The University of Auckland
Faculty of Education
Postgraduate and Professional Development Prospectus
The University of Auckland
Faculty of Education welcomes you

Congratulations on your decision to further your career through postgraduate studies. Whether you are continuing on from your undergraduate study with us or joining the Faculty of Education for the first time, you are a vital and valued member of our community.

As a member of the Faculty of Education, you join an illustrious, 128-year tradition of education and teacher education in greater Auckland and Northland. The amalgamation of the Auckland College of Education with The University of Auckland’s School of Education in 2004 gave rise to a faculty renowned for its world-class research in education and its long history of excellence in teacher education, social work and human services.

One of the great strengths of the faculty is that we provide a wide range of programmes in education, teacher education and social services at postgraduate level. This range and diversity of programmes provides many and varied opportunities for students, teachers, counsellors and social services practitioners to pursue advanced studies related to their careers and interests.

The faculty’s suite of postgraduate programmes ranges from graduate diplomas through to qualifications at masters and doctoral level. This signifies the commitment of the faculty to the growing importance of postgraduate study in education, social work, human services, and teacher education, and the emphasis the faculty places on such study.

Upon completion of your postgraduate studies, the professional opportunities that await you are significant. Whether you remain in a research-focussed field or move into an applied setting, your Faculty of Education qualification from The University of Auckland will be strong evidence of your skills as a critical thinker and a leader in your chosen field.

This prospectus is designed to help you plan and decide the best programme for you. It outlines the specific courses and course requirements for our programmes, along with the very high quality academic and personal support and resources available to you at the faculty’s various campuses.

I extend a warm welcome from the Faculty of Education and wish you every success during your postgraduate studies here.

ASSOCIATE PROFESSOR GRAEME AITKEN
Dean, Faculty of Education
The University of Auckland
Choose the Faculty of Education for your postgraduate study

Postgraduate study enhances your ability to make a difference. It also improves your employment prospects, hones your skills and expands your understanding. It offers the personal satisfaction of working in an area that really interests you, with the opportunity to work alongside like-minded peers and academic staff and to take an active role in your own learning and development. If you want the best in postgraduate study opportunities, then the Faculty of Education at The University of Auckland is the place for you.

**The University of Auckland, New Zealand’s leading university**

The University of Auckland is New Zealand’s highest-ranking university and among the top 1% of the world’s universities.* The University has the largest number and highest concentration of top-ranked researchers and has the largest number of research degree completions in the country.**

The University attracts students from all over the world, with an inclusive multi-cultural student population made up of students from more than 97 countries.

Through innovative and research-driven programmes, you’ll graduate with a well-respected and internationally recognised qualification.

**The Faculty of Education**

The Faculty offers a wide range of postgraduate qualifications and professional development opportunities for teachers, principals, educators, counsellors, social workers, human services workers and other related professional practitioners. We offer a full service for those working in the wider education and social services industries.

While the faculty’s breadth of programmes range from certificates through to doctoral degrees, there are programmes offered at national level that can only be found here at the faculty. These include some of our special education programmes, multidisciplinary professional supervision programmes and the First-time Principals Programme.

The faculty provides teacher support services throughout Auckland and Northland through Team Solutions, teacher retraining, early childhood professional development, Reading Recovery services and education centres. Seminars and workshops in leadership are also offered by the faculty’s Centre for Educational Leadership. Our involvement in providing curriculum development, education management and teacher development programmes for the Ministry of Education and other agencies means we remain true to our mission of being at the forefront of educational development and providing excellence in education by preparing, developing and supporting the communities we serve. We also offer professional development opportunities for teachers and principals from overseas, particularly in Asian and Pacific communities.

The Faculty of Education provides a very supportive and friendly environment. All University campuses have strong support systems and services. We offer academic guidance, personal support services and access to the best resources to ensure you succeed in your study. You will also benefit from the networks and friendships made with fellow students and colleagues.

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**Source: Performance Based Research Fund report 2006.
Work with the best in educational research
We understand that when considering developing your knowledge at postgraduate level you want to work with the best.

In choosing the Faculty of Education you will learn from researchers who are at the forefront of educational research and who combine knowledge of the latest developments in their fields with passion for their work.

Research underpins everything we do at The University of Auckland. As a postgraduate student you will benefit from our expertise whether you are studying taught courses or undertaking your own research under supervision.

The graduate and postgraduate programmes we offer are focused on learning in professional settings and are designed to allow you to put research and your knowledge into practice.

Professional development
As a professional you know the importance of continuing your professional development and advancing your qualifications. It’s a way of developing your expertise as well as enabling you to facilitate better outcomes for those with whom you work.

At the Faculty of Education we offer a range of postgraduate programmes suited to your areas of interest and expertise, ranging from honours degrees, graduate and postgraduate diplomas and postgraduate certificates to masters and doctoral degrees.

For teachers who hold a diploma and are now ready to take on further studies, you can upskill to a bachelor’s degree with our one-year Bachelor of Education (Teaching) - Teachers’ specialisation. Many of our graduates from this programme have continued their study to postgraduate level.

Study locations
All University of Auckland students, regardless of which campus they study at, may access facilities at the City Campus including the University’s main gym and recreation centre, library and other student services.

Epsom Campus
74 Epsom Avenue, Epsom, Auckland
Phone: +64 9 623 8883 or 0800 61 62 63

The Epsom Campus is the main campus for the Faculty of Education. Located less than 10 minutes drive from the CBD and the City Campus, Epsom Campus is also a short walk away from the cafés and shops of Mt Eden village. There is car parking on campus and regular bus services run to and from Mt Eden/ Epsom and the city.

Flexible learning mode
We are dedicated to making the learning environment as supportive and flexible as possible.

We recognise the demand on your time as an educational or social services professional and constantly look at how we can best meet your study needs and offer flexible study solutions wherever possible.

We do this through a selection of web-based interactive technology, video conferencing, flexible and face-to-face courses, classes, lectures and workshops.

Online/study guide
If you live out of Auckland or cannot make it to campus for regular lectures and study, then online study is an option for you to consider. This delivery involves study guide material, regular internet contact with students and lecturers, and some on-campus (face-to-face) sessions.

To enrol in an online course you must have regular and reliable access to a web browser.

Check the Summary of courses offered in 2010 section (pp.26-32) to see which courses we offer via online/study guide and in which semester.

All courses developed for online/study guide model the conventional lecture-based courses in that students are enrolled into a class and a lecturer is assigned to that class.

Courses may comprise all or some of the following:

- printed study material
- readings (CD or printed)
- online study resources and information (including: activities and discussion rooms)
- face-to-face sessions
- audio and video conferencing
- videos.

Block courses
Some courses are offered in block format. “Block” courses are delivered on-campus over a block of consecutive days and may include follow up days (check timetabling for each course). These are usually full days of study (unlike weekly lectures). A number of block courses are delivered during school holidays and in summer school.

From 2010, all University of Auckland campuses will be smoke-free environments.
Within the Faculty of Education we offer postgraduate research supervision in a wide variety of areas in education. These include topics of significance to early childhood, primary, secondary, adult and tertiary education, counselling and social services.

The analysis of policy, the relationship between policy and practice and issues relating to the broader socio-cultural context are all research areas associated with both education and the social services. In education, research areas include interventions to raise student achievement, educational leadership, assessment, professional learning, teacher practice, curriculum areas and aspects of student learning. In counselling, human services and social work, key areas of focus include practitioner research and utilisation of research in practice. Examples of specific research areas include counselling children, loss and grief, person centred planning, service leadership, and the needs of those with chronic illness.

**Why consider research?**

Postgraduate research is an ideal way to explore an area of interest, gain a deeper understanding of your discipline area, improve your own practice or the practice where you work.

Research is relevant to all areas of education and social services and is an opportunity to develop your thinking and analytical abilities, written communication and organisational skills.

Research allows you to make your own contribution to learning and offer a critical perspective on existing scholarship or methodology. It can provide a deep sense of satisfaction to know that you are contributing valuable new knowledge and understanding to your field.

**Who can do research?**

Research is not just for people doing doctorates. You can also undertake research as part of other postgraduate qualifications such as the Bachelor of Education (Teaching) (Honours) or Masters programmes.

A thesis or dissertation within an honours, masters or doctoral degree provides the opportunity to develop advanced research skills and to present findings in a documented scholarly form.

It’s never too soon after graduation to think about further study, and once you get started you’ll discover how satisfying postgraduate research really is. Others undertake research after a number of years working in their profession.

**Completing a thesis**

A thesis is a written report of a research study and is usually undertaken at masters and doctoral level. It’s an opportunity for sustained focus on an issue of theory or practice and a way to have greater control over the content of your studies.
A 120 point masters thesis is usually around 35,000 to 40,000 words in length. A doctoral thesis will be at an advanced level and requires an original contribution to the field. As it is the culmination of three to four years research, a doctoral thesis is significantly longer.

**Completing a dissertation**

A dissertation is a shorter study than a thesis and may involve fewer questions or less scope, or perhaps a simpler research design. It can form part of the assessments for the Bachelor of Education (Teaching) (Honours) or Masters qualifications.

The number of points the course is worth will give you an idea of the length and scope of the research required.

- 30 point dissertation
  - 10,000 - 12,000 words
- 60 point dissertation
  - 15,000 – 20,000 words

Your supervisor will advise on your written work. Examples of dissertations can be viewed at Postgraduate Studies (U Block) and theses are available at the Sylvia Ashton-Warner Library on Epsom Campus.

**Completing a research portfolio**

A research portfolio is a coherent, integrated programme of research-based work. For example, a 120 point research portfolio for a Masters degree should be a similar length to a thesis. It consists of a coherent collection of pieces of work around a particular theme or topic as opposed to being one piece of work.

**Preparing for research**

To undertake a thesis or dissertation you need to have first completed an approved 30 point research methods course offered at postgraduate diploma or masters level. Please discuss with the Programme Leader about where in your studies you would include the research methods course. The approved courses are highlighted in blue in the Summary of courses offered in 2010 section (pp30-31) of this prospectus.

