Oct	22
✓	✓	✓			✓	EDPROFST 763	New Teacher Development	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 765	Development in Early Years	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 765	Development in Early Years	30	2	Tai Tokerau	Weekly lecture (Wednesday 4.30-7.30pm)	22
✓	✓	✓	✓	✓	✓	EDPROFST 769	Developing Professional Expertise	30	2 Early Start	Epsom	Block (Saturdays 9am-3pm; Tuesdays 4.30-7.30pm): Sat 19 July; Tues 5 Aug; Tues 2 Sept; Sat 13 Sept; Tues 14 Oct	22
✓	✓	✓			✓	EDPROFST 773	An Advanced Study in Gifted Education	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	22
✓	✓	✓	✓	✓	✓	EDPROFST 774	Education and Empowerment	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 777	Curriculum: Theory, Issues, Practice	30	Summer School	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)	23
✓	✓	✓	✓	✓	✓	EDPROFST 782	Educational Change	30	2	Online/Study guide	No on-campus days required	23
✓	✓	✓	✓	✓	✓	EDPROFST 782	Educational Change	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	23
✓	✓	✓	✓	✓	✓	EDPROFST 786	Special Topic: Understanding and Using Assessment Data	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23



PGDipEd	MEd	BEd(Tchg/Hons)	PGDipEdLd	MEdLd	MProfStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
		✓				EDPROFST 790	Dissertation	30	1, 2	Epsom	Supervised	23
		✓				EDPROFST 790A	Dissertation	30	1, 2	Epsom	Supervised	23
		✓				EDPROFST 790B	Dissertation	30	1, 2	Epsom	Supervised	23
		✓				EDPROFST 790A	Dissertation (cohort students)	30	1, 2	Epsom	Selected Wednesdays (4:30-7:30pm): 5, 12, 19, 26 March; 2 April; 7, 14, 21 May; 4 June	23
		✓				EDPROFST 790B	Dissertation (cohort students)	30	1, 2	Epsom	Selected Wednesdays (4:30-7:30pm): 30 July; 6, 20 Aug; 10 Sept; 15 Oct	23
✓			✓	✓		EDPROFST 793	MEd Dissertation	60	1, 2	Epsom	Supervised	23
✓			✓	✓		EDPROFST 793A	MEd Dissertation	30	1, 2	Epsom	Supervised	23
✓			✓	✓		EDPROFST 793B	MEd Dissertation	30	1, 2	Epsom	Supervised	23
✓			✓	✓		EDPROFST 796A	MEd Thesis	60	1, 2	Epsom	Supervised	23
✓			✓	✓		EDPROFST 796B	MEd Thesis	60	1, 2	Epsom	Supervised	23
✓	✓	✓			✓	EDUC 703	Educational Philosophy	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 705	Education and Development Policy	30	2	City	Weekly lecture (Tuesday 4-7pm)	23
✓	✓	✓			✓	EDUC 712	Race, Ethnicity and Education	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 716	Special Topic: Education and Diversity	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 726	Special Topic: Programme Evaluation	30	1	Epsom	Block (9am-4pm): Sat 22 March; Thurs 1 - Sat 3 May; Sat 24 May	23
✓	✓	✓			✓	EDUC 731	Special Topic: Māori and Indigenous Well-being	30	1	Epsom	Block (selected weekends) (10am-4pm): Sat 15 - Sun 16 March; Sat 12 - Sun 13 April; Sat 10 - Sun 11 May	23
✓	✓	✓			✓	EDUC 732	Special Topic: Culturally Responsive Leadership	30	2	Epsom	Block: Fri 1 - Sat 2 Aug; Fri 19 - Sat 20 Sept; Fri 17 - Sat 18 Oct. Fridays are 4:30-8:30pm, Saturdays are 9am-3pm.	23
✓	✓	✓			✓	EDUC 733	Teaching in Bilingual /Immersion Settings	30	2	Epsom	Block (selected weekends 9am-3pm): Sat 2 - Sun 3 Aug; Sat 23 - Sun 24 Aug; Sat 13 - Sun 14 Sept	23
✓	✓	✓			✓	EDUC 741	Educational Psychology	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 742	Developmental Psychology	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 747	Issues in Adolescent Development	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 750	Special Topic: Māori Education Research Topic	30	1	Epsom	Supervised	23
✓	✓	✓			✓	EDUC 755	Social Psychology of the Classroom	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	24
✓	✓	✓			✓	EDUC 756	Special Topic: Applied Theatre: Performance of Hope	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	24
✓	✓	✓			✓	EDUC 758	Special Topic: Winners and Losers? Social Theories of Education	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	24
		✓				EDUC 766	Education and the Development Process	15	2	City	Weekly lecture (Tuesday 4-7pm)	24
✓	✓	✓				EDUC 776	Education,Culture and Knowledge	30	Summer School	Manukau	Block (school holidays) (9.30am-1.30pm): Tues 7, Thurs 9, Tues 14, Thurs 16, Tues 21, Thurs 23, Tues 28, Thurs 30 Jan	24
✓	✓	✓				EDUC 776	Education,Culture and Knowledge	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	✓			✓	EDUC 777	Special Topic: Māori-Pākehā Educational Relationships	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	24
					✓	EDUC 784	Research Topic in Education	30	2	Epsom	Supervised	24
✓	✓	✓	✓	✓	✓	EDUC 787	Researching Māori Education	30	1	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)	24
✓	✓	✓	✓	✓	✓	EDUC 787	Researching Māori Education	30	1	Epsom	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)	24

