

2015

Faculty of Education

Postgraduate Course Handbook

EDUCATION | TEACHING | SOCIAL WORK | COUNSELLING



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Postgraduate Course Handbook



Welcome to postgraduate study in the Faculty of Education. This publication is a supplement to the Faculty of Education Postgraduate Prospectus. It provides a guide to the courses offered by the faculty in 2015, the programme these can be counted towards, the location, the semester and timetabling of each course, and the delivery mode. You will also find information about scholarships and awards, Ministry of Education subsidies to support your postgraduate study and information about how to apply and enrol in postgraduate study at the University of Auckland.

The courses and timetables printed in this publication are confirmed and correct at time of printing. Please note that some changes may occur. For the latest programme and course information please visit the Faculty of Education website: www.education.auckland.ac.nz/pg-study-options

Courses offered in 2015 can be viewed online by area of study, programme, semester, day of the week and delivery mode.

Course enrolments for 2015 open 3 November 2014. From this date you can also check online for the most up-to-date timetable for each course.

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

To find out the schedule of courses that are available within a programme you need to consult the University of Auckland Calendar. Please also consult the appropriate sections of the University of Auckland Calendar to ensure you are aware of and comply with all regulations, requirements and policies. The University Calendar is published annually and

is available online at www.auckland.ac.nz/calendar. A hard copy can be purchased from major bookshops or ordered through the University of Auckland Bookshop. Copies can also be viewed in the University Libraries.

For postgraduate programme and course information and to download a prospectus see: www.education.auckland.ac.nz/pg-study-options (courses offered in 2015 will also be listed here by various categories eg, area of study, day of week, delivery mode).

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

Academic Integrity Course

All 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 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.

Bringing postgraduate study to you

The University of Auckland at Manukau

The Faculty of Education 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

The University of Auckland in Northland

For those based in Northland, our dedicated team at the University of Auckland's Tai Tokerau Campus, located in the heart of Whangarei, are available to support your postgraduate study. We also offer a selection of courses that can be studied online as well as block courses at Epsom Campus in Summer School or during the school holidays.

Postgraduate study delivered on location

The Faculty of Education is committed to offering postgraduate study based on rigorous research, that is relevant and accessible. If a significant number of people within your organisation or cluster are interested in a particular course and would like to discuss on-site delivery, please contact the Student Services Manager Antoinette Vaha to discuss options.

Contact: a.vaha@auckland.ac.nz

Summer School Courses

If you prefer an intense but shorter time frame to complete a course then check out our Summer School courses. Some people prefer to undertake summer school courses in order to complete their qualification within a shorter timeframe. 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

Up Grade: Skills for Postgraduate Study

Want to study at postgraduate level but not sure if you are 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 over eight afternoons and will enable you to successfully understand the processes involved in

- Critiquing academic literature
- Writing a literature review

This course may also be offered at Epsom Campus in 2015. Check the website for updated information and dates.

www.education.auckland.ac.nz/upgrade

Areas of study

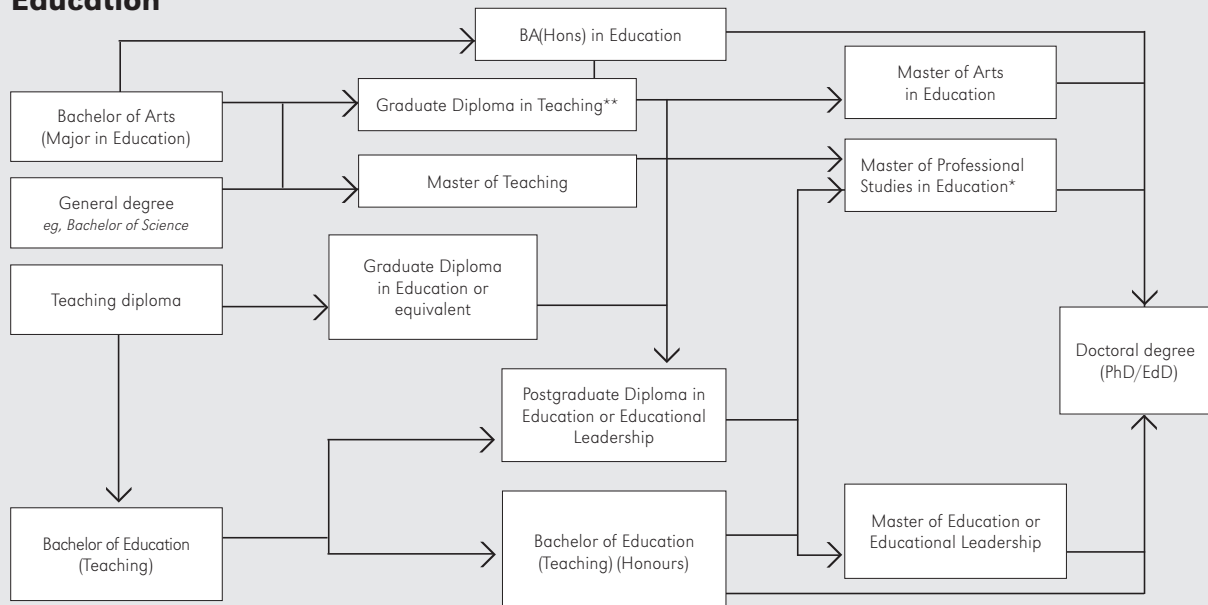
Faculty of Education postgraduate courses offered in 2015 cover a range of topics. You can look for courses online by area of study at www.education.auckland.ac.nz/search-pg-courses

Areas of study include:

Arts Education (including 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.

Depending on the qualification(s) you already hold your postgraduate study options are varied. In some cases, professional experience is required before you can enter into the programme.



** May be eligible for Masters programme

[illegible]

***Also a postgraduate study option for BHumServ graduates. Postgraduate Certificate in Professional Supervision also offered.*

Counselling

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graph LR; A["Bachelors degree or higher in teaching, social work or other relevant profession**"] --> B["Postgraduate Diploma in Counselling Theory*"]; A --> C["Master of Counselling"]; B --> C; C --> D["Doctor of Philosophy (PhD)"]
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The flowchart illustrates the progression of a counselling degree. It starts with a box on the left: "Bachelors degree or higher in teaching, social work or other relevant profession**". Two arrows originate from this box. One arrow points directly to a box labeled "Master of Counselling". The other arrow points to a box labeled "Postgraduate Diploma in Counselling Theory*". From the "Postgraduate Diploma" box, an arrow points up and then right to the "Master of Counselling" box. The "Master of Counselling" box is divided into two sections: "Year 1" and "Year 2". Finally, an arrow points from the "Year 2" section to a box on the far right labeled "Doctor of Philosophy (PhD)".

****+3 years' professional experience**

What's new in 2015

New inquiry pathways in the Doctor of Education (EdD)

The professional Doctor of Education (EdD) degree offered at the University of Auckland is designed to meet the specific needs of working educational professionals. The Faculty of Education EdD inquiry pathways represent an innovative professional doctorate in education that explicitly aims to add high levels of quality and relevance to your work - features not found consistently in EdD or PhD programmes offered at other universities.

In 2015, internationally recognised researchers in the School of Learning, Development and Professional Practice will lead a brand new inquiry pathway called Leadership of Educational Professional Practice. This will begin in March 2015.

This EdD will prepare leaders and practitioners in a variety of educational contexts such as early childhood education, primary, intermediate, secondary schools, inclusive education and tertiary settings for the application of appropriate and specific practices, the generation of new knowledge, and transformative improvement of the profession.

The Faculty of Education's EdD is the only programme in New Zealand affiliated with the Carnegie Project, a consortium of over 80 colleges and schools of education around the globe, which have committed resources to work together to advance the Education Doctorate as the preferred choice for education professionals.

For more information visit: www.education.auckland.ac.nz/edd

New postgraduate courses being offered in 2015

Each year, the Faculty of Education offer a range of special topics, aimed at complementing our core courses in education, social work, counselling and professional supervision. In 2015 these include:

EDCURRIC 718 Special Topic: Leadership for Learning
Refer to page 21

EDCURRIC 720 Special Topic: Digital Enhancement
Refer to page 21

EDPROFST 752 Assessment for Learning and Teaching
Refer to page 25

EDPROFST 779 The Culture and Politics of Teachers' Work
Refer to page 25

EDPROFST 787 Special Topic: Issues in Mathematics Education
Refer to page 25

EDUC 711 An Advanced Study in Gifted Education
Refer to page 26

EDUC 734 Māori/Indigenous Language Revitalisation
Refer to page 26

EDUC 735 Researching Educational Settings
Refer to page 26

Master of Teaching (Primary)

The Master of Teaching (Primary) is a new masters level qualification to enter into the teaching profession. This highly intensive 180-point programme starts in Semester 2, 2015 and is taught over two semesters and summer school.