**Finding a supervisor**

Unless you are part of a cohort group you will need to make your own supervisor arrangements. The faculty has over 90 supervisors. You can find a list of supervisors on the Faculty of Education’s Supervision Register at www.education.auckland.ac.nz/supervision-register

The relevant Programme Leader/Adviser will also be able to assist you with the process of finding a supervisor.

**Other support available**

Your supervisors are key people who will guide your research journey. If you are enrolled in the Doctor of Education (EdD) you will be part of a cohort group for the first two years, and then supported by your supervisors as you complete your thesis. Cohort-based support is also available at masters research level. In addition, there are other people who can provide support including the Programme Leader/Adviser for your postgraduate qualification, subject librarians, and staff in the Student Learning Centre. Support is available both on campus and through The University of Auckland’s website.

The Postgraduate Students’ Association (PGSA) runs a networking group that enables you to meet with other students who are also conducting research. Office space is available to doctoral candidates; students undertaking research at masters level can apply for access to study space at Epsom House on Epsom Campus.

Further information can be found in the publications:
- Guide to Theses and Dissertations
- Masters Handbook
- Doctoral Handbook

These publications are distributed by the School of Graduate Studies and PDF's can be viewed online at www.postgrad.auckland.ac.nz. Use the search function to find each publication by name.

**Who do I talk to next?**

If you are interested in doing postgraduate research it is important to plan ahead. We recommend you speak with the Programme Leader/Adviser of your preferred programme and the relevant Programme Consultant at the Education Student Centre. This should be done in the semester before undertaking your study. The Programme Leader/Adviser and Consultant will be able to give you academic and enrolment advice and help you to plan a programme that can lead to successful completion of your study. This will also allow you plenty of time to identify a supervisor and start thinking about the question/s you want to examine. Many students who do research need to apply for ethics approval, so finding a supervisor before you enrol also enables you to start on your ethics proposal.

Visit www.education.auckland.ac.nz/postgraduate-contacts for a list of Programme Leaders/Advisers and Consultants.
Choosing the right programme

The Faculty of Education offers you a range of postgraduate study options and professional development opportunities. Deciding on which is the right programme for you to study will depend on your education and career goals. The following pages outline the postgraduate programmes the faculty offers.

**Counselling**

If you are already working or considering working in a professional counselling setting, you may wish to enhance your skills and knowledge through our counselling programmes:
- Postgraduate Diploma in Education – Counselling specialisation
- Master of Education – Counselling specialisation
(Refer pp19 and 21 for more details)

**Social Services**

If you are working in social services and want to gain a qualification in professional supervision or in health social work you could study for:
- Postgraduate Certificate in Professional Supervision
- Postgraduate Diploma in Professional Supervision
- Postgraduate Diploma in Health Sciences – Social Work specialisation
(Refer pp16-18 for more details)

**Teaching qualification**

If you already hold a degree and wish to become a teacher, you could study for:
- Graduate Diploma in Teaching (Early Childhood Education)
- Graduate Diploma in Teaching (Primary)
- Graduate Diploma in Teaching (Secondary)
These programmes are not featured in this prospectus. For information contact the faculty on +64 9 623 8883 or education@auckland.ac.nz or visit www.education.auckland.ac.nz and search under ‘Graduate Diploma in Teaching’.

**Special Education**

If you are interested in special education, you could study for:
- Graduate Diploma in Special Education
  - Early Intervention specialisation
  - Hearing Impairment specialisation
  - Vision Impairment specialisation
- Graduate Diploma in Education - Special Needs Resource Teaching specialisation
- Postgraduate Diploma in Education - Special Needs Resource Teaching specialisation
(Refer pp12, 13 and 19 for more details)

**Advancing from a diploma qualification**

If you hold a teaching diploma or other undergraduate professional qualification in teaching, you can upskill by enrolling in one of the following options:
- Bachelor of Education (Teaching) - Teachers’ specialisation
- Graduate Diploma in Education
- Graduate Diploma of TESSOL
- Or choose from one of our Special Education programmes.
(Refer pp11-13 for more details)
Applicants who have completed other relevant professional qualifications may gain entry into the:
- Graduate Diploma in Education
(Refer p12 for more details)

**Advancing from a bachelors degree**

If you hold a bachelors degree in teaching, education, social work or other relevant profession, you may be able to upskill with one of the following options:
- Graduate Diploma in Education
- Graduate Diploma in Special Education
- Graduate Diploma of TESSOL
- Bachelor of Education (Teaching) (Honours)
- Postgraduate Certificate or Diploma in Professional Supervision
- Postgraduate Diploma in Education
- Postgraduate Diploma in Educational Leadership*
(Refer pp12-20 for more details)

With a postgraduate diploma or honours qualification you could then go on to masters and doctoral study.

If you hold a four-year degree (eg, BPE) you may be eligible to enter into the Master of Professional Studies in Education*.
(Refer p23 for more details)

**Advancing from a graduate diploma qualification**

If you hold a graduate diploma in teaching, education or other relevant profession, you could advance to the next level with one of the following:
- Postgraduate Diploma in Education
- Postgraduate Diploma in Educational Leadership*
followed by a one year:
- Master of Education or
- Master of Educational Leadership*
(Refer pp19-22 for more details)

With a Graduate Diploma in Teaching and at least three years teaching experience it may be possible to go straight from this qualification to:
- Master of Professional Studies in Education*
(Refer p23 for more details)

**Study at Masters level**

If you hold a Bachelor of Education (Teaching) (Honours) or Postgraduate Diploma in Education with an appropriate grade point average, you can apply to enrol in a one year:
- Master of Education
- Doctor of Education (EdD) if you meet the eligibility requirements.
(Refer pp24-25 for more details)

**Educational Leadership**

If you are currently in a leadership role or interested in taking on a leadership role in your school, centre or organisation, the faculty offers the following:
- Postgraduate Diploma in Educational Leadership*
- Master of Educational Leadership*

Note: Some educational leadership courses are also available through the Graduate Diploma and Postgraduate Diploma in Education.
(Refer pp20-22 for more details)

**Doctoral study**

If you wish to study at doctoral level, we offer the following:
- Doctor of Education (EdD)
- Doctor of Philosophy in Education (PhD)
(Refer pp24-25 for more details)

*New in 2010. This programme is subject to Committee on University Academic Programmes (CUAP) approval. Refer to the faculty website for approval status.
Postgraduate pathway options in the Faculty of Education

Where you start on this chart depends on the qualifications you already hold.

- Bachelor of Arts (Major in Education) → BA(Hons) in Education
- General degree (e.g., Bachelor of Science)
- Teaching or Social Services diploma
- Teaching or Social Services degree (e.g., Bachelor of Education (Teaching) or Bachelor of Social Work)
- Graduate Diploma in Teaching
- Graduate Diploma in Education or equivalent
- Postgraduate Diploma in Education/Educational Leadership**
- Postgraduate Certificate/Postgraduate Diploma in Professional Supervision
- Bachelor of Education (Teaching) (Honours)*
- Master of Arts in Education
- Master of Professional Studies in Education **
- Doctoral degree (PhD/EdD)
- Master of Education/Educational Leadership**
- Master of Education/Certificate in Professional Supervision
- Bachelor of Education (Teaching) (Honours)*

* Pathway for teaching degree only. **Programme new in 2010 (subject to CUAP approval).
∆ BPE graduates (4-year degree) may also be eligible to enter into this programme.
Programme information

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- Teachers’ specialisation
Graduate Diploma in Education 12
Graduate Diploma in Special Education 13
Graduate Diploma of Teaching English in Schools to Speakers of Other Languages (TESSOL) 13
Bachelor of Education (Teaching) (Honours) 14
Bachelor of Arts (Honours) in Education 15
Postgraduate Certificate in Academic Practice 16
Postgraduate Certificate in Professional Supervision 16
Postgraduate Diploma in Professional Supervision 17
Postgraduate Diploma in Health Sciences - Social Work specialisation 18
Postgraduate Diploma in Education 19
Postgraduate Diploma in Educational Leadership 20
Master of Education 21
Master of Educational Leadership 22
Master of Arts in Education 23
Master of Professional Studies in Education 23
Doctor of Education 24
Doctor of Philosophy in Education 24
Programmes

Bachelor of Education (Teaching)–Teachers’ specialisation

The Faculty of Education welcomes and encourages teachers to advance their teaching diploma to a degree through our specialisation designed exclusively for working teachers.

Programme highlights

• Eligible to apply for Ministry of Education study awards.
• Boosts salary status to Q3 level (criteria apply).
• Some flexible delivery options including evening classes and online delivery so you can maximise your study opportunities while you work.
• Courses are specifically designed for experienced teachers.
• Opportunity to proceed to postgraduate studies.
• Most teachers only need to complete eight courses to gain this qualification (criteria apply).

Opportunities

This is a great way to build on your existing experience to open up new opportunities. You’ll further develop your skills and have the opportunity to network with other professional educators as well as apply your newly acquired skills in your school, classroom or centre. In addition to advancing your career in education your salary may also move to Q3 status. This may also apply to teachers working in selected early childhood settings eg, kindergartens.

Study location

Offered as weekly face-to-face and on-campus block courses at Epsom Campus with some courses offered as flexible self-directed study or school-based.

Length

Equivalent to one year full-time study with part-time study options available.

Fees

You may be eligible to apply for scholarships, University awards or Ministry of Education study awards. For full fees information see p54.

Support for the Faculty of Education’s associate teachers

A 50% concession on course tuition fees for the Bachelor of Education (Teaching) is available to teachers working in partnership with the faculty. This concession is offered in specific acknowledgment and support of the current work of associate teachers in the faculty’s teacher education programmes. This concession may not be available to teachers who are on leave from their school or centre. It applies to:

• Early Childhood Centres: Teachers who are registered as a faculty associate teacher
• Primary schools: All staff members in schools working with faculty students in the provision of teacher education or
• Teachers who are currently registered as associates or work in a faculty partnership school.

Entry provisions for the teachers’ specialisation

1. To be admitted to this programme a student must:
   (i) have completed a New Zealand Diploma in Teaching or Trained Teacher’s Certificate (or New Zealand Qualifications Authority and NZ Teachers Council recognised equivalent) and
   (ii) be currently registered as a teacher in New Zealand and
   (iii) have been a practising teacher or teacher educator in New Zealand for at least two of the last five years.
2. Students holding a qualification gained at an overseas institution may be required to provide evidence of language proficiency prior to admission into this programme.
3. Admission to this programme is at the discretion of Senate or its representative.
4. A student entering this degree under 1 above may apply for up to 240 points credit (leaving 120 points to complete).