## 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](mailto: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.

BA(Hons) in Education	MA in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
✓	✓	EDUC 703	Educational Philosophy	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	23
✓	✓	EDUC 705	Education and Development Policy	30	2	City	Weekly lecture (Tuesday 4-7pm)	23
✓	✓	EDUC 712	Race, Ethnicity and Education	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	23
✓	✓	EDUC 716	Special Topic: Education and Diversity	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	EDUC 726	Special Topic: Programme Evaluation	30	1	Epsom	Block (9am-4pm): Sat 22 March; Thurs 1 - Sat 3 May; Sat 24 May	23
✓	✓	EDUC 731	Special Topic: Māori and Indigenous Well-being	30	1	Epsom	Block (selected weekends) (10am-4pm): Sat 15 - Sun 16 March; Sat 12 - Sun 13 April; Sat 10 - Sun 11 May	23
✓	✓	EDUC 732	Special Topic: Culturally Responsive Leadership	30	2	Epsom	Block: Fri 1 - Sat 2 Aug; Fri 19 - Sat 20 Sept; Fri 17 - Sat 18 Oct. Fridays are 4:30-8:30pm, Saturdays are 9am-3pm.	23
✓	✓	EDUC 733	Teaching in Bilingual /Immersion Settings	30	2	Epsom	Block (selected weekends 9am-3pm): Sat 2 - Sun 3 Aug; Sat 23 - Sun 24 Aug; Sat 13 - Sun 14 Sept	23
✓	✓	EDUC 741	Educational Psychology	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	EDUC 742	Developmental Psychology	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	EDUC 747	Issues in Adolescent Development	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	EDUC 750	Special Topic: Māori Education Research Topic	30	1	Epsom	Supervised	23
✓	✓	EDUC 755	Social Psychology of the Classroom	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	24
✓	✓	EDUC 756	Special Topic: Applied Theatre: Performance of Hope	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	24
✓	✓	EDUC 758	Special Topic: Winners and Losers? Social Theories of Education	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	EDUC 766	Education and the Development Process	15	2	City	Weekly lecture (Tuesday 4-7pm)	24
✓	✓	EDUC 776	Education,Culture and Knowledge	30	Summer School	Manukau	Block (school holidays) (9.30am-1.30pm): Tues 7, Thurs 9, Tues 14, Thurs 16, Tues 21, Thurs 23, Tues 28, Thurs 30 Jan	24
✓	✓	EDUC 776	Education,Culture and Knowledge	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	EDUC 777	Special Topic: Māori-Pākehā Educational Relationships	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	24
✓	✓	EDUC 784	Research Topic in Education	30	2	Epsom	Supervised	24
✓	✓	EDUC 787	Researching Māori Education	30	1	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)	24
✓	✓	EDUC 787	Researching Māori Education	30	1	Epsom	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)	24
✓	✓	EDUC 790	Dissertation	30	1, 2	Epsom	Supervised	24
✓	✓	EDUC 790A	Dissertation	15	1, 2	Epsom	Supervised	24
✓	✓	EDUC 790B	Dissertation	15	1, 2	Epsom	Supervised	24
	✓	EDUC 796A	Thesis	60	1, 2	Epsom	Supervised	24
	✓	EDUC 796B	Thesis	60	1, 2	Epsom	Supervised	24

## Graduate Diploma in Education Bachelor of Education (Teaching) - Teachers' specialisation

\* Courses marked in bold font with an asterisk 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](http://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.