The unique programme has been developed and implemented in close partnership with Auckland primary schools. Students will benefit from extensive time in schools working with teachers while they are studying as well as completing traditional practicum placements. It is designed specifically for high achieving graduates with a minimum of a bachelors degree who have a commitment and desire to improve the educational outcomes for priority learners in New Zealand.

For those interested in applying for the Master of Teaching (Primary) in 2015, a guide to the courses taught in this programme can be found on page 16, or for more information visit:

www.education.auckland.ac.nz/mteach

Master of Teaching (Secondary)

The Master of Teaching (Secondary), subject to approval by CUAP and the New Zealand Teachers Council, will be launched in Semester 2, 2015.

For more information visit: www.education.auckland.ac.nz/mteach

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:

Freemasons Postgraduate Scholarships

Closing date for 2016: 1 October 2015

The Freemasons Scholarships are to assist able students who are active in their involvement in the community, to complete their university education in their chosen field.

University of Auckland Masters/Honours/Postgraduate Diploma Scholarships

Closing date for 2016: 1 November 2015

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 date for 2016: 1 November 2015

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 date for 2016: 1 November 2015

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: 14 December 2014

To assist a woman graduate to study for a Postgraduate Diploma.

Kate Edger Educational Charitable Trust - Masters Degree Award

Closing date: 2 February 2015

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

To assist students who have demonstrated the ability to succeed but are experiencing financial hardship in their final year of study.

University of Auckland Doctoral Scholarship

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

University of Auckland Fulbright Scholarships

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

University of Auckland Universitas 21 Joint PhD Programme Scholarships

The intention of the scholarships is to encourage and support academically excellent students who are embarking on joint degrees with the University of Auckland and one of its U21 partners.

For more information on scholarships and awards visit:

www.auckland.ac.nz/scholarships

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

Faculty of Education scholarships

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:

Aitken Foundation Fellowships

Closing date for applications for 2016: 30 September 2015

This brand new fellowship offers a secondment or fixed term position and study opportunity for two principals, deputy or associate principals in primary or secondary schools. Recipients will be working with the University of Auckland Centre for Educational Leadership (UACEL) to help build the capability of school leaders in their transformational improvement for the benefit of learners and will benefit from:

- Working with the UACEL as an Aitken Fellow for a period of one year
- Connecting with globally recognized researchers in the area of educational leadership
- The opportunity to begin or progress your study in educational leadership at masters or doctoral level
- One paid day each week to focus specifically on your research

See: **www.uacel.ac.nz/scholarships**

Marie Clay Literacy Trust Research Scholarship

Closing dates for 2016: August 2015

The School of Curriculum and Pedagogy and the Woolf Fisher Research Centre offer up to two doctoral scholarships for those interested in research into literacy education in the New Zealand context and consistent with the Marie Clay Literacy Trust's objectives to support research into aspects of literacy development and learning, the development of effective instruction and early intervention in literacy, and associated professional development.

Applicants may be part-time or full-time.

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

Postgraduate Study Award for TESSOL Graduates

Closing dates for 2016: June 2015

This annual award is for teachers and senior leaders who have completed a TESSOL Diploma at the University of Auckland or the Auckland College of Education. The award recognizes teachers who have worked to establish effective provision for English language learners in their schools and want to pursue this focus through postgraduate study at the Faculty of Education.

Visit the website for full details.

School-specific scholarships and awards

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

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

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

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

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 2015 subsidies. These subsidies are open to primary and intermediate teachers and offer an excellent opportunity to further develop your pedagogical content knowledge and understanding in key areas of learning and teaching.

Numeracy

EDCURRIC 347 A and B	Helping Children Succeed in Maths
EDCURRIC 350	Teaching Mathematics Investigations
EDCURRIC 714 A and B	Exploring Mathematical Thinking

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).

Literacy

EDCURRIC 345	Literacy in the Primary School
EDPROFST 700 A and B	Literacy Education: Research and Practice
EDPROFST 701	Issues in Literacy Education
EDPROFST 702	Challenges of Literacy Difficulties
EDPROFST 703 A and B	The Inquiring Teacher: Literacy Education
EDPROFST 707	Children's Literature in Education

How are the courses funded?

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

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

Certificate of Proficiency (COP)

A Certificate of Proficiency is an option if you want to study just one or two courses – not a full qualification. It will give you recognition for taking a course outside the framework of a University of Auckland degree.

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

How to apply

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

Reassigning COP courses to a degree

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

A course, or courses, passed for a Certificate of Proficiency may be able to be reassigned toward a taught masters degree, a postgraduate diploma or a postgraduate certificate provided that:

- No more than 30 points are reassigned.
- The enrolment in the postgraduate qualification is no later than three semesters from the initial enrolment in the course(s) reassigned from Certificate of Proficiency.
- The application to reassign is made at the time you are admitted to the postgraduate qualification.
- The course is available in the schedule of the qualification to which it is reassigned.

For more information contact the University of Auckland. See also the University Calendar: www.calendar.auckland.ac.nz/regulations/other/COP.html

How to apply

First you need to apply

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

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

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

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

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

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

Next you need to enrol

Once you've accepted an offer of place in a programme, you can find out what courses you should enrol in at www.education.auckland.ac.nz/enrolment. If you need some help with the enrolment process, visit www.auckland.ac.nz/enrolment for an online tutorial. Enrolments for 2015 open on 3 November 2014.

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

Closing dates for applications for admission in 2015

Counselling programmes:
1 November 2014

All other Faculty of Education postgraduate programmes:
8 December 2014

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

If a Semester Two 2015 start is offered for your chosen programme, the application and enrolment closing date is 3 July 2015.

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



Postgraduate Course Information

Courses offered in 2015

Master of Education Master of Educational Leadership Master of Professional Studies in Education								Bachelor of Education (Teaching) (Honours) Postgraduate Diploma in Education Postgraduate Diploma in Educational Leadership				
For the regulations for each programme/qualification, including structure, content, and requirements, refer to the University of Auckland Calendar at www.auckland.ac.nz/calendar												
Where a course is marked A and B, this is a full year course and you must complete both A and B parts of the course.												
The approved Research Methodology courses are EDPROFST 754, 757, EDUC 735, 787 and EDPAC 751. and PROFCON 709. 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) 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	1	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	21
✓	✓	✓			✓	EDCURRIC 702	Arts Education: Creative Pedagogy	30	1	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	21
✓	✓	✓			✓	EDCURRIC 708	Special Topic: The 21st Century Curriculum	30	1	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	21
✓	✓	✓			✓	EDCURRIC 714A	Exploring Mathematical Thinking	15	1	Epsom	Selected Thursdays (4:30-7:30pm)	21
✓	✓	✓			✓	EDCURRIC 714B	Exploring Mathematical Thinking	15	2	Epsom	Selected Thursdays (4:30-7:30pm)	21
✓	✓	✓			✓	EDCURRIC 718	Special Topic: Leadership for Learning	30	1	Epsom	Sat 7 March (9am-3pm) and selected Mondays (4:30-7:30pm) + 6 hours of online teaching	21
	✓	✓				EDCURRIC 720	Digital Enhancement	30	Summer School	Tāmaki	Block (school holidays) (9am-5pm): Mon 19 - Fri 23 Jan	21
✓	✓	✓			✓	EDCURRIC 750	Arts Research: Innovative Practices	30	2	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	21
✓	✓	✓			✓	EDCURRIC 791	Enterprise and Innovation in Education	30	2	Epsom	Selected Mondays (4:30-7:30pm)	21
	✓			✓		EDCURRIC 796A	MEd Thesis	60	1, 2	Epsom	Supervised	21
	✓			✓		EDCURRIC 796B	MEd Thesis	60	1, 2	Epsom	Supervised	21
	✓			✓	✓	EDCURRIC 797	MEd Dissertation	60	1, 2	Epsom	Supervised	21
	✓			✓	✓	EDCURRIC 797A	MEd Dissertation	30	1, 2	Epsom	Supervised	21
	✓			✓	✓	EDCURRIC 797B	MEd Dissertation	30	1, 2	Epsom	Supervised	21
✓	✓	✓			✓	EDPRAC 751	Practitioner Inquiry	30	Summer School	Epsom	Block (school holidays) (9:30am-4:30pm): Tues 6 - Fri 9 Jan; Mon 12 Jan; Sat 31 Jan	21
✓	✓	✓			✓	EDPRAC 752	Special Topic: Using Evidence in Teaching Practice	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	21
✓	✓				✓	EDPROFM 700	Special Topic: Being Māori, Thinking Theory	30	1	Epsom	Block (10am-4pm): Fri 13 - Sun 15 March; Fri 10 - Sun 12 April	22
	✓			✓		EDPROFM 796A	MEd Thesis	60	1, 2	Epsom	Supervised	22
	✓			✓		EDPROFM 796B	MEd Thesis	60	1, 2	Epsom	Supervised	22
	✓			✓	✓	EDPROFM 797	MEd Dissertation	60	1, 2	Epsom	Supervised	22
	✓			✓	✓	EDPROFM 797A	MEd Dissertation	30	1, 2	Epsom	Supervised	22
	✓			✓	✓	EDPROFM 797B	MEd Dissertation	30	1, 2	Epsom	Supervised	22
✓	✓				✓	EDPROFST 700A	Literacy Education: Research and Practice	15	1 Early Start	Online/Study guide	On-campus days (school holidays): Mon 19 - Tues 20 Jan (9am - 4pm); Wed 21 Jan (9am-12:30pm)	24
✓	✓				✓	EDPROFST 700B	Literacy Education: Research and Practice	15	2	Online/Study guide	No on-campus days required	24