Applying for credit

All teachers wishing to apply for credit should:

• indicate this on their Application for Admission (see Step 4 of the online application) or, if you have already submitted your application, contact the Admissions Office (Phone: +64 9 373 7599 ext 85013) and
• attach evidence that they meet the requirements in 1 above as part of the Supplementary Information Form returned to the Faculty (see following note).

Successful applicants will have up to 240 points credited by the University.

Applicants who do not meet all three criteria in 1 above should refer to the Credit Regulations in The University of Auckland Calendar or contact The University of Auckland on 0800 61 62 63. An application fee will apply.

Note: Applicants who are interested in this programme but unsure of their eligibility should contact The Faculty of Education Student Centre on +64 9 623 8883.

Programme structure

Requirement: at least 120 points, including

Core Courses

• at least 60 points from EDPROFST 222, 350, 355, 357, 358

Elective Courses

• up to 60 further points from courses above Stage II listed in the Graduate Diploma in Education Schedule

Optional Courses

• EDCURRIC 220, 314, 315, 340, EDCURRM 220, 320, EDPROFST 220, 320, EDPROFST 210, 310, 363 EDUC 318

[Note: optional courses are subject to availability. Contact the faculty for more information.]

Refer p26 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study

This programme is a pathway to study at postgraduate level, allowing you to maximise your career and salary prospects. You could go on to study at graduate or postgraduate diploma level and even continue to masters and doctoral level.

How to apply

See p55 for details.
Graduate Diploma in Education

The Graduate Diploma in Education is relevant for those involved in teaching, counselling, adult education and allied professions. This is another pathway for teachers with a teaching diploma to upgrade their qualification.

In addition to the general Graduate Diploma in Education there are three specialisations offered:

- Disability Support
- Reading Recovery
- Special Needs Resource Teaching.

Content

Note: This programme does not qualify non-teachers for teacher registration. Those with a prior degree, seeking teacher registration in New Zealand, should apply to enrol in a Graduate Diploma of Teaching (Early Childhood, Primary, or Secondary).

Contact the faculty for more information.

Programme highlights

- Ability to choose from a wide range of courses to suit your area of interest.
- A range of delivery options available.
- Enables you to advance your career and salary prospects (criteria apply).
- Opportunity to continue with further study at postgraduate, masters and doctoral level.

Opportunities

This graduate diploma offers comprehensive professional development opportunities for educators from early childhood, primary, secondary, tertiary, industry, community and social service settings. Registered teachers who hold a bachelors degree, or advanced diploma of teaching, and complete a stand alone level 7, 120 point qualification may be eligible for Q3+ salary status.

- Disability Support: Aimed at practitioners in the disability sector who provide assessment, planning and co-ordination of support for people in the community eg, Needs Assessment and Service Co-ordination (NASC) Workers.
- Reading Recovery: This specialisation qualifies you to become a Reading Recovery tutor and to train Reading Recovery Teachers. Reading Recovery is an effective school-based early literacy intervention designed to significantly reduce the number of children with literacy difficulties in schools. Reading Recovery provides daily one-to-one teaching (over a period of time) with a specially trained teacher for children making the slowest progress in literacy learning after a year at school.

- Special Needs Resource Teaching: Qualified teachers appointed to Resource Teacher: Learning and Behaviour (RTLB) positions are required to complete this specialisation within three years of appointment. Other interested teachers and SENCOs, or those with special needs responsibilities, may take one or more courses depending on availability of places. These are considered on a case by case basis. Please contact Joanne Walker, National RTLB Director and Programme Adviser for more details.

Entry criteria

1. In order to be admitted to this programme, a student needs to have:
   a. (i) completed the requirements for a bachelors degree
   or
   (ii) completed the requirements for a university diploma approved by Senate or its representative
   or
   (iii) completed a professional qualification in teaching, counselling, social work or relevant other profession approved by Senate or its representative
   or
   (iv) at least five years employment experience deemed relevant to this programme by the Senate or its representative
   and
   b. satisfied the Dean of Faculty of Education that they have appropriate training and experience to undertake the programme.

2. Admission to the graduate diploma is at the discretion of Senate or its representative.

Programme structure

Requirement: 120 points, including at least 75 points above Stage II

General Option

either

- up to 30 points from EDCURRIC 234–236, 238, 239, 241, 313, 334, 337, 433, EDCURSEC 601, 602, 604, 614, 635–640, 678, EDFROFST 363, 376–378, 703, EDUC 341 or other courses available at this University with the approval of the Programme Leader

Disability Support specialisation

- 120 points: DISABILITY 313, 314, 315, HUMSERV 202,211, 301, 303, 304

[There is restricted entry in 2010 to those currently employed as needs assessors or service co-ordinators. If you are interested in this specialisation please contact the Education Student Centre on +64 9 623 8883 or education@auckland.ac.nz]

Reading Recovery specialisation

- 120 points from EDFROFST 382–385

Special Needs Resource Teaching specialisation

Part I

- 60 points: EDFROFST 633, 634

Part II

- 60 points: EDFROFST 735, 736

Note: Admission to Part II requires prior successful completion of Part I

Refer p26 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study

You can continue with your professional development and maximise your career and salary prospects by completing a Postgraduate Diploma in Education or Educational Leadership. You could then go on to study at masters and doctoral level.

How to apply

See p55 for details.
Graduate Diploma in Special Education

Three specialisations are offered within the Graduate Diploma in Special Education

- **Early intervention**: Enables graduates to work as early intervention teachers or in other roles to support young children with special needs.
- **Hearing Impairment**: Enables graduates to work with deaf and hearing impaired learners across a range of settings and levels.
- **Vision Impairment**: Enables graduates to provide educational support to learners who are blind or vision impaired across a range of settings and levels.

Core and specialist courses from Hearing and Vision Impairment specialisations are offered full-time. The Early Intervention specialisation is offered part-time over two years.

**Programme highlights**

- **Ability to choose from a range of courses and specialisations to suit your area of interest.**
- **Enables you to advance your career and salary prospects.**
- **Opportunity to continue with further study to postgraduate, masters and doctoral level.**

**Opportunities**

The Graduate Diploma in Special Education offers comprehensive professional development opportunities for educators from early childhood, primary, secondary and tertiary areas. Teachers who hold a bachelor's degree, or advanced diploma of teaching, and complete a stand-alone level 7, 120 point qualification may be eligible for Q3+ salary status. Early Intervention teachers with a Graduate Diploma in Special Education may progress to the next salary step.

**Content**

Those enrolled in the Graduate Diploma in Special Education complete two core courses as well as courses in one of the three specialisations.

**Study location**

Offered as face-to-face and on-campus block courses at Epsom Campus. EDUC 342 includes flexible self-directed study. Depending on location of applicants, Early Intervention courses may also be offered off-campus.

**Length**

Equivalent to one year full-time study with part-time study options available for some specialisations.

**Fees**

You may be eligible to apply for scholarships, University awards or Ministry of Education study awards available to help you pay for your study. For full fees information see p54.

**Entry criteria**

1. To be admitted to this programme a student needs to have:

   either

   a. (i) a teaching qualification

   and

   (ii) New Zealand teacher registration

   and

   (iii) at least two years teaching experience

   or

   b. If specialising in early intervention

   (i) an early childhood teaching qualification

   and

   (ii) New Zealand teacher registration

   and

   (iii) at least two years teaching experience in the early childhood sector.

2. Admission to this programme is at the discretion of Senate or its representative.

Note: To be admitted, a student must have personal qualities that show suitability for this programme. An interview may be required.

**Programme structure**

**Core Courses:**

- 30 points: EDSPEC 301, EDUC 342
- and one of the specialisations listed below

**Specialisations Available:**

**Early Intervention**

Requirement: 90 points including:

- 75 points: EDSPEC 310-314
- 15 points from EDSPEC 390-393

**Hearing Impairment**

Requirement: 90 points

- 90 points: EDSPEC 320-325

**Vision Impairment**

Requirement: 90 points

- 90 points: EDSPEC 340-345

Refer p28 for a summary of courses offered in 2010. Not all courses are offered every year.

**Further study**

You can continue with your professional development and maximise your career and salary prospects by completing a Postgraduate Diploma in Education or Educational Leadership.

You could then go on to study at masters and doctoral level.

**How to apply**

See p55 for details.

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

New Zealand, particularly Auckland, is becoming more multicultural and multilingual. Consequently all teachers need to take a language focus in their teaching. This graduate diploma provides a specialised programme for early childhood, primary and secondary teachers in the theory and practice of teaching students who are speakers of other languages and those who need the academic language demands of the curriculum made specific and accessible.

**Programme highlights**

- Equip yourself with the theory and practice that inform TESSOL and enhance students’ language development.
- May qualify you for Q3+ salary status (criteria apply).
- Ministry of Education TESSOL Fees Scholarships available.

**Opportunities**

Teachers will investigate effective and practical techniques for enhancing students’ language development through the curriculum. Teachers who hold a bachelor’s degree, or advanced diploma of teaching, and complete a stand-alone level 7, 120 point qualification may be eligible for Q3+ salary status.

**Content**

A total of eight courses are required including at least 75 points above Stage II. Students must complete at least 105 points (seven courses) from the Graduate Diploma of TESSOL schedule. Four are core courses. Up to 15 points may be selected from other courses available at this University.

**Study location**

Offered as weekly face-to-face and block courses at the Epsom Campus. EDPROFST 331 is offered online/study guide and school-based.

**Length**

Equivalent to one year full-time study. This course is structured for part-time study and can be completed in a minimum of two years.
Fees
You may be eligible to apply for scholarships, University awards or Ministry of Education TESSOL Fees Scholarships available through your schools to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to have:
   a. (i) completed the requirements for a bachelors degree
   or
   (ii) completed the requirements for a university diploma approved by Senate or its representative
   or
   (iii) completed a professional qualification in teaching or relevant other profession approved by Senate or its representative
   and
   b. not less than two years’ relevant professional experience and be currently teaching in a New Zealand early childhood, primary or secondary setting
   and
   c. satisfied the Dean of Faculty of Education that they have appropriate training and experience to undertake the programme.
2. Admission to this programme is at the discretion of Senate or its representative.