Course code	Course title	Points	Semester	Delivery	Timetable	Contextual focus: A = Adult Educators E = ECE P = Primary S = Secondary	For course prescription - refer page:
EDCURRIC 338	Enhancing Teaching Through Science	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Thurs 9 - Fri 10 Jan; Tues 14 - Thurs 16 Jan	E, P	16
EDCURRIC 345	Literacy in the Primary School	15	1	Epsom	Block (school holidays) (9am-3pm): Sat 29 March; Mon 28 April -Thurs 1 May; Sat 17 May	P	16
EDCURRIC 347A	Helping Children Succeed in Maths	7.5	1	Epsom	Selected Wednesdays (4:30-7:30pm): 5 March; 2 April; 14 May	P, S	16
EDCURRIC 347B	Helping Children Succeed in Maths	7.5	2	Epsom	Selected Wednesdays (4:30-7:30pm): 23 July; 20 August; 17 September	P, S	16
EDCURRIC 349A	Understanding and Extending Mathematical Thinking	7.5	1	Online/Study guide	On-campus days (9am-12pm): Sat 15 March; Sat 10 May	P	16
EDCURRIC 349B	Understanding and Extending Mathematical Thinking	7.5	2	Online/Study guide	On-campus days (9am-12pm): Sat 26 July, Sat 20 Sept	P	16
EDCURRIC 350	Teaching Mathematics Investigations	15	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 13 - Fri 17 Jan; Sat 25 Jan	A, E, P, S	16
EDCURRIC 356	Teaching and Learning in the Visual Arts	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 20 - Fri 24 Jan	E, P	16
EDCURRIC 357	Dance Studies	15	2	Epsom	Block (school holidays): Mon 6 - Thurs 9 Oct (9am-4pm); Fri 31 Oct (4:30-6:30pm); Sat 1 Nov (9am-4pm)		17
EDCURRIC 361	The Performance Arts in Education	15	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	A, P, S (possible E)	17
EDCURRIC 362	Drama and Learning	15	2	Epsom	Block (school holidays) (9am-4pm): Mon 29 Sept - Fri 3 Oct		17
EDCURRIC 368	Initiating and Supporting Learning in Music	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 20 - Fri 24 Jan	P	17
EDCURRIC 369A	Mathematical Literacy for Lower-achieving Students	7.5	1	Online/Study guide	On-campus days (9am-12pm): Sat 22 March; Sat 17 May	P, S	17
EDCURRIC 369B	Mathematical Literacy for Lower-achieving Students	7.5	2	Online/Study guide	On-campus days (9am-12pm): Sat 2 Aug; Sat 13 Sept	P, S	17
EDCURRM 301	Teaching and Te Reo Māori	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	E, P	18
EDPROFST 220**	Introduction to Samoan Language for Teaching	15	Summer School	Epsom	Block (school holidays): Mon 20 - Thurs 23 Jan (9am-4pm); Sat 18 Jan (9am-12.30pm); Sat 25 Jan (9am-12.30pm)	E, P, S	18
<b>EDPROFST 222*</b>	<b>Reporting Student Achievement</b>	15	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	P	18
EDPROFST 226**	Introduction to Bilingual Education	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 14 - Thurs 17 July; Sat 9 Aug; Sat 6 Sept	E, P, S	19
EDPROFST 316	Understanding Research for Practitioners	15	1	Online/Study guide	No on-campus days required	A,E,P,S	19
EDPROFST 319	Teaching Gifted and Talented Students	15	2	Epsom	Online study plus + nine Monday lectures (4:30-7:30pm): 25 Aug - 22 Sept and 13 Oct - 3 Nov	P	19
EDPROFST 324	Advanced Group Skills	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 14 - Fri 18 July; Sat 13 Sept		19
EDPROFST 325	Introduction to Leadership in Education	15	2	Online/Study guide	No on-campus days required		19
EDPROFST 340	Pasifika Research and Practice	15	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	A, E, P, S	19
EDPROFST 341	Pasifika Languages for Teaching	15	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	E, P, S	19
EDPROFST 344	Sport, Games and Play	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 20 - Fri 24 Jan		19
<b>EDPROFST 350*</b>	<b>Assessment for Learning</b>	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	A, E, P, S	19
<b>EDPROFST 355*</b>	<b>The Politics of Education</b>	15	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)		19

Course code	Course title	Points	Semester	Delivery	Timetable	Contextual focus: A = Adult Educators E = ECE P = Primary S = Secondary	For course prescription - refer page:
EDPROFST 357*	Reflective Practice for Teachers	15	1 Early Start	Online/Study guide	On-campus days: Sat 1 March (9am-4pm); Sat 10 May (9am-1pm)		19
EDPROFST 357*	Reflective Practice for Teachers	15	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)		19
EDPROFST 358*	Refining Professional Performance	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)		19
EDPROFST 358*	Refining Professional Performance	15	2	Online/Study guide	On-campus days (9am-4pm): Sat 26 July; Sat 30 Aug		19
EDPROFST 359	Supervising Professional Performance	15	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)		19
EDPROFST 363	Environmental Education: An Introduction	15	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 20 - Thurs 23 Jan; Sat 15 Feb	A, E, P, S	19
EDPROFST 365	Beyond Special Needs: Inclusive Education	15	1	Online/Study guide	On campus day (9am-4pm): Sat 8 March	P	19
EDPROFST 368	Refining Writing Programmes	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 14 - Fri 18 July		19
EDPROFST 376	Bilingual Education: Models and Theories	15	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	E, P, S	20
EDPROFST 377	Bilingual Education: Curriculum and Pedagogy	15	2	Epsom	Block (school holidays) (9am-4pm): Sat 13 Sept; Mon 6 Oct - Thurs 9 Oct; Sat 1 Nov	E, P, S	20
EDPROFST 378	Critical Approaches to Literacy	15	1	Epsom	Block (school holidays) (9am-4pm): Sat 29 March; Mon 28 April - Thurs 1 May; Sat 17 May	P, S	20
EDPROFST 700A	Literacy Education: Research and Practice	15	1 Early Start	Online/Study guide	On-campus days (school holidays): Mon 20 - Tues 21 Jan (9am-4pm); Wed 22 Jan (9am-12.30pm)	E, P, S	20
EDPROFST 700B	Literacy Education: Research and Practice	15	2	Online/Study guide	No on-campus days required	E, P, S	20
EDPROFST 701	Issues in Literacy Education	30	2 Early Start	Online/Study guide	On-campus days (school holidays): Wed 16 July (12:30-4pm); Thurs 17- Fri 18 July (9am-4pm)	E, P, S	20
EDPROFST 702	Challenges of Literacy Difficulties	30	2 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)	E, P, S (emphasis P)	20
EDPROFST 703A	The Inquiring Teacher: Literacy Education	15	1 Early Start	Online/Study guide	On-campus days (school holidays): Wed 22 Jan (12:30-4pm); Thur 23 - Fri 24 Jan (9am-4pm)	E, P, S	20
EDPROFST 703B	The Inquiring Teacher: Literacy Education	15	2	Online/Study guide	No on-campus days required	E, P, S	20