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdLd	MEdLd	MProStds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓				✓	EDPROFST 701	Issues in Literacy Education	30	2 Early Start	Online/Study guide	On-campus days (school holidays): Wed 8 July (12:30-4pm); Thurs 9 - Fri 10 July (9am-4pm)	24
✓	✓				✓	EDPROFST 702	Challenges of Literacy Difficulties	30	2 Early Start	Online/Study guide	On-campus days (school holidays): Mon 6 - Tues 7 July (9am-4pm); Wed 8 July (9am-12:30pm)	24
✓	✓				✓	EDPROFST 703A	The Inquiring Teacher: Literacy Education	15	1 Early Start	Online/Study guide	On-campus days (school holidays): Wed 21 Jan (12:30-4pm); Thur 22 - Fri 23 Jan (9am-4pm)	24
✓	✓				✓	EDPROFST 703B	The Inquiring Teacher: Literacy Education	15	2	Online/Study guide	No on-campus days required	24
✓	✓	✓			✓	EDPROFST 707	Children's Literature in Education	30	1	Online/Study guide	No on-campus days required	24
✓	✓	✓			✓	EDPROFST 708	Media Literacy in Educational Contexts	30	1	Epsom	Selected Tuesdays (4:30-7:30pm)	24
✓	✓	✓			✓	EDPROFST 714	e-Learning in Practice	30	2	Online/Study guide	No on-campus days required	24
✓	✓	✓	✓	✓	✓	EDPROFST 716	Early Years Pedagogy	30	1	Online/Study guide	No on-campus days required	24
✓	✓	✓			✓	EDPROFST 717	Learning and Teaching in the First Years	30	2	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	24
✓	✓	✓			✓	EDPROFST 723	Visual Arts Education in New Zealand	30	1	Online/Study guide	No on-campus days required	24
✓	✓	✓			✓	EDPROFST 728	Special Topic: Teacher Evaluation and Appraisal	30	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Tues 14 July; Sat 1 Aug; Thurs 1 Oct	24
✓	✓	✓	✓	✓	✓	EDPROFST 737	Education Law: Policy Implications	30	1	Online/Study guide	On-campus day (9am-4pm): Sat 14 March	25
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	1	Summer School	Block (school holidays) (9am-4pm): Mon 12 - Wed 14 Jan and Mon 19 - Wed 21 Jan	25
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	1	Epsom	Weekly lecture (Monday 4:30-7:30pm) + Sat 14 March (10am-4pm)	25
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	2	Manukau	Weekly lecture (Monday 4:30-7:30pm) + Sat 22 Aug (10am-4pm)	25
✓	✓		✓	✓	✓	EDPROFST 740	Educational Leadership in the Electronic Age	30	1	Online/Study guide	No on-campus days required	25
✓	✓				✓	EDPROFST 743	Family Counselling	15	1	Epsom	Weekly lecture (Wednesday 4:30-6:30pm)	25
✓	✓				✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Epsom	Selected Saturdays (9am-4pm): 14 March; 21 March; 2 May; 9 May	25
✓	✓	✓			✓	EDPROFST 752	Assessment for Learning and Teaching	30	1	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	25
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	Summer School	Manukau	Block (school holidays) (10am-3:30pm): Wed 7, Fri 9, Wed 14, Fri 16, Wed 21, Fri 23 Jan	25
✓	✓			✓	✓	EDPROFST 757	Understanding Research for School Improvement	30	1	Online/Study guide	On-campus days (9am-4pm): Sat 7 March; Sat 21 March; Sat 2 May	25
		✓				EDPROFST 759A	Research Portfolio BEd(Tchg)(Hons)	30	1, 2	Epsom	Supervised	25
		✓				EDPROFST 759B	Research Portfolio BEd(Tchg)(Hons)	30	1, 2	Epsom	Supervised	25
✓	✓	✓			✓	EDPROFST 760	Christian Religious Education in Integrated Schools	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	25
✓	✓		✓	✓	✓	EDPROFST 762A	Mentoring Teachers	15	1	Epsom	Selected Tuesdays (4:30-7:30pm)	25
✓	✓		✓	✓	✓	EDPROFST 762B	Mentoring Teachers	15	2	Epsom	Selected Tuesdays (4:30-7:30pm)	25
✓	✓	✓			✓	EDPROFST 765	Development in Early Years	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	25
✓	✓	✓			✓	EDPROFST 779	The Culture and Politics of Teachers' Work	30	2	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	25
✓	✓	✓	✓	✓	✓	EDPROFST 782	Educational Change	30	2	Online/Study guide	No on-campus days required	25
✓	✓	✓	✓	✓	✓	EDPROFST 782	Educational Change	30	2	Epsom	Weekly lecture (Monday 4:30-7:30pm)	25
✓	✓	✓	✓	✓	✓	EDPROFST 787	Special Topic: Issues in Mathematics Education	15	2	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	25
		✓				EDPROFST 790	Dissertation	30	1, 2	Epsom	Supervised	25
		✓				EDPROFST 790A	Dissertation (cohort students)	15	1	Epsom	Selected Wednesdays (4:30-7:30pm)	25
		✓				EDPROFST 790B	Dissertation (cohort students)	15	2	Epsom	Selected Wednesdays (4:30-7:30pm)	25
	✓			✓	✓	EDPROFST 793	MEd Dissertation	60	1, 2	Epsom	Supervised	26
	✓			✓	✓	EDPROFST 793A	MEd Dissertation	30	1, 2	Epsom	Supervised	26
	✓			✓	✓	EDPROFST 793B	MEd Dissertation	30	1, 2	Epsom	Supervised	26
	✓			✓		EDPROFST 796A	MEd Thesis	60	1, 2	Epsom	Supervised	26

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 796B	MEd Thesis	60	1, 2	Epsom	Supervised	26
✓	✓	✓			✓	EDUC 702	Historical Research in Educational Settings	30	1	Epsom	Selected Mondays (4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 703	Educational Philosophy	30	1	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 705	Education and Development Policy	30	2	City Campus	Weekly lecture (Monday 4-7pm)	26
✓	✓	✓			✓	EDUC 711	An Advanced Study in Gifted Education	30	2	Epsom	Block (9am-5pm): Sat 1 - Sun 2 Aug; Sat 5 - Sun 6 Sept	26
✓	✓	✓			✓	EDUC 713	Childhood and Globalisation	30	2	Epsom	Online study + selected Tuesdays (4:30-7:30pm): 21 July; 28 July; 1 Sept; 22 Sept	26
✓	✓	✓			✓	EDUC 716	Special Topic: Education and Diversity	30	2	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 726	Special Topic: Programme Evaluation	30	Summer School	Epsom	Block (school holidays) (9am-4pm): Thurs 22 - Fri 23 Jan; Thurs 29 Jan - Sat 31 Jan	26
✓	✓	✓			✓	EDUC 731	Special Topic: Māori and Indigenous Well-being	30	Summer School	Epsom	Block (10am-4pm): Wed 21 - Thurs 22 Jan; Tues 3 - Wed 4 Feb; Sat 14 - Sun 15 Feb	26
✓	✓	✓			✓	EDUC 734	Māori/Indigenous Language Revitalization	30	2	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 735	Researching Educational Settings	30	1	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 741	Educational Psychology	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 747	Adolescence and Positive Youth Development	30	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 750	Special Topic: Māori Education Research Topic	30	1, 2	Epsom	Supervised	26
✓	✓	✓			✓	EDUC 755	Social Psychology of the Classroom	30	1	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 756	Special Topic: Applied Theatre: Performance of Hope	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	26
✓	✓	✓			✓	EDUC 758	Special Topic: Winners and Losers? Social Theories of Education	30	1	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	27
		✓				EDUC 766	Education and the Development Process	15	2	City Campus	Weekly lecture (Monday 4-7pm)	27
✓	✓	✓			✓	EDUC 767	Special Topic: Childhood Studies	30	1	Epsom	Online study + selected Mondays (4:30-7:30pm): 2 March; 9 March; 20 April; 11 May	27
✓	✓	✓	✓	✓	✓	EDUC 787**	Research Methods in Māori Education	30	1	Epsom	Mon 13 April (10am-3pm); Tues 14 April (9am-1pm); Thurs 19 March; Thurs 23 April; Thurs 21 May (4:30-7:30pm); Fri 6 March; Fri 1 May (4:30-8:30pm); Sat 7 March, Sat 2 May (10am-3pm) Sat 30 May (10am-1pm)	27
✓	✓	✓			✓	EDUC 791	Socio-cultural Examination of Sport and Exercise	30	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	27