Programme structure
Requirement: 120 points, including
Core Courses:
• 60 points: EDPROFST 227, 372-374
• at least 30 points from EDPROFST 226, 375-381
Elective Courses:
With the approval of the Programme Leader:
(i) up to 30 points may be taken from EDCURRIC 345, EDPROFST 220, 331, LANGTCHG 706, 710, 711, 714, 722
(ii) up to 15 points may be taken from other courses available at this University.
Refer p29 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study
You could continue with your professional development and maximise your career and salary prospects by completing a Postgraduate Diploma in Education or Educational Leadership. You could then go on to study at masters and doctoral level.

How to apply
See p55 for details.

“...This is the most relevant professional development I have ever done and it has revolutionised my teaching. The course is so applicable because everything I learn can be put into practice straight away. With new strategies, skills and ideas I feel more confident in addressing my students’ language learning needs and now have a better knowledge of the theory needed to teach effectively and efficiently. It’s really rewarding seeing the positive change in my students and their improved results. Even though I’m putting in time after work on this programme, it saves me time in other areas because it has improved my teaching. It’s also a great opportunity to meet and network with other teachers from a wide range of schools.”

Natalie de Raa teaches science at Mt Roskill Grammar and received a government-funded scholarship to study the Graduate Diploma of TESSOL.

Bachelor of Education (Teaching) (Honours)
This programme gives you the opportunity to focus on specific areas of education at an advanced level and to carry out a small research project.
This programme can also lead directly to study at doctoral level (conditions apply).

Programme highlights
• May qualify you for Q3+ salary status.
• Option to complete by research portfolio or by courses.
• Enhance your career opportunities and prospects.

Opportunities
The Bachelor of Education (Teaching) (Honours) is currently recognised in the Primary Collective Employment Agreement (Clause 3.3.1b) as a qualification that offers graduates Q/G3+ salary status.
If you complete a BEd(Tchg)(Hons) with at least Second Class, Second Division Honours, you have the opportunity of entering a one year masters at a later date if you wish. You do not have to enter the masters directly after completing the BEd(Tchg)(Hons). If you complete a BEd(Tchg)(Hons) with high First Class Honours, you have the opportunity of applying directly to the PhD or EdD programme.

Content
You can choose to do the Research Portfolio (120 points): 60 point supervised research portfolio and 60 points in courses or choose to do four courses (120 points) which includes a compulsory 30 point dissertation.

Study location
Offered as weekly face-to-face and on-campus block courses at Epsom Campus with some courses offered as flexible self-directed study. EDPROFST 718 offered online, has face-to-face classes offered at both Tai Tokerau and Epsom campuses. Please note: EDPROFST 759A and B Research Portfolio BEd(Tchg)(Hons) and EDPROFST 790 Dissertation are not offered online.

Length
One year full-time study or two years part-time study.

Fees
You may be eligible to apply for scholarships or University awards available to help you pay for your study. For full fees information see p54.
Entry criteria
1. In order to be admitted to this programme, a student needs to have:
   either
   a. completed the requirements for the Degree of Bachelor of Education (Teaching)
   or
   b. completed the requirements for an equivalent qualification recognised for teacher registration in New Zealand as approved by Senate or its representative
   and
   c. gained an average grade of B or higher in 60 points above Stage II
2. A student who has not completed the requirements for the Degree of Bachelor of Education (Teaching) but who has:
   a. passed courses with a total value of at least 345 points for that degree
   and
   b. gained an average grade of B or higher in 60 points above Stage II
   may, with the approval of the Dean of Faculty, enrol for this degree. The remaining points for the Degree of Bachelor of Education (Teaching) must be passed within the first semester of enrolment for the Degree of Bachelor of Education (Teaching) (Honours). The Degree of Bachelor of Education (Teaching) (Honours) will not be awarded until the requirements for the Degree of Bachelor of Education (Teaching) have been completed.
3. Admission to this degree is at the discretion of Senate or its representative.

Note: This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Education (Teaching) (Honours) is sufficiently high to deserve Honours. An alternative qualification may be awarded.

Programme structure
Requirement: 120 points from:
   either
   Taught Course Option
   • 30 points: EDPROFST 790 (Dissertation)
   • 90 points from EDPROFST 704–708, 710, 711, 714–727, 729-732, 737, 751-756, 760, 761, 763-765, 767, 769, 773-777, 779, 782, EDUC 702-750, 752-767, 774, 776, 787
or
   Research Portfolio Option
   • 60 points: EDPROFST 759
   • 60 points from EDPROFST 704–708, 710, 711, 714–727, 729-732, 737, 751-756, 760, 761, 763-765, 767, 769, 773-777, 779, 782, EDUC 702-750, 752-767, 774, 776, 787
You may be approved to select up to 30 points from other 700 level courses offered at this University.

Opportunities
Having a postgraduate degree will give you an advantage in the employment market. The BA(Hons) is also a great way to undertake further study in education while leaving your options open for the future. When you have completed your BA(Hons), it is awarded as a stand alone postgraduate degree. If you complete a BA(Hons) with at least Second Class, Second Division Honours, you have the opportunity of entering a one year Master of Arts (MA) at a later date if you wish. You do not have to enter the MA directly after completing the BA(Hons). If you complete a BA(Hons) with First Class or Second Class (Division One) Honours, you have the opportunity of applying to enter the PhD or EdD programme.

Content
This degree enables you to pursue postgraduate study in Adult and Higher Education, Cultural and Policy Studies in Education, including Philosophy, History and Sociology of Education;Educational Psychology; Child and Adolescent Developmental Psychology, Māori Education; Literacy Education, and Research and Evaluation. With approval you may include up to 30 points from 700 level courses in other
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subjects offered at this University. Note that no undergraduate level courses may be included in the BA(Hons) in Education.

Study location
Offered as weekly face-to-face courses at Epsom Campus.

Length
One year full-time study or two years part-time study.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for the Degree of Bachelor of Arts or an equivalent qualification as approved by Senate or its representative
   and
   b. passed the specified prerequisite courses for one of the subjects listed in the Bachelor of Arts (Honours) Schedule with an average of B or higher in 45 points in that subject above Stage II
   and
   c. have approval from the relevant Head of Department or Programme Coordinator.

2. A student who has not completed all the requirements for the Degree of Bachelor of Arts but who has:
   a. passed courses with a total value of at least 345 points for that degree
   and
   b. achieved an average grade of B or higher in 45 points above Stage II in the subject intended for the Bachelor of Arts (Honours)
   and
   c. passed the specified prerequisite courses as listed in the Bachelor of Arts (Honours) Schedule for the intended subject
   may, with the approval of the relevant Head of Department, enrol for this degree. The remaining courses for the Bachelor of Arts degree must be passed within the first semester of enrolment for the Bachelor of Arts (Honours). The Bachelor of Arts (Honours) degree will not be awarded until the requirements for the Bachelor of Arts have been completed.

Programme structure
Prerequisite: A major in Education
Requirement:
• 90 points from EDUC 702-787, EDPROFST 720, 721
• 30 points: EDUC 790 Dissertation

Refer pp29-31 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study
From an honours degree you can go directly to study at masters or doctoral level (conditions apply). Contact the faculty for information.

For more information and to apply
Contact the Arts Students’ Centre in the Faculty of Arts:
Phone: +64 9 373 7599 ext 85060
Human Sciences Building, 10 Symonds Street,
Auckland
www.arts.auckland.ac.nz

Refer also to the 2010 Faculty of Arts Postgraduate Handbook.

Postgraduate Certificate in Academic Practice
The Postgraduate Certificate in Academic Practice is offered at the City Campus through the Centre for Academic Development (CAD). It provides a credential in tertiary teaching and related skills for academics already employed in higher education.

Programme highlights
- Designed to suit the needs, schedules and aspirations of university lecturers and others working full-time or part-time in the tertiary sector.
- Flexible and blended study options including both face-to-face and online interactions.
- Emphasis on academic citizenship and the challenges of pursuing a balanced career in a research university.

Opportunities
The Postgraduate Certificate in Academic Practice provides professional development opportunities for university and other tertiary sector staff by helping them acquire the tools to be excellent teachers while balancing the competing demands of teaching, research and service.

Content
This 60-point programme comprises three courses: a 30 point course on teaching, learning and assessment; a 15 point course on academic citizenship, and a 15 point special topic or guided research project.

Study location
Offered at the City Campus through the Centre for Academic Development.

Length
The Postgraduate Certificate in Academic Practice is currently only available by part-time study over two years.

Fees
For fees information see p54.

Entry criteria
In order to be admitted to this programme, a student needs to:
- a. have completed the requirements for any degree approved by Senate or its representative
   and
- b. be currently employed in the tertiary education sector and have significant teaching responsibilities and/or roles in supporting student learning.

Programme structure
Requirement:
- 45 points: ACADPRAC 701, 702
- 15 points from ACADPRAC 703-706

Refer p32 for a summary of courses offered.

How to apply
To discuss enrolment and for other enquiries contact Dr Helen Sword at CAD’s Academic Practice Group on +64 9 373 7599 ext 86686, Tessa Sillifant ext 88356 or visit www.cad.auckland.ac.nz

Postgraduate Certificate in Professional Supervision
This programme is designed to cater for an increasing need in social services for experienced and qualified supervisors.

Programme highlights
- This programme is designed to develop clinical and professional supervision skills.
- Learn with practitioners from a wide range of professions in health and social services.
- Short block courses.
- Develops skills with peer and lecturer feedback.
Opportunities
This programme provides an opportunity to learn and reflect alongside course colleagues from a broad range of health and allied health professions, social workers, counsellors and human services workers.

The programme has block course days to enable interaction and acquisition of skills, with online/study guide support.

This programme is worth 60 points and those who wish may reassign these points to the Postgraduate Diploma in Professional Supervision.