## 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).

Course type	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
Elective	EDCURRIC 345	Literacy in the Primary School	15	1	Epsom	Block (school holidays) (9am-3pm): Sat 29 March; Mon 28 April - Thur 1 May; Sat 17 May	16
Elective	EDCURRM 301	Teaching and Te Reo Māori	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	18
Elective	EDPROFST 220	Introduction to Samoan Language for Teaching	15	Summer School	Epsom	Block (school holidays): Mon 20 - Thurs 23 Jan (9am-4pm); Sat 18 Jan (9am-12.30pm); Sat 25 Jan (9am-12.30pm)	18
Core elective	EDPROFST 226	Introduction to Bilingual Education	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 14 - Thurs 17 July; Sat 9 Aug; Sat 6 Sept	19
Core	EDPROFST 227	TESSOL: Language Learning Needs	15	1	Epsom	Thurs 6 March (9am to 4pm) followed by weekly workshops (4.30-7.30pm): Select either Tues or Thurs	19
Core	EDPROFST 372	TESSOL: Language Learning through Tasks	15	2	Epsom	Weekly lecture (4.30-7.30pm): Select either Tues or Thurs	20
Core	EDPROFST 373	TESSOL: Language Learning in the New Zealand Context	15	1	Epsom	Fri 7 March (9am to 4pm) followed by weekly workshops (4.30-7.30pm): Select either Mon, Tues or Wed	20
Core	EDPROFST 374	TESSOL: Language Focused Curriculum	15	2	Epsom	Weekly lecture (4.30-7.30pm): Select either Mon, Tues or Wed	20

Course type	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
Core elective	EDPROFST 375	TESSOL: Assessment	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 7 - Wed 9 July; Sat 26 July; Sat 16 Aug; Sat 23 Aug	20
Core elective	EDPROFST 376	Bilingual Education: Models and Theories	15	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	20
Core elective	EDPROFST 377	Bilingual Education: Curriculum and Pedagogy	15	2	Epsom	Block (school holidays) (9am-4pm): Sat 13 Sept; Mon 6 Oct - Thurs 9 Oct; Sat 1 Nov	20
Core elective	EDPROFST 378	Critical Approaches to Literacy	15	1	Epsom	Block (school holidays) (9am-4pm): Sat 29 March; Mon 28 April - Thurs 1 May; Sat 17 May	20
Core elective	EDPROFST 380	TESSOL: Teacher Research Design	15	1 Early Start	Epsom	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	20
Core elective	EDPROFST 381	TESSOL: Teacher Research Implementation	15	2	Epsom	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)	20