**Note for EDUC 787: Are you based in Northland and interested in postgraduate study? Support is available through the Tai Tokerau Campus:

Academic advice with study plans

Library access for distance students

Academic writing support

Individual support with queries related to postgraduate study

Email :Dr Georgina Stewart (georgina.stewart@auckland.ac.nz) or phone 09-470-1012 to find out more.

Main campus telephone:09-470-100. Find us at 13 Alexander Street, Central Whangarei.

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

*Courses shaded grey and marked in bold font with an asterisk are core courses within the BEd(Tchg) - Teachers' Specialisation

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

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

BEd(Tchg) Teachers	GradDipEd	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 345	Literacy in the Primary School	15	1	Epsom	Block (school holidays) (9am-4pm): Sat 7 March; Mon 13 - Thurs 16 April	P	20
✓	✓	EDCURRIC 347A	Helping Children Succeed in Maths	7.5	1	Epsom	Selected Tuesdays (4:30-7:30pm)	P, S	20
✓	✓	EDCURRIC 347B	Helping Children Succeed in Maths	7.5	2	Epsom	Selected Tuesdays (4:30-7:30pm)	P, S	20
✓	✓	EDCURRIC 350	Teaching Mathematics Investigations	15	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 12 - Fri 16 Jan, Sat 24 Jan	A, E, P, S	20
✓	✓	EDCURRIC 356	Teaching and Learning in the Visual Arts	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 19 - Fri 23 Jan	E, P	20
✓	✓	EDCURRIC 360	Teaching and Planning Technology	15	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)		20
✓	✓	EDCURRIC 361	The Performance Arts in Education	15	Summer School	Epsom	Block (school holiday) (9am-4:30pm): Mon 12 - Fri 16 Jan	A, P, S (possibly E)	20
✓	✓	EDCURRIC 363	Drama Studies	15	2	Epsom	Block (school holidays) (9am-4pm): Mon 28 Sept - Fri 2 Oct		20
✓	✓	EDCURRIC 368	Initiating and Supporting Learning in Music	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 19 - Fri 23 Jan	P	21
✓	✓	EDCURRM 301	Teaching and Te Reo Māori	15	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	E, P	21
	✓	EDPROFST 220	Introduction to Samoan Language for Teaching	15	Summer School	Epsom	Block (school holidays): Mon 19 - Thurs 22 Jan (9am-4pm); Sat 17 Jan (9am-12:30pm); Sat 24 Jan (9am-12:30pm)	E, P, S	22
✓	✓	EDPROFST 222*	Reporting Student Achievement	15	2	Epsom	Weekly lecture (Monday 4:30-7:30pm)	P	22
	✓	EDPROFST 226	Introduction to Bilingual Education	15	1	Epsom	Block (school holidays) (9am-4pm): Wed 8 - Fri 10 April; Sat 21 March; Sat 9 May; Sat 23 May	E, P, S	23
✓	✓	EDPROFST 324	Advanced Group Skills	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 13 - Fri 17 July; Sat 12 Sept		23
✓	✓	EDPROFST 325	Introduction to Leadership in Education	15	2	Online/ Study guide	No on-campus days		23
✓	✓	EDPROFST 344	Sport, Games and Play	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 19 - Fri 23 Jan		23
✓	✓	EDPROFST 350*	Assessment for Learning	15	2	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	A, E, P, S	23
✓	✓	EDPROFST 355*	The Politics of Education	15	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)		23
✓	✓	EDPROFST 357*	Reflective Practice for Teachers	15	1 Early Start	Online/ Study guide	On-campus days: Sat 28 Feb (9am-4pm); Sat 9 May (9am-1pm)		23
✓	✓	EDPROFST 357*	Reflective Practice for Teachers	15	2	Epsom	Weekly lecture (Monday 4:30-7:30pm)		23
✓	✓	EDPROFST 358*	Refining Professional Performance	15	1	Epsom	Weekly lecture (Monday 4:30-7:30pm)		23
✓	✓	EDPROFST 359	Supervising Professional Performance	15	2	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)		23
✓	✓	EDPROFST 363	Environmental Education: An Introduction	15	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 12 - Thurs 15 Jan; Sat 14 Feb	A, E, P, S	23
✓	✓	EDPROFST 364	Enterprise and Innovation for Teaching	15	2	Epsom	Weekly lecture (Monday 4:30-7:30pm)		23
✓	✓	EDPROFST 377	Bilingual Education: Curriculum and Pedagogy	15	2	Epsom	Block (school holidays) (9am-4pm): Mon 28 Sept - Thurs 1 Oct; Sat 19 Sept; Sat 31 Oct	E, P, S	24
✓	✓	EDPROFST 378	Critical Approaches to Literacy	15	1	Epsom	Block (school holidays) (9am-4pm): Mon 13 - Thurs 16 Apr; Sat 28 March; Sat 16 May	P, S	24
	✓	EDPROFST 700A	Literacy Education: Research and Practice	15	1 Early Start	Online/ Study guide	Block (school holidays): Mon 19 - Tues 20 Jan (9am-4pm); Wed 21 Jan (9am-12:30pm)	E, P, S	24
	✓	EDPROFST 700B	Literacy Education: Research and Practice	15	2	Online/ Study guide	No on-campus days	E, P, S	24
✓	✓	EDPROFST 701	Issues in Literacy Education	30	2 Early Start	Online/ Study guide	Block (school holidays): Wed 8 Jul (12:30-4pm); Thurs 9 - Fri 10 July (9am-4pm)	E, P, S	24
✓	✓	EDPROFST 702	Challenges of Literacy Difficulties	30	2 Early Start	Online/ Study guide	On-campus days (school holidays): Mon 6 - Tues 7 July (9am-4pm); Wed 8 July (9am-12:30pm)	E, P, S (emphasis P)	24
✓	✓	EDPROFST 703A	The Inquiring Teacher: Literacy Education	15	1 Early Start	Online/ Study guide	On-campus days (school holidays): Wed 21 Jan (12:30-4pm); Thur 22 - Fri 23 Jan (9am-4pm)	E, P, S	24
✓	✓	EDPROFST 703B	The Inquiring Teacher: Literacy Education	15	2	Online/ Study guide	No on-campus days	E, P, S	24

Graduate Diploma of Teaching English in Schools to Speakers of Other Languages (TESSOL)