Content
This 60 point programme comprises two 30 point courses: PROFSUPV 700 The Practice of Professional Supervision, which consists of three two-day blocks approximately one month apart, and PROFSUPV 701 Advanced Approaches in Professional Supervision, which consists of two two-day blocks approximately one month apart. Online/study guide support will be provided.

Study location
Offered as face-to-face blocks at Epsom Campus with online/study guide support.

Length
a. The requirements for a Postgraduate Certificate must be completed within
   (i) one semester of initial enrolment for the postgraduate certificate if enrolled full-time
   or
   (ii) four semesters of initial enrolment for the postgraduate certificate if enrolled part-time
b. In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to:
   a. have completed the requirements for a bachelors degree approved by Senate or its representative
   and
   b. be currently employed in health, counselling, social or human services or other appropriate professional context
   and
   c. have at least three years relevant professional experience.

Programme structure
• 60 points: PROFSUPV 700, 701
Refer p32 for a summary of courses offered.

Further study
Points from this programme may be reassigned towards a Postgraduate Diploma in Professional Supervision if you decide to continue on with further study in this area.

How to apply
See p55 for details.

Postgraduate Diploma in Professional Supervision
This programme builds on the Postgraduate Certificate in Professional Supervision and is perfect for those who seek to take their supervision skills to a more advanced level.

Programme highlights
• This programme is designed to develop clinical and professional supervision skills.
• Learn with practitioners from a wide range of professions in health and social services.
• Short block courses.
• Develops skills with peer and lecturer feedback.
• Provides opportunities for further professional inquiry through a range of courses with a focus on leadership and practitioner development.

Opportunities
This programme provides an opportunity to learn and reflect alongside course colleagues from a broad range of health and allied health professions, social workers, counsellors and human services workers.

The programme has block course days to enable interaction and acquisition of skills. Some courses have online/study guide support.

Content
This 120 point programme comprises two 30 point core courses and 60 points from a choice of elective courses.

If you have already completed the Postgraduate Certificate in Professional Supervision it is possible to have these 60 points reassigned to this PGDipProfSup leaving only a further 60 points to complete.

Study location
Courses are offered as a mixture of face-to-face blocks or days at Epsom Campus, online/study guide support or both. PROFSUPV 705 is taught at Tamaki Campus.

Length
a. The requirements for a Postgraduate Diploma must be completed within:
   (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
   or
   (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time
b. In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to:
   a. have completed the requirements for a bachelors degree approved by Senate or its representative
   and
   b. be currently employed in health, counselling, social or human services or other appropriate professional context
   and
   c. have at least three years relevant professional experience;

2. A student who has completed the requirements for the Postgraduate Certificate in Professional Supervision, or its equivalent, may on the recommendation of the relevant Programme Leader, and with the approval of Senate or its representative, credit to this Postgraduate Diploma in Professional Supervision, the courses passed for the Postgraduate Certificate in Professional Supervision.

3. Admission to this programme requires the approval of the Dean of the Faculty of Education.

Programme structure
• 60 points: PROFSUPV 700, 701
• 60 points from PROFSUPV 702-709

Refer p32 for a summary of courses offered in 2010. Not all courses are offered every year.
Postgraduate Diploma in Health Sciences – Social Work specialisation

This specialisation is aimed at qualified social workers wishing to pursue postgraduate studies in a health related field and who are considering undertaking research.

Programme highlights

- A wide range of courses to choose from including Social Work, Health Social Work, Professional Supervision, Population Health, Population Practice, Youth Health and other courses available in the schedule for the Master of Health Sciences.
- Opportunity to continue with further study to masters and doctoral level.
- Short block courses.
- Enables you to develop your knowledge and enhance your career.

Opportunities

This University of Auckland initiative addresses the need for expert staff in the complex and rapidly growing field of health social work and provides a postgraduate pathway to empower health social workers to thrive in a fast-changing health environment. The specialisation equips graduates to practice in very complex organisational settings and meet the specific needs of our communities.

Competition of the PGDipHSc with an average grade of B or higher opens up the opportunity to study at masters level.

Content

This 120 point programme is comprised of core and elective courses in health, social work and related topics.

Study location

Offered as weekly face-to-face and on-campus block courses at Epsom and Tamaki campuses with some courses offered as flexible self-directed study.

Length

a. The requirements for a Postgraduate Diploma must be completed within:
   (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
   or
   (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time.

b. In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

Fees

You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria

1. In order to be admitted to this programme a student needs to have:

   either
   a. completed the requirements for a degree deemed relevant by Senate or its representative
   or
   b. (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative
      and
      (ii) at least two years’ relevant work experience approved by the relevant Head of School

2. A student who has completed the requirements for the Postgraduate Certificate in Health Sciences or its equivalent, may on the recommendation of the relevant Head of School, and with the approval of Senate or its representatives, credit to this Postgraduate Diploma in Health Sciences, the courses passed for the Postgraduate Certificate in Health Sciences.

3. A student who has completed the requirements for the Postgraduate Diploma in Health Sciences in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Diploma in Health Sciences in another specialisation.

Programme structure

Social Work specialisation

- 15 points: SOC HLTH 753
- at least 30 points from SOCWORK 750-752, SOC HLTH 754
- up to 30 points from EDPROFST 743, 748, PROF SUPV 700, 702, 703, 706
- up to 45 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School of Counselling, Human Services and Social Work.

Refer p32 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study

The Postgraduate Diploma in Health Sciences is a pathway into the Master of Health Sciences. From a masters you could then go on to study at doctoral level.

For more information and to apply
Visit www.fmhs.auckland.ac.nz/faculty/postgrad/subjects and select “Social Work” from the subjects list.
Postgraduate Diploma in Education

This postgraduate diploma will give you the opportunity to study various aspects of education at an advanced level. In addition to the general Postgraduate Diploma in Education there are four specialisations offered:

- Special Needs Resource Teaching
- Counselling
- Early Career Teaching (New specialisation)
- Literacy Education

These specialisations have compulsory courses.

Programme highlights

- Can be studied as a distinct qualification or taken to bridge into the Masters programme.
- Wide selection of courses offered.
- Range of delivery modes available.
- Relevant to those working in early childhood, primary, secondary, tertiary education or social services.
- May qualify you for Q3+ salary status.

Opportunities

This postgraduate diploma focuses on advanced study in education and professional activity. Successful completion of the Postgraduate Diploma in Education with an average grade of B or higher offers entry into the Master of Education degree.

- Special Needs Resource Teaching specialisation: Qualified teachers appointed to Resource Teacher: Learning and Behaviour (RTLB) positions are required to complete this specialisation within three years of appointment. Other interested teachers and SENCOs, or those with special needs responsibilities, may take one or more courses depending on availability of places. These are considered on a case by case basis. Please contact Joanne Walker, National RTLB Director and Programme Adviser for more details.

- Counselling specialisation: The first part of a two-part specialisation that includes the MEd-Counselling specialisation. This specialisation is designed for teachers, social workers and other professionals wishing to become professional counsellors. It provides a substantial foundation at an advanced level of knowledge and skills in counselling, incorporating theory and research with practice. As well as taught courses, a practicum placement is required. Equips graduates to become Provisional Members of the NZ Association of Counsellors.

- Early Career Teaching specialisation: New specialisation

  Designed for teachers in the early years of their career. Supports you in your transition from provisionally registered to fully registered teacher status, and also provides a fourth year of academic study that may qualify you for Q3+ salary status.

- Literacy Education specialisation: Provides academic and professional knowledge to enhance teachers’ professional practices in specialist and advisory literacy teacher roles. The programme focuses on the application of strategies to support children’s literacy and especially in developing expertise to meet the needs of low literacy achievers. The programme is for any teacher with an interest in literacy who wishes to enhance their practice.

Content

The postgraduate diploma enables you to pursue postgraduate study in applied areas of education such as Learning and Teaching, Counselling, Adult and Higher Education, Educational Psychology, Māori Education, Literacy Education, Mathematics Education, Science Education, Arts Education, Supervision and Practice, Leadership and Management, Research and Evaluation, Development Education, and Cultural and Policy Studies in Education.

Study location

Offered as weekly face-to-face and on-campus block courses at Epsom Campus with some courses offered as flexible self-directed study. Counselling specialisation courses are offered at Tamaki Campus. EDPROFST 718 offered online, has face-to-face classes offered at both Tai Tokerau and Epsom campuses.

Length

a. The requirements for a Postgraduate Diploma must be completed within:
   (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
   or
   (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time

b. In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

Fees

You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria

1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for a bachelor’s degree in Education from this university or an equivalent degree as approved by Senate or its representative
   or
   b. completed the requirements for an Advanced Diploma in Teaching as approved by Senate or its representative and have three years teaching experience
   or
   c. completed the requirements for a Graduate Diploma in Education from this university or an equivalent graduate diploma as approved by Senate or its representative
   or
   d. if enrolling for the Special Needs Resource Teaching specialisation, completed the requirements for an Advanced Diploma of Teaching or a Diploma of Teaching, and a Diploma in the Education of Students with Special Teaching Needs, as approved by Senate or its representative
   and
   e. if enrolling in the Counselling specialisation, had not less than three years practical experience in teaching, counselling, nursing, social work or equivalent profession as approved by Senate or its representative. An interview supported by referees’ statements and evidence of practical experience is required
   or
   f. if enrolling in the Early Career Teaching specialisation, completed the requirements of a Bachelor of Education (Teaching) degree, or equivalent, as approved by Senate or its representative, and less than three years teaching experience or not hold full registration from the New Zealand Teachers Council.

2. No student on whom the Degree of Master of Arts in Education has already been conferred by The University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.