## 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.

PGDipSW	MSW	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer to page:
✓	✓	EDPROFST 743	Family Counselling	15	1	Tāmaki	Weekly lecture (Wednesday 4:30-6:30pm)	21
✓	✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Tāmaki	Selected Saturdays (9am-4pm): 8, 15 March; 5, 12 April	21
✓	✓	EDPROFST 745	Group Counselling	15	2 Early Start	Tāmaki	Block (9am-4pm): Fri 18 - Sat 19 July; Sat 16 Aug; Sat 27 Sept	21
✓	✓	EDUC 731	Special Topic: Māori and Indigenous Well-being	30	1	Epsom	Block (selected weekends) (10am-4pm): Sat 15 - Sun 16 March; Sat 12 - Sun 13 April; Sat 10 - Sun 11 May	23
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 11 - Wed 12 March; Tues 29 - Wed 30 April; Tues 20 - Wed 21 May	25
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 29 - Wed 30 July; Tues 26 - Wed 27 Aug; Tues 14 - Wed 15 Oct	25
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 4 - Wed 5 March; Tues 8 - Wed 9 April; Tues 13 - Wed 14 May	25
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 22 - Wed 23 July; Tues 19 - Wed 20 Aug; Tues 7 - Wed 8 Oct	25
✓	✓	PROFSUPV 710	Stress and Trauma in Health and Human Services	30	2	Epsom	Block (9am-4pm): Thurs 31 July - Fri 1 Aug; Thurs 9 - Fri 10 Oct	25
✓	✓	SOCCHFAM 700	Domestic Violence: Challenges and Responses	30	2	Epsom	Block (9am-4pm): Thurs 14 - Fri 15 Aug; Thurs 18 - Fri 19 Sept; Fri 17 Oct	25
✓	✓	SOCCHFAM 731	Child and Adolescent Mental Health Issues	15	2	Epsom	Block (9am-4pm): Mon 21 - Wed 23 July; Wed 22 Oct	25
✓	✓	SOCCHFAM 734	Issues in Child Welfare and Protection	30	1	Epsom	Block (9am-4pm): Thurs 6, Fri 7 March; Tues 10, Wed 11 April	25
✓	✓	SOCHLTH 732	Working with Grief and Loss	15	2	Epsom	Block (9am-4pm): Mon 28 - Wed 30 July; Thurs 23 Oct	25
✓	✓	SOCWORK 700	Clinical Social Work	30	1	Epsom	Block (9am-4pm): Wed 26 - Thurs 27 March; Wed 7- Thurs 8 May; Wed 4 June	25
✓	✓	SOCWORK 713	The Social Work Discourse	15	1	Epsom	Weekly lecture (Friday 1-3pm) + weekly tutorial (Friday 3-4pm)	26
✓	✓	SOCWORK 718	Applied Research in Social Services	30	2	Epsom	Block (9am-4pm): Thur 7 - Fri 8 Aug; Thurs 25 - Fri 26 Sept; Thurs 16 Oct	26
✓	✓	SOCWORK 757	Policy Appraisal and Innovation in Human Services	30	1	Epsom	Block (9am-4pm): Tues 4 March; Tues 1, Tues 29 April; Tues 3 June	26
	✓	SOCWORK 796A	Thesis	60	1	Epsom	Supervised	26
	✓	SOCWORK 796B	Thesis	60	2	Epsom	Supervised	26
	✓	SOCWORK 797A	Research Portfolio	45	1	Epsom	Supervised	26
	✓	SOCWORK 797B	Research Portfolio	45	2	Epsom	Supervised	26
✓	✓	SOCYOUTH 733	Youth Justice Issues and Strategies	15	2	Epsom	Block (9am-4pm): Mon 4 - Wed 6 Aug; Fri 24 Oct	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](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.

Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
SOCCHFAM 731	Child and Adolescent Mental Health Issues	15	2	Epsom	Block (9am-4pm): Mon 21 - Wed 23 July; Wed 22 Oct	25
SOCHLTH 732	Working with Grief and Loss	15	2	Epsom	Block (9am-4pm): Mon 28 - Wed 30 July; Thurs 23 Oct	25
SOCWORK 711	Social Work Interventions for Best Practice	15	1	Epsom	Weekly lecture (Thursday 10:30-12:30pm) + weekly tutorial (Thursday 1-2pm)	26
SOCWORK 713	The Social Work Discourse	15	1	Epsom	Weekly lecture (Friday 1-3pm) + weekly tutorial (Friday 3-4pm)	26
SOCWORK 721A	Theories and Skills in Social Work Practice	15	1	Epsom	Weekly lecture (Wednesday 1-4pm)	26
SOCWORK 721B	Theories and Skills in Social Work Practice	15	2	Epsom	Block (9am-4pm): Mon 4 - Fri 8 Aug	26
SOCWORK 722	Developing Social Work Professional Identity	30	1	Epsom	Weekly lectures (Tues 10:30am-12:30pm and 1-3pm)	26
SOCWORK 723	Social Work in the New Zealand Context	15	1	Epsom	Weekly lecture (Wednesday 9am-12pm)	26
SOCWORK 724	Applied Social Work Research Methods	15	2	Online/Study guide	On-campus days (1-3pm): Mon 21 July; Mon 11, Mon 25 Aug; Mon 22 Sept; Mon 20 Oct	26
SOCWORK 725	Supervised Field Placement I	30	2	Epsom	Block (9am-4pm): Mon 18 - Fri 22 Aug + Practicum: 1 Sept - 7 Nov + On-campus days: Mon 22 Sept & Mon 20 Oct (9am-12.30pm); Wed 5 Nov (9am-4pm)	26
SOCWORK 734A	Professional Social Work Research in Practice	15	1	Epsom	Block (9am-4pm): Mon 3 - Tues 4 March; Mon 10 - Tues 11 March	26
SOCWORK 734B	Professional Social Work Research in Practice	15	2	Epsom	Block (9am-4pm): Thurs 24, Fri 25, Thurs 31 Jul; Fri 1 Aug; Thurs 30 Oct	26
SOCWORK 735	Supervised Field Placement II	30	2	Epsom	Practicum: 5 May - 24 Oct + On-campus days (9am-12pm): Wed 2 April; Thurs 26 June; Thurs 14 Aug; Thurs 11 Sept	26
SOCWORK 739	Integration Portfolio	15	2	Epsom	Supervised. On campus days (9am-4pm): Thurs 17 July; Thurs 21 Aug; Thurs 9 Oct	26
SOCYOUTH 733	Youth Justice Issues and Strategies	15	2	Epsom	Block (9am-4pm): Mon 4 - Wed 6 Aug; Fri 24 Oct	26