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

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

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-4pm): Sat 7 March; Mon 13 - Thurs 16 April	20
Elective	EDCURRM 301	Teaching and Te Reo Māori	15	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	21
Elective	EDPROFST 220	Introduction to Samoan Language for Teaching	15	Summer School	Epsom	Block (school holidays): Mon 19 - Thurs 22 Jan (9am-4pm); Sat 17 Jan (9am-12:30pm); Sat 24 Jan (9am-12:30pm)	22
Core elective	EDPROFST 226	Introduction to Bilingual Education	15	1	Epsom	Block (school holidays) (9am-4pm): Wed 8 - Fri 10 April; Sat 21 Mar; Sat 9 May; Sat 23 May	23
Core	EDPROFST 227	TESSOL: Language Learning Needs	15	1	Epsom	Thurs 5 March (9am-4pm) followed by weekly workshops (4:30-7:30pm): Select either Tues or Thurs	23
Core	EDPROFST 372	TESSOL: Language Learning through Tasks	15	2	Epsom	Weekly lecture (4:30-7:30pm) Select either Tues or Thurs	23
Core	EDPROFST 373	TESSOL: Language Learning in the New Zealand Context	15	1	Epsom	Fri 6 March (9am-4pm) followed by weekly session (4:30-7:30pm): Select either Mon, Tues or Wed	23
Core	EDPROFST 374	TESSOL: Language Focused Curriculum	15	2	Epsom	Weekly lecture (4:30-7:30pm): Select either Mon, Tues or Wed	23
Core elective	EDPROFST 375	TESSOL: Assessment	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 13 - Wed 15 July; Sat 1 Aug; Sat 22 Aug; Sat 29 Aug	23
Core elective	EDPROFST 377	Bilingual Education: Curriculum and Pedagogy	15	2	Epsom	Block (school holidays) (9am-4pm): Mon 28 Sept - Thurs 1 Oct; Sat 19 Sept; Sat 31 Oct	24
Core elective	EDPROFST 378	Critical Approaches to Literacy	15	1	Epsom	Block (school holidays) (9am-4pm): Mon 13 - Thurs 16 April; Sat 28 March; Sat 16 May	24
Core elective	EDPROFST 379	TESSOL: Materials Design	15	2 Early Start	Epsom	Block (school holidays): Mon 6 - Wed 8 July (9am-4pm); Thurs 30 July; Thurs 13 Aug (4:30-7:30pm); Sat 12 Sept; Sat 3 Oct (9am-4pm)	24

Postgraduate Diploma in Professional Supervision, Postgraduate Certificate in Professional Supervision

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

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

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 10 - Wed 11 March; Tues 21 - Wed 22 April; Tues 26 - Wed 27 May	28
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 28 - Wed 29 July; Tues 25 - Wed 26 Aug; Tues 6 - Wed 7 Oct	28
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 3 - Wed 4 March; Tues 31 March - Wed 1 April; Tues 19 - Wed 20 May	28
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 21 - Wed 22 July; Tues 18 - Wed 19 Aug; Tues 13 - Wed 14 Oct	28
	✓	PROFSUPV 707	Supervision Folio	30	1	Epsom	Supervised. Includes on-campus session (1-3pm): Mon 9 March	28
	✓	PROFSUPV 710	Stress and Trauma in Health and Human Services	30	2	Epsom	Block (9am-4pm): Thurs 30 - Fri 31 July; Thurs 8 - Fri 9 Oct	28
	✓	PROFSUPV 714	Managing and Developing People in Human Services	30	1	Epsom	Block (9am-4pm): Tues 24 Feb; Mon 25 - Tues 26 May	28
	✓	PROFSUPV 715	Practice Teaching and Learning	30	1	Epsom	Block (9am-4pm): Mon 16 - Wed 18 March; Mon 11 - Tues 12 May	28

Master of Teaching (Primary)

The Master of Teaching (Primary) is a new masters level qualification to enter into the teaching profession. This highly intensive 180-point programme starts in Semester 2, 2015 and is taught over two semesters and a summer school. The schedule below indicates which semester the courses are taught in.

If you already hold a BEd(Tchg)(Hons) or a Graduate Diploma in Teaching (Primary) and would like to pursue study at Masters level please refer to the Med, MEdLD or MProfStuds.

The following courses are a guide for those interested in applying for the Master of Teaching (Primary) in 2015.

The Master of Teaching (Secondary) subject to approval by CUAP and the New Zealand Teachers Council will be launched in Semester 2, 2015. More information on this programme is available at www.education.auckland.ac.nz/mteach

MTeach(Prim)	Course code	Course title	Points	Semester	Delivery	For course prescription please refer to page:
✓	EDPROF 737	Ako: Learning to Learn, Learning to Teach, and Teaching to Learn	30	2	Epsom	22
✓	EDPROF 738	Te Ao Māori	15	2	Epsom	22
✓	EDPROF 739	Differentiating Learning for Literacy and Mathematics	15	2	Epsom	22
✓	EDPROF 755	Promoting Learning through Inquiry: Responsiveness and Creativity	15	2	Epsom	22
✓	EDPROF 741	Teaching for Social Justice and Inclusion	15	Summer School	Epsom	22
✓	EDPROF 753	Working Together to Accelerate Learning	15	Summer School	Epsom	22
✓	EDPROF 740	Promoting Learning through Inquiry: Understanding our Communities	15	1	Epsom	22
✓	EDPROF 754	Promoting Learning through Inquiry: Understanding our World	15	1	Epsom	22
✓	EDPROF 756	Enacting Responsive Pedagogies In Literacy and Mathematics	15	1	Epsom	22
✓	EDPROF 757	An Investigation into Practice	15	1	Epsom	22
✓	EDPROF 758	Inquiring into Practice	15	1	Epsom	22

Master of Counselling Postgraduate Diploma in Counselling Theory

Please note: the courses EDPROFST 700-757, 760-788, EDUC 702-764, 767 are also elective options within these programmes. Refer to pages 11-13 of the Master of Education section for timetable information.

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

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

PGDipCounstH	MCouns	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
✓	✓	EDPROFST 743	Family Counselling	15	1	Epsom	Weekly lecture (Wednesday 4:30-6:30pm)	25
✓	✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Epsom	Block (9am-4pm): Sat 14 March; Sat 21 March; Sat 2 May; Sat 9 May	25
✓	✓	PROFCOUN 701A	Counselling Laboratory	7.5	1	Epsom	Days and times negotiated	27
✓	✓	PROFCOUN 701B	Counselling Laboratory	7.5	2	Epsom	Days and times negotiated	27
✓	✓	PROFCOUN 705A	The Counselling Process	15	1	Epsom	Weekly lecture (Tuesday 4:30-6:30pm)	27
✓	✓	PROFCOUN 705B	The Counselling Process	15	2	Epsom	Weekly lecture (Tuesday 4:30-6:30pm)	27
✓	✓	PROFCOUN 706	Cultural Issues in Counselling	15	2	Epsom	Weekly lecture (Tuesday 7-9pm)	27
✓	✓	PROFCOUN 707	Specialist Counselling Skills and Approaches	15	2 Early Start	Epsom	Block (9am-4pm): Fri 17 - Sat 18 July; Sat 22 Aug; Sat 26 Sept	27
✓	✓	PROFCOUN 708	Professional Issues in Counselling	15	1	Epsom	Weekly lecture (Tuesday 7-9pm)	27
✓	✓	PROFCOUN 709	Research and Counselling	15	2	Epsom	Weekly lecture (Wednesday 4:30-6:30pm)	27
	✓	PROFCOUN 797A	Research Portfolio	60	1, 2	Epsom	Supervised	27
	✓	PROFCOUN 797B	Research Portfolio	60	2	Epsom	Supervised	27
✓	✓	SOCHLTH 756A	Special Topic - Sex Therapy	15	1	Epsom	Block (9am-4pm): Mon 2 - Wed 4 March; Mon 25 - Wed 27 May	29