3. Admission to the programme requires the approval of Senate or its representative.
Programme structure

Requirement:
either

- 120 points from EDPROFS 700-757, 760-768, EDPROFD 700, 701, EDUC 702-764, 774, 776, 787, MUSED 701, 702, 710, 711, 780

or

- at least 75 points from EDPROFS 700-757, 760-788, EDPROFD 700, 701, EDUC 702-764, 774, 776, 787, MUSED 701, 702, 710, 711, 780

or

- up to 45 points from 700 level courses in another subject. The approval of all Heads of Departments is required.

or

Special Needs Resource Teaching specialisation
Prerequisite: Prior approval from the Dean of Faculty of Education
- 120 points: EDPROFD 733-736

or

Counselling specialisation
Prerequisite: Prior approval from the Dean of Faculty of Education
- 90 points: EDPROFD 746, 747, 748, 749
- 30 points from EDPROFS 700-757, 760-788, EDUC 702-764

or

Early Career Teaching specialisation
- 60 points: EDPRAC 701
- 30 points from EDPROFS 750, 756, 757, 758, 786, EDUC 774, 787
- 30 points from EDPROFS 700-757, 760-788, EDPROFD 700, 701, EDUC 702-764, 787, MUSED 701, 702, 710, 711, 780, or from 700 level courses related to their area of inquiry from other schedules across the University. The approval of all Heads of Department is required.

or

Literacy Education specialisation
Prerequisite: Prior approval from the Dean of Faculty of Education
- 120 points: EDPROFD 700-703

Note 1: A student wishing to enrol in a thesis or research portfolio for the Master of Education following the award of this postgraduate diploma must pass 30 points of approved research methodology courses.

Note 2: A student wishing to enrol in the Master of Educational Leadership is advised to include EDPROFD 738 and 757 in the postgraduate diploma.

Refer pp29-31 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study
The Postgraduate Diploma in Education is also a pathway into the Master of Education. From a masters you could then go on to study at doctoral level.

How to apply
See p55 for details.

Postgraduate Diploma in Educational Leadership*

New programme
The Postgraduate Diploma in Educational Leadership is designed to develop the knowledge and skills that aspiring and current educational leaders need to meet the challenge of offering high quality and equitable learning opportunities to all children and young people. The programme is designed to serve those working in or with schools and early childhood centres, who hold either formal or informal leadership positions including senior teachers, syndicate heads, heads of department, members of senior management teams, principals, professional developers and Ministry officials. The courses are taught by nationally and internationally respected professional and academic staff whose research and development has had a considerable impact on New Zealand’s educational policy and practice.

*Proposed for 2010. This programme will be available in 2010 subject to CUAP approval. Refer to the faculty website for approval status.

Programme highlights
- Enables you to advance your career and salary prospects.
- Includes opportunities for work place projects.
- Offers optional courses from the Business School.
- Can be taken as a distinct qualification or as a bridge into the Master of Educational Leadership.

Opportunities
The Postgraduate Diploma in Educational Leadership provides participants with the educational and relationship skills they need to be outstanding leaders. The programme gives students access to the recent New Zealand and international research that is shaping New Zealand’s educational policy and practice, and provides numerous opportunities to integrate relevant findings into their own leadership work. A student with an average grade of B or higher for the Postgraduate Diploma in Educational Leadership can apply for entry into the Master of Educational Leadership.

Content
The programme includes compulsory courses in educational leadership and research for school improvement, and optional education and business courses including courses in education law, educational change, mentoring teachers, education and culture, educational policy and organisation and human resource management.

Study location
Offered as weekly face-to-face and on-campus block courses at Epsom Campus (Faculty of Education courses) and City Campus (Business School courses) with some courses offered as flexible self-directed study.

Length
a. The requirements for a postgraduate diploma must be completed within
   (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
   or
   (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time
b. In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for a bachelor’s degree from this University or an equivalent degree as approved by Senate or its representative
   and
   b. (i) hold a professional qualification in teaching, or other profession approved by Senate or its representative
   and
   (ii) have at least three years practical experience in teaching or in a related profession, including experience in a formal or informal leadership and/or management role.
2. Any student who has completed the requirements for the Degree of Master of Education in Educational Administration, the Postgraduate Diploma in Educational Management or the degree Master of Educational Management at The University of Auckland may not be admitted to this postgraduate diploma.

3. Admission to this postgraduate diploma is at the discretion of Senate or its representative.

Programme structure
Requirement:

- 60 points: EDPROFST 738, 757
- 60 points from: EDPROFST 710, 737, 739, 740, 762, 774, 776, 778, 782, 751 or 716, EDUC 772, 787, BUSADMIN 713, HRMGMGT 702, 704, 706, 707, 708, or approved 700 level courses listed in the Postgraduate Diploma in Business Schedule.

Refer pp29-31 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study
The Postgraduate Diploma in Educational Leadership is a pathway into the Master of Educational Leadership. From a masters you could then go on to study at doctoral level.

How to apply
See p55 for details.

Master of Education
Research provides opportunities for your creativity and individuality to flourish as well as giving you a sense of satisfaction that you are contributing valuable knowledge and understanding to the field of education. There is also a taught masters option that includes a specialisation in Counselling.

Programme highlights
- Opportunity to develop knowledge, skills and experience in critiquing and undertaking educational research and to enhance practice.
- Range of delivery modes available for taught option.
- Relevant to those working in a wide range of education or social service fields.

Opportunities
This programme provides the opportunity for you to review, inform and improve your knowledge and professional practice. If you choose to enrol in a thesis, research portfolio or dissertation, you will have the opportunity, with supervisory advice and support, to undertake research in an area of interest.

- Counselling specialisation: This second half of the two-part Counselling specialisation builds on the knowledge and skill base established in the PGDipEd. Counselling specialisation. The completion of 500 hours of counselling practice, a folio of casework and a dissertation, extend the knowledge and skills developed in the PGDipEd and enable the in-depth integration of theory and research with counselling practice. Graduates are qualified to apply for Membership of the NZ Association of Counsellors and work as counsellors in schools, community agencies, and a range of other settings.

Content
There are two options available within this programme. Students can elect to enrol in the Research Masters option which can include either a 120 point thesis or a 120 point research portfolio. Completion of an approved 30 point research methods course is a pre-requisite to enrolling in this option. Alternatively, there is a Taught Masters option available. This can be completed by gaining 120 points from the courses listed in the schedule. Enrolment in a 60 point dissertation is possible as part of the Taught Masters option. Again, for those enrolling in a 60 point dissertation, a pre-requisite is completion of 30 points from an approved research methods course.

The Counselling specialisation includes compulsory courses.

Study location
Offered as weekly face-to-face and on-campus block courses at Epsom Campus with some courses offered as flexible self-directed study. Counselling specialisation courses are offered at Tamaki Campus. EDPROFST 718 offered online, has face-to-face classes offered at both Tai Tokerau and Epsom campuses.

Length
One year full-time study or up to two years part-time study (research option) or four years part-time study (taught option).

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to have:
   - completed the requirements for a Postgraduate Diploma in Education from this University or an equivalent Postgraduate Diploma in Education as approved by Senate or its representative with an average grade of B or higher
   - completed the requirements for the Degree of Bachelor of Education (Teaching) (Honours) from this University or an equivalent Bachelor Honours degree in Education as approved by Senate or its representative with an average grade of B or higher
   - if enrolling for the Counselling specialisation, completed the requirements for a Postgraduate Diploma in Education (Counselling) from this University or an equivalent Postgraduate Diploma in Education (Counselling) as approved by Senate or its representative with an average grade of B or higher

2. An interview supported by referees’ statements and evidence of practical experience is required for students enrolling in the Counselling specialisation for the Master of Education.

3. A student who has not gained an average of a B or better as specified in Regulation 1 must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to this programme.

4. No student on whom the Degree of Master of Arts in Education has already been conferred by The University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.

5. Admission to the programme requires the approval of Senate or its representative.

Programme structure
Research Masters
Prerequisite: at least 30 points in an approved research methodology course

Requirement:
- 120 points: EDPROFST 796 Thesis
- 120 points: EDPROFST 795 Research Portfolio

Taught Masters

Requirement:
- 120 points from EDPROFST 700-708, 710, 711, 714-757, 760-779, 782-788, 790, EDPROFM 700, 701, EDUC 702-764, 774, 776, 787, MUSED 701, 702, 710, 711, 780
The Master of Educational Leadership will enable you to understand, critique and contribute to the educational research that is shaping New Zealand’s educational policy and practice. A relevant master’s degree is increasingly required by educational employers.

Content
There are two pathways within the degree – a Taught Masters and a Research Masters. The former includes a short dissertation and coursework, and the latter the completion of a thesis.

Study location
Offered as weekly face-to-face and on-campus block courses at Epsom Campus (Faculty of Education courses) and City Campus (Graduate School of Enterprise (Business School) courses) with some courses offered as flexible self-directed study. Please note: the research option is not offered online.

Length
Students enrolled in this degree follow a programme equivalent to one year of full-time study or up to four years of part-time study for a masters by taught courses or two years of part-time study for a masters by research.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to:
   a. have completed the requirements for either
      (i) a Postgraduate Diploma in Educational Leadership from this University, or its equivalent approved by Senate or its representative, with an average grade of B or higher
   or
   (ii) a postgraduate diploma in education as approved by the Dean of the Faculty of Education with an average grade of B or higher
   and
   b. (i) hold a professional qualification in teaching or other profession approved by Senate or its representative

   and
   (ii) have at least three years of practical experience in teaching or a related profession, including experience in a formal or informal leadership and/or management role.

2. Any student who has completed the requirements for the Degree of Master of Education in Educational Administration or the Degree of the Master of Educational Management at The University of Auckland may not be admitted to this degree.

Programme structure
Research Masters
Requirement:
• 120 points: EDPROFST 796 MEd Thesis

Taught Masters
Requirement:
• 60 points: EDPROFST 793 MEd Dissertation
• 60 points from: EDPROFST 710, 716, 737, 738, 739, 740, 751, 757, 762, 774, 776, 778, 782, EDUC 772, 787, BUSADMIN 713, HRMGMT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule.

A student who has not completed EDPROFST 738 and 757 before entry into the Taught Masters must include these courses in the 60 points from courses listed in the Taught Masters in the Master of Educational Leadership Schedule.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to:
   a. have completed the requirements for either
      (i) a Postgraduate Diploma in Educational Leadership from this University, or its equivalent approved by Senate or its representative, with an average grade of B or higher
   or
   (ii) a postgraduate diploma in education as approved by the Dean of the Faculty of Education with an average grade of B or higher
   and
   b. (i) hold a professional qualification in teaching or other profession approved by Senate or its representative

   and
   (ii) have at least three years of practical experience in teaching or a related profession, including experience in a formal or informal leadership and/or management role.