## 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](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.

Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
ACADPRAC 701A	Learning, Teaching & Assessment	15	1	City	Fortnightly on Fridays (1-4pm)	16
ACADPRAC 701B	Learning, Teaching & Assessment	15	2	City	Fortnightly on Fridays (1-4pm)	16
ACADPRAC 702	Academic Citizenship and Professionalism	15	2	City	Fortnightly on Fridays (1-4pm)	16
ACADPRAC 703	Special Topic: Rethinking the Classroom: Interactive Learning and Teaching in the Digital Age	15	1	City	Fortnightly on Fridays (1-4pm)	16
ACADPRAC 704	Special Topic: Research Writing: Politics, Pleasure and Style	15	1	City	Fortnightly on Fridays (1-4pm)	16
ACADPRAC 706	Independent Project	15	1	City	Supervised + On-campus days (Selected Fridays 1-4pm): 28 March; 9 May; 6 June	16
ACADPRAC 706	Independent Project	15	2	City	Supervised + On-campus days (Selected Fridays 1-4pm): 22 Aug; 19 Sept; 17 Oct	16

## 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](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.

PGDipCounsTh	MCouns	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
✓	✓	EDPROFST 743	Family Counselling	15	1	Tāmaki	Weekly lecture (Wednesday 4:30-6:30pm)	21
✓	✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Tāmaki	Selected Saturdays (9am-4pm): 8, 15 March; 5, 12 April	21
✓	✓	EDPROFST 745	Group Counselling	15	2 Early Start	Tāmaki	Block (9am-4pm): Fri 18, Sat 19 July; Sat 16 Aug; Sat 27 Sept	21
✓	✓	EDPROFST 746A	The Counselling Process	15	1	Tāmaki	Weekly lecture (Tuesday 4:30-6:30pm)	21
✓	✓	EDPROFST 746B	The Counselling Process	15	2	Tāmaki	Weekly lecture (Tuesday 4:30-6:30pm)	21
✓	✓	EDPROFST 748	Cultural Issues in Counselling	15	2	Tāmaki	Weekly lecture (Tuesday 7-9pm)	21
✓	✓	EDPROFST 749	Professional Issues in Counselling	15	1	Tāmaki	Weekly lecture (Tuesday 7-9pm)	21
✓	✓	EDPROFST 750	Research and Counselling	15	2	Tāmaki	Weekly lecture (Wednesday 4:30-6:30pm)	22
✓	✓	PROFCOUN 701A	Counselling Laboratory	15	1	Tāmaki	Days and times negotiated	24
✓	✓	PROFCOUN 701B	Counselling Laboratory	15	2	Tāmaki	Days and times negotiated	24
✓	✓	PROFCOUN 702	Special Topic: Genders and Sexualities: Implications for Practitioners	15	2 Early Start	Tāmaki	Block (9am-4pm): Fri 20, Sat 21 June; Sat 5, Sat 12 July	24
✓	✓	PROFCOUN 707	Specialist Counselling Skills and Approaches	15	2	Tāmaki	Block (9am-4pm): Fri 8, Sat 9 Aug; Sat 13 Sept; Sat 4 Oct	24
	✓	PROFCOUN 797A	Research Portfolio	60	1, 2	Tāmaki	Supervised	24
	✓	PROFCOUN 797B	Research Portfolio	60	2	Tāmaki	Supervised	24
<b>Note: The following course may be able to be taken as part of a PGDipCounsTh or MCouns (as a concession).</b>								
✓	✓	PROFSUPV 713	Critical Issues in Counselling Supervision	30	2	Epsom	Block (9am-4pm): Fri 1 - Sat 2 Aug; Fri 15 - Sat 16 Aug; Fri 19 - Sat 20 Sept	25

## 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](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.

PGCertProfSup	PGDipProfSup	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 11 - Wed 12 March; Tues 29 - Wed 30 April; Tues 20 - Wed 21 May	25
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 29 - Wed 30 July; Tues 26 - Wed 27 Aug; Tues 14 - Wed 15 Oct	25
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 4 - Wed 5 March; Tues 8 - Wed 9 April; Tues 13 - Wed 14 May	25
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 22 - Wed 23 July; Tues 19 - Wed 20 Aug; Tues 7 - Wed 8 Oct	25
	✓	PROFSUPV 707	Supervision Folio	30	1	Epsom	Supervised. Includes on-campus session (9.30am - 2.30pm): Mon 10 March	25
	✓	PROFSUPV 707	Supervision Folio	30	2	Epsom	Supervised. Includes on-campus session (9.30am - 2.30pm): Thurs 24 July	25
	✓	PROFSUPV 710	Stress and Trauma in Health and Human Services	30	2	Epsom	Block (9am-4pm): Thurs 31 July - Fri 1 Aug; Thurs 9 - Fri 10 Oct	25
	✓	PROFSUPV 713	Critical Issues in Counselling Supervision	30	2	Epsom	Block (9am-4pm): Fri 1 - Sat 2 Aug; Fri 15 - Sat 16 Aug; Fri 19 - Sat 20 Sept	25
	✓	PROFSUPV 714	Managing and Developing People in Human Services	30	1 Early Start	Epsom	Block (9am-4pm): Tues 25 Feb; Mon 26 May - Tues 27 May	25
	✓	PROFSUPV 715	Special Topic: Practice Teaching and Learning	30	1	Epsom	Block (9am-4pm): Mon 17 - Wed 19 March; Mon 5 - Tues 6 May	25

# 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](http://www.education.auckland.ac.nz/pg-study-options)

**Most courses are assessed by 100% coursework.**

## Academic Practice

**ACADPRAC 701A 15 Points**

**ACADPRAC 701B 15 Points**

### **Learning, Teaching and Assessment**

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*

**ACADPRAC 702 15 Points**

### **Academic Citizenship and Professionalism**

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.