Master of Arts in Education Bachelor of Arts (Honors) in Education

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

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

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 702	Historical Research in Educational Settings	30	1	Epsom	Selected Mondays (4:30-7:30pm)	26
✓	✓	EDUC 703	Educational Philosophy	30	1	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	26
✓	✓	EDUC 705	Education and Development Policy	30	2	City	Weekly lecture (Monday 4-7pm)	26
✓	✓	EDUC 713	Childhood and Globalisation	30	2	Epsom	Online study + selected Tuesdays (4:30-7:30pm): 21 July; 28 July; 1 Sept; 22 Sept	26
✓	✓	EDUC 716	Special Topic: Education and Diversity	30	2	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	26
✓	✓	EDUC 726	Special Topic: Programme Evaluation	30	Summer School	Epsom	Block (school holidays) (9am-4pm): Thurs 22 - Fri 23 Jan; Thurs 29 Jan - Sat 31 Jan	26
✓	✓	EDUC 731	Special Topic: Māori and Indigenous Well-being	30	Summer School	Epsom	Block (10am-4pm): Wed 21 - Thurs 22 Jan; Tues 3 - Wed 4 Feb; Sat 14 - Sun 15 Feb	26
✓	✓	EDUC 734	Māori/Indigenous Language Revitalization	30	2	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	26
✓	✓	EDUC 735	Researching Educational Settings	30	1	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	26
✓	✓	EDUC 741	Educational Psychology	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	26
✓	✓	EDUC 747	Adolescence and Positive Youth Development	30	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	26
✓	✓	EDUC 750	Special Topic: Māori Education Research Topic	30	1,2	Epsom	Supervised	26
✓	✓	EDUC 755	Social Psychology of the Classroom	30	1	Epsom	Weekly lecture (Tuesday 4:30-7:30pm)	26
✓	✓	EDUC 756	Special Topic: Applied Theatre: Performance of Hope	30	2	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	26
✓	✓	EDUC 758	Special Topic: Winners and Losers? Social Theories of Education	30	1	Epsom	Weekly lecture (Thursday 4:30-7:30pm)	27
✓	✓	EDUC 766	Education and the Development Process	15	2	City	Weekly lecture (Monday 4-7pm)	27
✓	✓	EDUC 767	Special Topic: Childhood Studies	30	1	Epsom	Online study + selected Mondays (4:30-7:30pm): 2 March; 9 March; 20 April; 11 May	27
✓	✓	EDUC 784	Research Topic in Education	30	2	Epsom	Supervised	27
✓	✓	EDUC 787**	Research Methods in Māori Education	30	1	Epsom	Mon 13 April (10am-3pm); Tues 14 April (9am-1pm); Thurs 19 March; Thurs 23 April; Thurs 21 May (4:30-7:30pm); Fri 6 March; Fri 1 May (4:30-8:30pm); Sat 7 March, Sat 2 May (10am-3pm) Sat 30 May (10am-1pm)	27
✓	✓	EDUC 790	Dissertation	30	1, 2	Epsom	Supervised	27
✓	✓	EDUC 790A	Dissertation	15	1, 2	Epsom	Supervised	27
✓	✓	EDUC 790B	Dissertation	15	1, 2	Epsom	Supervised	27
✓	✓	EDUC 791	Socio-cultural Examination of Sport and Exercise	30	1	Epsom	Weekly lecture (Wednesday 4:30-7:30pm)	27
	✓	EDUC 796A	Thesis	60	1, 2	Epsom	Supervised	27
	✓	EDUC 796B	Thesis	60	1,2	Epsom	Supervised	27

**Note for EDUC 787: Are you based in Northland and interested in postgraduate study? Support is available through the Tai Tokerau Campus:

Academic advice with study plans

Library access for distance students

Academic writing support

Individual support with queries related to postgraduate study

Email :Dr Georgina Stewart (georgina.stewart@auckland.ac.nz) or phone 09-470-1012 to find out more.

Main campus telephone:09-470-100. Find us at 13 Alexander Street, Central Whangarei.

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

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	Epsom	Weekly lecture (Wednesday 4:30-6:30pm)	25
✓	✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Epsom	Block (9am-4pm): Sat 14 March; Sat 21 March; Sat 2 May; Sat 9 May	25
✓	✓	EDUC 731	Special Topic: Māori and Indigenous Well-being	30	Summer School	Epsom	Block (10am-4pm): Wed 21 - Thurs 22 Jan; Tues 3 - Wed 4 Feb; Sat 14 - Sun 15 Feb	26
✓		EDUC 767	Special Topic: Childhood Studies	30	1	Epsom	Online study + selected Mondays (4:30-7:30pm): 2 March; 9 March; 20 April; 11 May	27
✓	✓	PROFSUPV 700	Practice of Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 10 - Wed 11 March; Tues 21 - Wed 22 April; Tues 26 - Wed 27 May	28
✓	✓	PROFSUPV 700	Practice of Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 28 - Wed 29 July; Tues 25 - Wed 26 Aug; Tues 6 - Wed 7 Oct	28
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 3 - Wed 4 March; Tues 31 March - Wed 1 April; Tues 19 - Wed 20 May	28
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 21 - Wed 22 July; Tues 18 - Wed 19 Aug; Tues 13 - Wed 14 Oct	28
✓	✓	PROFSUPV 707	Supervision Folio	30	1	Epsom	On-campus session (1-3pm): Mon 9 March	28
✓	✓	PROFSUPV 710	Stress and Trauma in Health & Human Services	30	2	Epsom	Block (9am-4pm): Thurs 30 - Fri 31 July; Thurs 8 - Fri 9 Oct	28
✓	✓	PROFSUPV 714	Managing and Developing People in Human Services	30	1	Epsom	Block (9am-4pm): Tues 24 Feb; Mon 25 - Tues 26 May	28
✓	✓	PROFSUPV 715	Practice Teaching and Learning	30	1	Epsom	Block (9am-4pm): Mon 16 - Wed 18 March; Mon 11 - Tues 12 May	28
✓	✓	SOCCHFAM 700	Domestic Violence: Challenges and Responses	30	2	Epsom	Block (9am-4pm): Thurs 13 - Fri 14 Aug; Thurs 17 - Fri 18 Sept; Fri 16 Oct	28
✓	✓	SOCCHFAM 731	Child and Adolescent Mental Health Issues	15	2	Epsom	Block (9am-4pm): Mon 20 - Wed 22 July; Wed 21 Oct	28
✓	✓	SOCCHFAM 734	Issues in Child Welfare and Protection	30	1	Epsom	Block (9am-4pm): Thurs 12 - Fri 13 March; Thurs 23 - Fri 24 April	28
✓	✓	SOCHLTH 732	Working with Grief and Loss	15	2	Epsom	Block (9am-4pm): Mon 27 - Wed 29 July; Thurs 22 Oct	28
✓	✓	SOCWORK 713	The Social Work Discourse	15	1	Epsom	Weekly lecture (Friday 9-11am) + weekly tutorial (Friday 11am-12pm)	29
✓	✓	SOCWORK 718	Applied Research in Social Services	30	2	Epsom	Block (9am-4pm): Thur 23 - Fri 24 July; Thur 27 - Fri 28 Aug; Fri 25 Sept	29
✓	✓	SOCWORK 757	Policy Appraisal and Innovation in Human Services	30	1	Epsom	Block (9am-4pm): Mon 2 March; Mon 30 March; Mon 4 May; Mon 8 June	30
	✓	SOCWORK 796A	Thesis	60	1	Epsom	Supervised	30
	✓	SOCWORK 796B	Thesis	60	2	Epsom	Supervised	30
	✓	SOCWORK 797A	Research Portfolio	45	1	Epsom	Supervised	30
	✓	SOCWORK 797B	Research Portfolio	45	2	Epsom	Supervised	30
✓	✓	SOCYOUTH 733	Youth Justice Issues	15	2	Epsom	Block (9am-4pm): Mon 3 - Wed 5 Aug; Fri 23 Oct	30

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 18.

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

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

Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
SOCCHFAM 731	Child and Adolescent Mental Health Issues	15	2	E	Block (9am-4pm): Mon 20 - Wed 22 July; Wed 21 Oct	28
SOCHLTH 732	Working with Grief and Loss	15	2	E	Block (9am-4pm): Mon 27 - Wed 29 July; Thurs 22 Oct	28
SOCWORK 711	Social Work Interventions for Best Practice	15	1	Epsom	Weekly lecture (Thursday 9-11am) + fortnightly tutorial (Thursday 11am-12pm)	29
SOCWORK 713	The Social Work Discourse	15	1	Epsom	Weekly lecture (Friday 9am-11am) + weekly tutorial (Friday 11am-12pm)	29
SOCWORK 721A	Theories and Skills in Social Work Practice	15	1	Epsom	Weekly lecture (Wednesday 1-4pm)	29
SOCWORK 721B	Theories and Skills in Social Work Practice	15	2	Epsom	Block (9am-4pm): Mon 3 - Fri 7 Aug	29
SOCWORK 722	Developing Social Work Professional Identity	30	1	Epsom	Weekly lecture (Tuesday 9am-12pm)	29
SOCWORK 723	Social Work in the New Zealand Context	15	1	Epsom	Weekly lecture (Wednesday 9am-12pm)	29
SOCWORK 724	Applied Social Work Research Methods	15	2	Online/ Study guide	Block (9am-4pm): Thurs 23 - Fri 24 July; Thurs 27 - Fri 28 Aug; Fri 25 Sept	29
SOCWORK 725	Supervised Field Placement I	30	2	Epsom	Block (9am-12:30pm): Mon 17 - Fri 21 Aug + Practicum: 31 Aug - 6 Nov + On-campus days: Mon 21 Sept; 19 Oct (9am-12:30pm); Wed 4 Nov (9am-4pm)	29
SOCWORK 734A	Professional Social Work Research in Practice	15	1	Epsom	Block (9am-4pm) Mon 2 - Tues 3 March; Mon 9 - Tues 10 March + tutorial (1 hour): alternate week	29
SOCWORK 734B	Professional Social Work Research in Practice	15	2	Epsom	Practicum Pre-briefing (1-4pm): Thurs 2 April; Block (9am-4pm) Thurs 23 - Fri 24 July; Thurs 30 - Fri 31 July + tutorial (1 hour) alternate week	29
SOCWORK 735	Supervised Field Placement II	30	2	Epsom	Practicum (8:30am-4:30pm): 4 May - 23 Oct + On-campus days (9am-12pm): Thurs 25 June; Thurs 13 Aug; Thurs 10 Sept	30
SOCWORK 739	Integration Portfolio	15	2	Epsom	Block (9am-4pm): Thurs 16 July; Thurs 20 Aug; Thurs 8 Oct	30
SOCYOUTH 733	Youth Justice Issues and Strategies	15	2	Epsom	Block (9am-4pm): Mon 3 - Wed 5 Aug; Fri 23 Oct	30