2. Any student who has completed the requirements for the Degree of Master of Education in Educational Administration or the Degree of the Master of Educational Management at The University of Auckland may not be admitted to this degree.

Programme structure
Research Masters
Requirement:
• 120 points: EDPROFST 796 MEd Thesis

Taught Masters
Requirement:
• 60 points: EDPROFST 793 MEd Dissertation
• 60 points from: EDPROFST 710, 716, 737, 738, 739, 740, 751, 757, 762, 774, 776, 778, 782, EDUC 772, 787, BUSADMIN 713, HRMGMT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule.

A student who has not completed EDPROFST 738 and 757 before entry into the Taught Masters must include these courses in the 60 points from courses listed in the Taught Masters in the Master of Educational Leadership Schedule.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria
1. In order to be admitted to this programme, a student needs to:
   a. have completed the requirements for either
      (i) a Postgraduate Diploma in Educational Leadership from this University, or its equivalent approved by Senate or its representative, with an average grade of B or higher
   or
   (ii) a postgraduate diploma in education as approved by the Dean of the Faculty of Education with an average grade of B or higher
   and
   b. (i) hold a professional qualification in teaching or other profession approved by Senate or its representative

   and
   (ii) have at least three years of practical experience in teaching or a related profession, including experience in a formal or informal leadership and/or management role.

2. Any student who has completed the requirements for the Degree of Master of Education in Educational Administration or the Degree of the Master of Educational Management at The University of Auckland may not be admitted to this degree.
Master of Arts in Education

An internationally recognised Masters degree from The University of Auckland is an effective demonstration of your knowledge and understanding of education.

Programme highlights

- Pursue in-depth research in an educational area of your choice.
- Work closely with university staff who are specialists in their field.

Opportunities

Having a postgraduate degree will give you an advantage in the employment market. If you complete an MA in Education with First Class or Second Class (Division One) Honours, you have the opportunity of applying to enter the EdD or PhD programme.

Content

This degree enables you to pursue postgraduate study in Adult and Higher Education, Cultural and Policy Studies in Education, including Philosophy, History and Sociology of Education, Educational Psychology, Child and Adolescent Developmental Psychology, Māori Education, Literacy Education, and Research and Evaluation. Students may choose the research option in which either a thesis or research portfolio is completed. Alternatively, students can choose courses from the areas listed above. You may be approved to include up to 30 points from 700 level courses in other subjects.

Study location

Offered as weekly face-to-face courses at Epsom Campus.

Length

One year full-time study or up to two years part-time study (research option) or up to four years part-time study (taught option).

Fees

You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria

In order to be admitted to this programme, a student needs to have:

a. completed the requirements for the Degree of Bachelor of Arts (Honours) in the intended subject, with at least Second Class Honours Second Division, or an equivalent qualification as approved by Senate or its representative

b. passed the specified prerequisite courses for one of the subjects listed in the Master of Arts Schedule

c. have approval from the relevant Head of Department or Programme Leader.

Programme structure

Prerequisite: A BA(Hons) in Education

Requirement:

Research Masters

- 120 points: EDUC 796 Thesis or EDUC 797 Research Portfolio

Taught Masters

- 120 points from EDUC 702-790, EDPROFST 720, 721

Refer pp29-31 for a summary of courses offered in 2010. Not all courses are offered every year.

Further study

The Faculty of Education offers two programmes at doctoral level - the Doctor of Education (EdD) and the Doctor of Philosophy in Education (PhD).

For more information and to apply

Contact the Arts Students’ Centre in the Faculty of Arts:

Phone: +64 9 373 7599 ext 85060
Human Sciences Building, 10 Symonds Street, Auckland
www.arts.auckland.ac.nz

Refer also to the 2010 Faculty of Arts Postgraduate Handbook.

Master of Professional Studies in Education*

★New programme

The Master of Professional Studies will be of special interest to teachers with three years of teaching experience who hold either a Graduate Diploma of Teaching (Secondary, Primary or Early Childhood Education) or a Bachelor of Physical Education (four-year degree) as it allows you to go from these qualifications directly to study at Masters level.

*Proposed for 2010. This programme will be available in 2010 subject to CUAP approval. Refer to the faculty website for approval status.

Programme highlights

- Opportunity to build knowledge, skills and experience in critiquing and understanding educational research.
- Includes a 60 point dissertation to allow you to research your area of interest.
- Range of delivery modes.

Opportunities

This programme provides opportunity for you to review, inform and improve your knowledge and professional practice. By completing the 60 point dissertation you are able, with supervisory advice and support, to undertake research in an area of interest.

Content

The programme includes an approved 30 point research methods course, a 60 point dissertation and a 30 point course that is associated with the dissertation research area, giving a coherent whole to the programme of study.

Study location

Offered as weekly face-to-face and on-campus block courses at Epsom Campus with some courses offered as flexible self-directed study. EDPROFST 718 offered online has face-to-face classes offered at both Tai Tokerau and Epsom campuses.

Length

One year full-time study or up to four years part-time study.

Fees

You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Entry criteria

In order to be admitted to the Education specialisation in the Master of Professional Studies programme, you need to have completed the requirements for either a four-year bachelor’s degree or, a bachelor’s (honours) degree or a bachelor’s degree and a professional qualification in Education equivalent to one year’s advanced study. In addition, you must have at least three years of teaching experience. Note that some courses have prerequisites.

Programme structure

Requirement

Taught Masters

- 30 points from EDPROFST 750, 756, 757, 758, 788, EDUC 774, 787
- 60 points: EDPROFST 793 Dissertation

*Proposed for 2010. Refer to the faculty website for approval status.
The Doctor of Education (EdD) is designed specifically for educational professionals. The first two part-time years involve guided, cohort-based work which focuses on students’ individual research topics. Students have the support of two supervisors throughout the whole degree.

Programme highlights
- Cohort-based, which adds peer support to the support provided by the teaching team and supervisors.
- Organised around the study needs of full-time professionals in education and related fields.
- Students engage in processes of peer review and seek publication of their work in refereed journals.

Opportunities
The EdD offers an opportunity for education professionals to develop high quality research skills and complete an advanced research qualification to international standards. It also contributes to the development of professional peer networks based on an interest in carrying out, and disseminating educational research at a high level.

Content
The Doctor of Education is made up of two parts. Part One is a part-time, two-year programme during which candidates produce a research portfolio consisting of four supervised research projects: a critical literature review, project design, a paper for publication, and a detailed proposal. Part Two is a thesis, which builds on the work completed to a high standard in Part One. An oral examination takes place after the thesis has been submitted.

Length
The degree programme is normally completed in four to six years from the date of registration.

Fees
You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

Eligibility
A candidate for the degree of Doctor of Education is required to have:

a. (i) completed the requirements for the award of either the Degree of Master of Education or the Degree of Master of Arts in Education with First Class or Second Class (First Division) Honours at The University of Auckland

or

(ii) completed the requirements for the award of either the Degree of Bachelor of Education (Teaching) (Honours) or the Degree of Bachelor of Arts (Honours) in Education with First Class or Second Class (First Division) Honours at The University of Auckland

or

(iii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to one of the prerequisite qualifications specified in Clause a (i) and (ii)

and

b. demonstrated an ability to pursue doctoral level research in the field of Education

and

c. had at least five years’ experience in education or in an area considered comparable by the Board of Graduate Studies.

The application process involves the support provided by the teaching team and supervisors.

How to apply
See p55 for details.

Doctor of Philosophy in Education
This programme of supervised research is aimed at graduates who aspire to positions of professional educational leadership and responsibility, or to a career in educational research, and wish to develop research skills and in-depth knowledge of a particular field.

Programme highlights
- Opportunity to investigate in depth, and with on-going supervisor support, research problems that arise from the various disciplines relevant to education.
- Develop your expertise in the area of education you are involved with.

Opportunities
The Doctor of Philosophy (PhD) in Education is an opportunity to engage in advanced research. The focus of the PhD programme in Education is on producing professional researchers who will advance both the scholarship and practice of the field of education.

Content
The PhD degree involves supervised study and research at an advanced level culminating in the submission of a thesis. The thesis makes an original contribution to knowledge and meets internationally recognised standards for
doctoral work. Normally the thesis may not exceed 100,000 words or 250 pages. An oral examination takes place after the thesis has been submitted.

**Length**

The PhD is expected to be completed in three to four years full-time study, although it may be possible to complete it on a part-time study basis.

**Fees**

You may be eligible to apply for scholarships and University awards available to help you pay for your study. For full fees information see p54.

**Eligibility**

Candidates for the degree of Doctor of Philosophy are required to have:

a. (i) completed the requirements for the award of a masters degree with First Class or Second Class (Division I) Honours at The University of Auckland or

(ii) completed the requirements for the award of a bachelors degree with First Class or Second Class (Division I) Honours at The University of Auckland or

(iii) completed all the taught course work requirements (if any) for a masters degree of The University of Auckland at the equivalent of First Class or Second Class (Division I) Honours level, and have made substantial progress towards completion of the masters research thesis or

(iv) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to a masters degree with First Class or Second Class (Division I) Honours or a bachelors degree with First Class or Second Class (Division I) Honours from The University of Auckland and

b. demonstrated an ability to pursue doctoral-level research.

c. In exceptional circumstances, the Board of Graduate Studies may consider for registration a person whose qualifications do not meet the requirements of clause a. above, if it is satisfied that the person’s experience in research and the results of that experience are so outstanding that the person is likely to have the ability to complete the degree successfully.

Candidates should have a clear idea of their research focus and a reasonable understanding of the relevant literature related to the focus area. Once a candidate has been admitted to the doctoral programme by The University of Auckland they are then required to lodge their application with the Faculty of Education.

**Programme structure**

The PhD degree involves supervised study and research at an advanced level culminating in the submission of a thesis.

A candidate may be required to undertake coursework (in the provisional year) that is considered necessary for the successful completion of the programme of research.

**How to apply**

Applicants for the PhD are required to complete the online Expression of Interest (EOI). This is an online process that allows prospects who wish to present themselves for serious consideration to provide information about their educational background, achievements and research interests that will assist academic staff to assess them for possible candidature. To complete an online Expression of Interest visit the faculty website www.education.auckland.ac.nz and search under “EOI”.