**ACADPRAC 703 15 Points**

### **Special Topic: Rethinking the Classroom: Interactive Learning and Teaching in the Digital Age**

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.

**ACADPRAC 704 15 Points**

### **Special Topic: Research Writing: Politics, Pleasure and Style**

Focusing on practice and context, this paper supports the development of research writing. Consideration of the composition of a strong research portfolio and the social context of research writing, its politics, will frame practical hands-on writing work. Participants will engage with methods and strategies for sustaining productivity and increasing writing pleasure. Coursework will be based on writing for publication.

**ACADPRAC 706 15 Points**

### **Independent Project**

A guided research project based on current issues in learning and teaching. Participants will be assigned to work one-on-one with a supervisor.

## Education Curriculum Studies

**EDCURRIC 338 15 Points**

### **Enhancing Teaching Through Science**

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*

**EDCURRIC 345 15 Points**

### **Literacy in the Primary School**

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*

**EDCURRIC 347A 7.5 Points**

**EDCURRIC 347B 7.5 Points**

### **Helping Children Succeed in Maths**

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*

**EDCURRIC 349A 7.5 Points**

**EDCURRIC 349B 7.5 Points**

### **Understanding and Extending Mathematical Thinking**

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 350 15 Points**

### **Teaching Mathematics Investigations**

An examination of investigative approaches to the teaching and learning of mathematics within the context of problem solving.

*Restriction:ACE 921.705*

**EDCURRIC 356 15 Points**

### **Teaching and Learning in the Visual Arts**

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*



**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 B*

**EDCURRIC 700**                    **30 Points**  
**Contemporary 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, EDPROFST 729*

**EDCURRIC 708**                    **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.

**EDCURRIC 714A**                    **15 Points**  
**EDCURRIC 714B**                    **15 Points**  
**Exploring Mathematical Thinking**  
Provides an opportunity for teachers to critique historical number systems as a way of illuminating theoretical issues, and informing their teaching practice, around learning number and place value concepts.  
*To complete this course students must enrol in EDCURRIC 714 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, EDPROFST 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*

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## 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, EDPROFST 353, EDCURSEC 678*

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## 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, EDPROFST 750, 756, 757*

*To complete this course students must enrol in EDPRAC 701 A 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.

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## 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 matauranga 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 Aotearoa 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.

**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*

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## Education Professional Studies

**EDPROFST 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*

**EDPROFST 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**  
**TESSOL: 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 B06.23, 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 368**                      **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, 373 and 374, 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 700A**                      **15 Points**  
**EDPROFST 700B**                      **15 Points**  
**Literacy Education: Research and Practice**  
Understandings of research tools adequate for empirical study and an application of theory to literacy practices, critical analysis of how research questions are constructed and ability to situate and view educational issues and questions within major theoretical frameworks in literacy education will be developed.  
*Restriction:ACE 820.891, 720.791, EDCURRIC 315, 364*  
*To complete this course students must enrol in EDPROFST 700 A and B*

**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:EDPROF 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:EDPROF 772*

**EDPROFST 759A**                      **30 Points**  
**EDPROFST 759B**                      **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 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:EDPROF 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**  
**Developing Professional Expertise**  
Whole school/organisational approaches to the kinds of professional learning and development that have proven positive impacts on a range of outcomes for students are the focus. The underpinning models of professionalism include the development of adaptive expertise that builds knowledge through evidence-informed inquiry. Emphasis is placed on catering for the diversity of learning needs throughout professional careers.

**EDPROFST 773**                      **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 774**                      **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, EDPROF 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 731** **30 Points****Special Topic: Māori and Indigenous Well-being**

Critically examines both traditional and contemporary Māori and Indigenous notions of well-being, and their application in social, clinical and educational contexts. This course provides opportunities to consider the intersections of well-being with gender, ethnicity, iwi (tribal knowledges) and other communities. Students will be encouraged to integrate Indigenous knowledges and methodologies with practice.

**EDUC 732** **30 Points****Special Topic: Culturally Responsive Leadership**

Analyses applied and critical educational leadership practices in Aotearoa, with a focus on Māori and indigenous approaches. Designed for all educators interested in leadership. This course will be particularly relevant for Māori educators and those who work with Māori learners and their whānau.