Postgraduate Certificate in Academic Practice

Note: ACADPRAC courses are delivered by the Centre for Learning and Research in Higher Education (CLearR)

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

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

Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
ACADPRAC 701A	Learning, Teaching and Assessment	15	1	City	Fortnight on Fridays (1-4pm)	20
ACADPRAC 701B	Learning, Teaching and Assessment	15	2	City	Fortnight on Fridays (1-4pm)	20
ACADPRAC 702	Academic Citizenship and Professionalism	15	2	City	Fortnight on Fridays (1-4pm)	20
ACADPRAC 703	Special Topic: Engagement in Digital Learning and Teaching	15	1	Online/ Study guide	No on-campus days	20
ACADPRAC 704	Special Topic: Engaging with Research Writing: Politics, Pleasure and Style	15	1	City	Fortnight on Fridays (1-4pm)	20
ACADPRAC 706	Independent Project	15	1, 2	City	On-campus days (1-4pm) Fri 27 March; 24 April; 22 May; 21 Aug; 18 Sept; 16 Oct	20

Course prescriptions

Courses prescriptions for postgraduate courses offered in 2015 by the Faculty of Education are listed below. Where a course is marked A and B, you must complete both A and B parts of the course. For some courses you will be required to have access to compulsory texts. You will be advised in your first lecture of the resources and texts required, or you can contact the course coordinator if you would like to discuss these requirements in advance. Details of the course coordinator/lecturer will be updated online at www.education.auckland.ac.nz/pg-study-options

Most courses are assessed by 100% coursework.

Academic Practice

ACADPRAC 701 30 Points

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, or ACADPRAC 701

ACADPRAC 702 15 Points

Special Topic: 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: Engaging in Digital Learning and Teaching

How can we provide a 'high quality learning environment that maximises the opportunity for... our increasingly diverse, demanding and technologically sophisticated student body' (The University of Auckland 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: Engaging with Research Writing: Politics, Pleasure and Style

Focussing on research writing's social negotiations, this paper supports the engagement with 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 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 350 15 Points

Teaching Mathematics Investigations

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

Prerequisite: 225 points passed in the BEd(Tchg)

Primary Specialisation

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 360 15 Points

Teaching and Planning in Technology

An in-depth analysis of technology, and technology education and teaching practice, in primary and early childhood environments.

Prerequisite: 225 points passed in the BEd(Tchg)

Primary Specialisation

Restriction: ACE 925.601, EDCURRIC 265

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.

Prerequisite: 225 points passed in the BEd(Tchg)

Primary Specialisation

Restriction: ACE 795.705

EDCURRIC 363 15 Points

Drama Studies

An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.

Restriction: ACE 795.704

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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 922.705

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 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 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 718 **30 Points**
Special Topic: Leadership for Learning
 Extending teachers' curricular and pedagogical expertise will enable them to assume a curriculum leadership role. Participants focus on curriculum leadership, collaborative problem solving, and innovations that impact students' outcomes. The role of curriculum lead teachers within schools or early childhood centres, in influencing others capacities to effect and sustain positive outcomes, will be emphasised.

EDCURRIC 720 **30 Points**
Special Topic: Digital Enhancement
 A critical examination of the research and practice in using ICT to transform classroom pedagogy and enhance students' learning experiences. Students will test concepts of usage, and evaluate new instructional designs for using ICT in classrooms using the knowledge and skills developed in the course.

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 inquiry, and a/r/tography.

EDCURRIC 791 **30 Points**
Enterprise and Innovation in Education
 Develops a critical understanding of relationships between business and education, the role of business, enterprise and innovation in the community and various theoretical underpinning frameworks. Develops an in-depth understanding of business practice and critiques opportunities for interaction between enterprise and educational institutions. This would include commercial opportunities for educational institutions as well as contribution to curriculum delivery.

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

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?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 902.702, EDCURR 606, 630, EDCURRM 320, EDPROFST 353, EDCURSEC 678

Education Practice

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

EDPRAC 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.

Education Professional Studies Māori

EDPROFM 700 30 Points

Special Topic: Being Māori, Thinking Theory

This 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 articulation Kaupapa Māori theory as a contemporary theoretical framework of analysis in education.

EDPROFM 796A 60 Points

EDPROFM 796B 60 Points

MEd Thesis

To complete this course students must enrol in EDPROFM 796 A and B

EDPROFM 797 60 Points

EDPROFM 797A 30 Points

EDPROFM 797B 30 Points

MEd Dissertation

To complete this course students must enrol in EDPROFM 797 A and B, or EDPROFM 797

Education Professional

EDPROF 737 30 Points

Ako: Learning to Learn, Learning to Teach, and Teaching to Learn

Students will experience, explore and apply strategies that support effective learning, responsive teaching and the development of self-regulated learners and teachers. They will utilize the methodology of personal narrative to produce an advanced critical analysis and evaluation of cognate content, concepts and experiences.

EDPROF 738 15 Points

Te Ao Māori

Students will critically examine the cultural competencies required for teachers of Māori learners, as well as the significance of the cultural locatedness of the teacher in relation to learners, their whānau and communities.

EDPROF 739 15 Points

Differentiating Learning for Literacy and Mathematics

Students will experience and inquire into what responsive pedagogies mean for learners and teachers in literacy and mathematics. They will develop knowledge, understandings and skills in both curriculum areas that are known to improve outcomes for priority learners.

EDPROF 740 15 Points

Promoting Learning through Inquiry: Understanding our Communities

Students will explore, experience and develop understandings of themselves within and across communities. They will be expected to apply these understandings to promote physical, social and emotional wellbeing and connectedness with others.

EDPROF 741 15 Points

Teaching for Social Justice and Inclusion

Students will critically inquire into the notion of social justice and its importance for learning and teaching. Drawing on powerful practices, students will identify a repertoire of inclusive, culturally intelligent and responsive teaching practices that provide rich learning opportunities for priority learners.

EDPROF 753 15 Points

Working Together to Accelerate Learning

Students will undertake a supervised investigation that involves advanced analysis of existing data sets and the drawing of robust and trustworthy conclusions with a view to accelerating learning. The processes involved when making judgments to accelerate learning and promote positive relationships with students will be critically examined.

EDPROF 754 15 Points

Promoting Learning through Inquiry: Understanding our World

Students will explore and experience the role that science and technology play in current issues in their community. They will analyse and justify their developing pedagogy in terms of a learning theory that underpins science and technology teaching practice.

EDPROF 755 15 Points

Promoting Learning through Inquiry: Responsiveness and Creativity

Students will explore and experience creative and responsive ways of teaching and learning in the arts that they will then apply to their own practice.

EDPROF 756 15 Points

Enacting Responsive Pedagogies in Literacy and Mathematics

Building on knowledge, understandings and skills, students will enact responsive pedagogies that improve outcomes for priority learners in Literacy and Mathematics. Adaptive expertise will be developed through inquiry into learning and teaching of these two curriculum areas.

Prerequisite: EDPROF 739

EDPROF 757 15 Points

An Investigation into Practice

Students will use selected research methods to address a problem of practice through an independent supervised inquiry. Working as a cohort in authentic settings, students will critically consider issues, including ethical concerns.