**EDUC 733** **30 Points****Teaching in Bilingual/Immersion Settings**

Critically examines research on and practice in bilingual/immersion education, with an emphasis on the implications for educational practice and curriculum development. Includes a focus on the impact of policy on practice in bilingual immersion settings.

*Restriction: EDPROFST 710*

**EDUC 741** **30 Points****Educational Psychology**

An advanced study of cognitive, motivational and social factors influencing learning.

**EDUC 742** **30 Points****Developmental Psychology**

An advanced examination of theory and research in selected topics in child development.

**EDUC 747** **30 Points****Issues in Adolescent Development**

An advanced study of the theories of adolescent development and a critical examination of research dealing with issues which affect adolescent development

**EDUC 750** **30 Points****Special Topic: Māori Education Research Topic**

A programme of study on an approved research topic in Māori Education. This supervised individual study provides an opportunity for in-depth reading and research on a topic selected by the student and supervisor. Students in this programme of study may carry out a pilot project in preparation for a thesis or dissertation.

**EDUC 755** **30 Points**  
**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** **30 Points**  
**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** **30 Points**  
**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** **15 Points**  
**Education and the Development Process**  
 Examines the role of education within the process of economic, political, social 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.  
*Restriction: EDUC 705*

**EDUC 776** **30 Points**  
**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?  
*Restriction: ACE 803.804, ACE 803.904, EDPROFST 776*

**EDUC 777** **30 Points**  
**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 Pakeha 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-Pakeha relationship.

**EDUC 784** **30 Points**  
**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** **30 Points**  
**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**  
**EDUC 790B** **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 BA(Hons) 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*

# Professional Counselling

**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: EDPROFST 750*

*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**

Explores 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 Child and Family Practice

## **SOCCHFAM 700** 30 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: SOCHLTH 751*

## **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 Health Practice

## **SOCHLTH 732** 15 Points

### **Working with Grief and Loss**

An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include contemporary literature and the examination of evidence-informed interventions that can assist adults and children experiencing grief, loss and change.

*Restriction: ACE 990.601, SOCHLTH 432*

# 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 theory, 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

*To complete this course students must enrol in SOCWORK 734 A and B*

**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*

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# 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](http://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](http://www.education.auckland.ac.nz/scholarships-and-awards)

# 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](http://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.

# 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

<b>EDCURRIC 347 A and B</b>	Helping Children Succeed in Maths
<b>EDCURRIC 349 A and B</b>	Understanding and Extending Mathematical Thinking
<b>EDCURRIC 350</b>	Teaching Mathematics Investigations
<b>EDCURRIC 369 A and B</b>	Mathematical Literacy for Lower-achieving Students
<b>EDCURRIC 714 A and B</b>	Exploring Mathematical Thinking
<b>EDCURRIC 715 A and B</b>	Understanding Difficulties in Number Learning
<b>EDCURRIC 717 A and B</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

<b>EDCURRIC 345</b>	Literacy in the Primary School
<b>EDPROFST 700 A and B</b>	Literacy Education: Research and Practice
<b>EDPROFST 701</b>	Issues in Literacy Education
<b>EDPROFST 702</b>	Challenges of Literacy Difficulties
<b>EDPROFST 703 A and B</b>	The Inquiring Teacher: Literacy Education
<b>EDPROFST 705</b>	Issues in Literacy Teaching and Learning
<b>EDPROFST 706</b>	Language Analysis for Teachers
<b>EDPROFST 707</b>	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](http://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.

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## 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.
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**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

Summer School 2014	
Summer School begins	Monday 6 January 2014
Auckland Anniversary Day	Monday 27 January 2014
Waitangi Day	Thursday 6 February 2014
Summer School ends	Wednesday 19 February 2014
Semester One 2014	
Faculty of Education Postgraduate Orientation Welcome	Thursday 27 February 2014
Semester One begins	Monday 3 March 2014
Mid-semester break/Easter	Monday 14 April–Saturday 26 April 2014
ANZAC Day	Friday 25 April 2014
Graduation	Thurs 1 May, Mon 5 May, Wed 7 May, Fri 9 May 2014
Queen's Birthday	Monday 2 June 2014
Semester One ends	Monday 30 June 2014
Inter-semester break	Tuesday 1 July–Saturday 19 July 2014
Semester Two 2014	
Faculty of Education Postgraduate Orientation Welcome	Thursday 17 July 2014
Semester Two begins	Monday 21 July 2014
Mid-semester break	Monday 1 September–Saturday 13 September 2014
Graduation	Tuesday 30 September 2014
Labour Day	Monday 27 October 2014
Semester Two ends	Monday 17 November 2014
<p>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.</p>	

### 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](http://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](http://www.education.auckland.ac.nz/enrolment). If you need some help with the enrolment process, visit [www.auckland.ac.nz/enrolment](http://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](http://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.**

**AskAuckland**

#### Need help?

AskAuckland has answers to frequently asked questions 24 hours a day, 7 days a week. Visit [www.askauckland.ac.nz](http://www.askauckland.ac.nz) If you need more specific help, call or email us.



**THE UNIVERSITY  
OF AUCKLAND**  
**FACULTY OF EDUCATION**

**Faculty of Education**

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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