Corequisite: EDPROF 758

EDPROF 758 15 Points

Inquiring into Practice

Students will demonstrate adaptive expertise through their application of the knowledge, skills and dispositions required for development of culturally responsive, ethical and learning focused relationships with children

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

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 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 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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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 364 15 points
Enterprise and Innovation for Teaching
Develops teachers' understanding of links between business and education, and the role of business, enterprise and innovation in the community. Links with technology and social studies curricula will provide context for this course.
Restriction: ACE 930.706

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 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 379 **15 points**
TESSOL: Materials Design
 Critique current resources for English language learning within the New Zealand curriculum using principles from second language learning in content areas. Students use the process of materials design to develop a language resource for a specified group of learners. The resource is presented in a way that can be disseminated to educational audiences.
Prerequisite: Either EDPROFST 227, 372, 373, or ACE 797.601, 797.701, 797.702
Corequisite: EDPROFST 374
Restriction: ACE 797.707

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
 Teachers will critically examine and evaluate research and practice in literacy education, including specific intervention strategies and resources. 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 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**
Media Literacy in Educational Contexts
 A critical investigation of the theory and practice of teaching media literacy in educational contexts. Includes consideration of barriers, opportunities and teaching practices in primary and secondary schools and across multiple subject areas. An examination and evaluation of current media education initiatives in New Zealand and internationally.
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 737 **30 points**
Educational 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 752 **30 points**
Assessment for Learning and Teaching
 A critical examination of the relationship between assessment, teaching and learning. The notion of Assessment for Learning will be explored in relation to educational policy, relevant literature and contemporary research. Implications for practice and factors affecting implementation will be explored in detail.

Restriction: ACE 840.801

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 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 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 779 **30 points**
The Culture and Politics of Teachers' Work
 An analysis and informed appreciation of the socially constructed and political nature of educators' work. The concept of the professional and professional work will be critically interpreted through selected social theory frameworks.

Restriction: ACE 803.802, 803.902

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 787 **15 points**
Special Topic: Issues in Mathematics Education
 A critical examination of current issues relating to Mathematics and Statistics learning and teaching in New Zealand educational contexts.

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 702 **30 points**
Historical Research in Educational Settings

Explores and applies historical research methods to the field of education. Using documentary sources, oral and/or visual evidence, students will be expected to design and carry out a supervised inquiry

EDUC 703 **30 points**
Educational Philosophy

Current themes in the philosophy of education in the light of broader tendencies in modern and post-modern 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.

Restriction: EDUC 766

EDUC 711 **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/or practice.

Restriction: EDPROFST 773

EDUC 713 **30 points**
Childhood and Globalisation

Critically investigates the interplay between globalisation and childhood by using theoretical perspectives from critical childhood studies, the sociology of childhood and early childhood education. The course addresses questions such as: How is globalisation affecting concepts of childhood? How is childhood changing? How do changing understandings of childhood affect children's lives? How does globalisation affect curriculum in early childhood education?

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 programme evaluation. Workshops will examine evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the needs of programme 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**
ST: 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 734 **30 points**
Māori/Indigenous Language Revitalisation

Examines efforts to revitalise Māori language and selected indigenous languages through education. Includes interventions by both government and indigenous groups in policy, practices, and language rights. The approach is interdisciplinary, drawing on sociolinguistics, political theory, sociology, law and education, and international, with examples from Aotearoa, Europe, North America and the Pacific.

Restriction: EDPROFST 711

EDUC 735 **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 756

EDUC 741 **30 points**
Educational Psychology

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

EDUC 747 **30 points**
Adolescence and Positive Youth Development

An advanced study of the theories of adolescence and positive youth development including a critical examination of research dealing with issues which affect adolescent in and outside the classroom.

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, 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 767 **30 points**
Special Topic: Childhood Studies

Explores childhood from a range of perspectives through interdisciplinary approaches of pedagogy, sociology, philosophy, psychology and other disciplines. Interrogates the notion of 'the child' in terms of place/space and child subjectivities. Theories and constructs studied are related to practices across a range of social sciences and humanities.

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**
Researching 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 791 **30 points**
Socio-cultural Examination of Sport and Exercise

Critical examination of the cultural meanings and social significance of sport and exercise. Analyses how different sociological approaches have applied key concepts in examining and understanding the importance of sport and exercise practices in contemporary society.

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 will 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 705A **15 points**
PROFCOUN 705B **15 points**
The Counselling Process

An advanced examination of principles of counselling together with their application in the counselling process.

Corequisite: PROFCOUN 701

Restriction: EDRPOFST 746

To complete this course students must enrol in PROFCOUN 705 A and B

PROFCOUN 706 **15 points**
Cultural Issues in Counselling

A critical examination of cultural dimensions present in counselling activities.

Restriction: EDPROFST 748

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, depressions, 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 708 **15 points**
Professional Issues in Counselling

An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.

Restriction: EDPROFST 749

PROFCOUN 709 **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 in counselling.

Restriction: EDPROFST 750

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 or PROFCOUN 709

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 supervised portfolio with a focus on an in-depth critical reflection on current practice in professional supervision, learning and development in human services and health contexts.

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 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 in social services and health settings. 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/whānau, 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.

To complete this course students must enrol in SOCWORK 718 A and B, or SOCWORK 718

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

SOCHLTH 756A 15 points

SOCHLTH 756B 15 points

Special Topic: Sex Therapy

The Sex Therapy course is designed for clinicians who have previous clinical training in areas such as psychology, medicine, nursing, occupational therapy, and counselling; and who wish to incorporate sex therapy into their client practice. The course covers the following main subject areas: attachment and adult sexuality, the neuroscience of human relationships, the nature of love, models of relationships, models of sex therapy, affairs, transference, counter transference and erotic transference, sexual orientation, gender & the notion of fluid sexualities, adult sexual sequelae of childhood sexual abuse, destructive expressions of sexuality: compulsivity, atypical sexual behaviours, and the impact on sexuality of illness, aging, medication and disability.

For further information please contact Dr Peter Huggard at p.huggard@auckland.ac.nz

Social Work

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 714A 22.5 Points

SOCWORK 714B 22.5 Points **Social Work Honours Research Project**

An integrated approach to social work research using a range of research strategies. Students apply research and practice principles to existing qualitative and quantitative datasets to engage in problem definition, critical review of relevant literature, research strategies and design, data analysis and reporting of research findings to inform professional practice in social work and social services.

Prerequisite: SOCWORK 312, 317

To complete this course students must enrol in SOCWORK 714 A and B

SOCWORK 715 30 points **Supervised Field Practice and Professional Development**

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. This course includes a minimum of 65 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and subsequent coursework.

Prerequisite: SOCWORK 317

Restriction: ACE 990.601, SOCWORK 415

SOCWORK 716 30 points **Practice Case Studies**

A student directed project intended to enhance proficiency in advanced practice applicable to current or future professional interests. The project will involve review of literature, critical reflection and analysis, evaluation, the exploration of narrative reports and the preparation of case studies. On completion students will showcase their project in a verbal presentation.

Prerequisite: SOCWORK 316

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 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

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

2015 Academic year and key dates

Faculty of Education, the University of Auckland

Summer School 2015	
Summer School begins	Tuesday 6 January 2015
Auckland Anniversary Day	Monday 26 January 2015
Waitangi Day	Friday 6 February 2015
Summer School ends	Wednesday 18 February 2015
Semester One 2015	
Faculty of Education Postgraduate Orientation Welcome	Thursday 26 February 2015
Semester One begins	Monday 2 March 2015
Mid-semester break/Easter	Friday 3 April – Saturday 18 April 2015
ANZAC Day	Monday 27 April 2015
Graduation	Monday 4, Wednesday 6, Friday 8 May 2015
Queen's Birthday	Monday 1 June 2015
Semester One ends	Monday 29 June 2015
Inter-semester break	Tuesday 13 June – Saturday 18 July 2015
Semester Two 2015	
Faculty of Education Postgraduate Orientation Welcome	Thursday 16 July 2015
Semester Two begins	Monday 20 July 2015
Mid-semester break	Monday 31 August – Saturday 12 September 2015
Graduation	Tuesday 29 September 2015
Labour Day	Monday 26 October 2015
Semester Two ends	Monday 16 November 2015

Note: Some courses are scheduled during school holiday breaks or may start earlier than the Semester One and Semester Two start dates noted above. Please check the timetable for your selected courses.

Course enrolment dates

Enrolments for 2015 courses

Open 3 November 2014

Summer School 2015 course enrolments

Close 1 December 2014*

Semester One and full-year (A and B course) course enrolments

Close 13 February 2015*

Semester Two course enrolments

Close 3 July 2015*

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

Closing dates for course additions and deletions

Summer School course additions/deletions

12 January 2015

Semester One course additions/deletions

13 March 2015

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

27 March 2015

Semester Two course additions/deletions

31 July 2015

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 November 2014.

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