“I decided to do a doctorate because I enjoyed my masters so much I thought ‘why not keep going’. I’m addicted to studying and enjoy the challenge of having to think deeply about my area of study and of reading, writing and crafting my research. My topic is looking at the tensions for teachers of music between classical and popular music and while the study is rigorous I find the cohort structure brilliant. We have very wise and supportive cohort leaders and our meetings are a wonderful opportunity to discuss our projects with other students, to share the problems and peer-review each other’s work.”

Graham McPhail is studying for a Doctor of Education (EdD). He combines his study with work for the NZQA as a national moderator for NCEA Music internal assessment. A former music teacher, he is a classically trained violinist who plays in AKBarok.
## Summary of courses offered in 2010

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

All courses in this table are offered in the Graduate Diploma in Education and Bachelor of Education (Teaching) - Teachers’ specialisation except for EDCURRIC 303, which is available to GradDipEd students only and requires approval of the Associate Dean (Postgraduate). The Bachelor of Education (Teaching) - Teachers’ specialisation core courses and Graduate Diploma in Education - Special Needs Resource Teaching option courses are shown by using a √ in the relevant columns.

Some courses in the programme structures for GradDipEd and BEd(Tchg) - Teachers’ specialisation may be timetabled in 2010 in another programme, for example, in the Bachelor of Physical Education or Graduate Diploma in Teaching (Secondary). To enquire if these courses are scheduled please phone the Education Student Centre on +64 9 623 8883.

Refer pp11 and 12 for full information on these programmes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCURRIC 303</td>
<td>Scientific and Technological Literacies: Primary (Available only to GradDipEd students as a 15 point option from another schedule.)</td>
<td>15</td>
<td>Weekly lecture</td>
</tr>
<tr>
<td>EDCURRIC 338</td>
<td>Enhancing Teaching Through Science</td>
<td>15</td>
<td>Weekly lecture</td>
</tr>
<tr>
<td>EDCURRIC 345</td>
<td>Literacy in the Primary School</td>
<td>15</td>
<td>Block (school holidays)</td>
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<tr>
<td>EDCURRIC 350</td>
<td>Using Investigative Approaches</td>
<td>15</td>
<td>Online/study guide</td>
</tr>
<tr>
<td>EDCURRIC 352</td>
<td>Tei Ataata for the Classroom</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDCURRIC 354</td>
<td>Printmaking for Teaching</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDCURRIC 356</td>
<td>Teaching and Learning in the Visual Arts</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDCURRIC 357</td>
<td>Dance Studies</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDCURRIC 361</td>
<td>The Performance Arts in Education</td>
<td>15</td>
<td>Block (school holidays)</td>
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<tr>
<td>EDCURRIC 362</td>
<td>Drama and Learning</td>
<td>15</td>
<td>Block (school holidays)</td>
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<tr>
<td>EDCURRIC 367</td>
<td>Teaching Children’s Literature</td>
<td>15</td>
<td>Weekly lecture</td>
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<tr>
<td>EDCURRM 320</td>
<td>Special Topic: He whakataki ki te whakaaka i te Reo Māori - An introduction to teaching the Māori Language</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDPROFST 220</td>
<td>Introduction to Samoan Language for Teaching</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>√ EDPROFST 222</td>
<td>Reporting Student Achievement</td>
<td>15</td>
<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 226</td>
<td>Introduction to Bilingual Education</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDPROFST 316</td>
<td>Understanding Research for Practitioners</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDPROFST 319</td>
<td>Teaching Gifted and Talented Students</td>
<td>15</td>
<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 324</td>
<td>Advanced Group Skills</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDPROFST 325</td>
<td>Introduction to Leadership in Education</td>
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<td>Online/study guide</td>
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<tr>
<td>EDPROFST 328</td>
<td>Financial Management in Education</td>
<td>15</td>
<td>Block (school holidays)</td>
</tr>
<tr>
<td>EDPROFST 331</td>
<td>Infalink: Information Literacy Skills</td>
<td>15</td>
<td>Online/study guide</td>
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<tr>
<td>EDPROFST 331</td>
<td>Infalink: Information Literacy Skills</td>
<td>15</td>
<td>School-based</td>
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<tr>
<td>EDPROFST 336</td>
<td>Teaching and Learning with the Internet</td>
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<tr>
<td>EDPROFST 338</td>
<td>Language Acquisition for Pasifika People</td>
<td>15</td>
<td>Block (school holidays)</td>
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<tr>
<td>EDPROFST 340</td>
<td>Pasifika Research and Practice</td>
<td>15</td>
<td>Block (school holidays)</td>
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<tr>
<td>EDPROFST 341</td>
<td>Pasifika Languages for Teaching</td>
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<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 344</td>
<td>Sport, Games and Play</td>
<td>15</td>
<td>Block (school holidays)</td>
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<td>EDPROFST 348</td>
<td>Mental Health Issues</td>
<td>15</td>
<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 349</td>
<td>Sexuality Education</td>
<td>15</td>
<td>Block (school holidays)</td>
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<tr>
<td>√ EDPROFST 350</td>
<td>Assessment for Learning</td>
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<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 351</td>
<td>Action Research: Assessment</td>
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<td>Weekly lecture</td>
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</table>
### Summary of courses offered in 2010

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<th>Points</th>
<th>Delivery</th>
<th>Contextual Focus</th>
<th>Combinations of Degrees</th>
<th>Course Prescription and Timetabling</th>
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<tr>
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<td>The Politics of Education</td>
<td>15</td>
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<td>E, P, S</td>
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<td></td>
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<tr>
<td>EDPROFST 357</td>
<td>Reflective Practice for Teachers</td>
<td>15</td>
<td>Online/study guide/ff</td>
<td>A, E, P, S</td>
<td>36</td>
<td></td>
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<tr>
<td>EDPROFST 357</td>
<td>Reflective Practice for Teachers</td>
<td>15</td>
<td>Weekly lecture</td>
<td>A, E, P, S</td>
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<td></td>
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<tr>
<td>EDPROFST 358</td>
<td>Refining Professional Performance</td>
<td>15</td>
<td>Online/study guide/ff</td>
<td>A, E, P, S</td>
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<tr>
<td>EDPROFST 359</td>
<td>Supervising Professional Performance</td>
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<td>Weekly lecture</td>
<td>A, E, P, S</td>
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<tr>
<td>EDPROFST 360</td>
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<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 363</td>
<td>Environmental Education: An Introduction</td>
<td>15</td>
<td>Block</td>
<td>E, P, S</td>
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<tr>
<td>EDPROFST 364</td>
<td>Enterprise and Innovation for Teaching</td>
<td>15</td>
<td>Weekly lecture</td>
<td>A, E, P, S</td>
<td>37</td>
<td></td>
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<tr>
<td>EDPROFST 364</td>
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All courses are delivered at Epsom Campus unless otherwise indicated in the course prescriptions and timetabling.

*Subject to discussion with the programme leaders and/or course lecturer.

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. For the most up-to-date calendar information visit www.auckland.ac.nz/calendar
### Graduate Diploma in Special Education

Refer p13 for full information on this programme.

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### Graduate Diploma of TESSOL

For timetable and course information for LANGTCHG 706, 710, 711, 714, 722 which are included in the GradDipTESSOL programme structure, please contact the Department of Applied Language Studies and Linguistics on 0800 61 62 63 or www.arts.auckland.ac.nz

Refer p13 for full information on this programme.

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### Masters programmes, Postgraduate Diploma programmes, Bachelor of Education (Teaching)(Honours), Bachelor of Arts (Honours)

For timetable and course information for MUSED 701, 702, 710, 711, 780, which are included in the MEd and PGDipEd programme, contact NICAI School of Music on 0800 61 62 63 or visit www.creative.auckland.ac.nz

Refer pp14–24 for full information on these programmes.
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<td>EDPROFST 735B</td>
<td>School and Community Contexts</td>
<td>15</td>
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</tr>
<tr>
<td>EDPROFST 736A</td>
<td>Professional Practice</td>
<td>15</td>
<td>Early start</td>
</tr>
<tr>
<td>EDPROFST 736B</td>
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</tr>
<tr>
<td>EDPROFST 737</td>
<td>Educational Law: Policy Implications</td>
<td>30</td>
<td>Block (school holiday)</td>
</tr>
<tr>
<td>EDPROFST 738</td>
<td>Educational Leadership</td>
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</tr>
<tr>
<td>EDPROFST 740</td>
<td>Educational Leadership in the Electronic Age</td>
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<tr>
<td>EDPROFST 742</td>
<td>Couple Counselling</td>
<td>15</td>
<td>Selected Saturdays</td>
</tr>
<tr>
<td>EDPROFST 743</td>
<td>Family Counselling</td>
<td>15</td>
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</tr>
<tr>
<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
<td>15</td>
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</tr>
<tr>
<td>EDPROFST 745</td>
<td>Group Counselling</td>
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<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 746A</td>
<td>The Counselling Process</td>
<td>15</td>
<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 746B</td>
<td>The Counselling Process</td>
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<tr>
<td>EDPROFST 747A</td>
<td>Counselling Laboratory</td>
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<td>Tutorials</td>
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<tr>
<td>EDPROFST 747B</td>
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<tr>
<td>EDPROFST 748</td>
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<tr>
<td>EDPROFST 749</td>
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<tr>
<td>EDPROFST 750</td>
<td>Critical Analysis in Counselling</td>
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<tr>
<td>EDPROFST 753</td>
<td>Issues in Assessment</td>
<td>30</td>
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</tr>
<tr>
<td>EDPROFST 754</td>
<td>Special Topic: Psychology of Writing</td>
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<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 756</td>
<td>Researching Educational Settings</td>
<td>30</td>
<td>Online/study guide</td>
</tr>
<tr>
<td>EDPROFST 756</td>
<td>Researching Educational Settings</td>
<td>30</td>
<td>1, 2</td>
</tr>
<tr>
<td>EDPROFST 757A</td>
<td>Undertaking Research for School Improvement</td>
<td>15</td>
<td>Online/study guide/ff</td>
</tr>
<tr>
<td>EDPROFST 757B</td>
<td>Undertaking Research for School Improvement</td>
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<td>Full year course</td>
</tr>
<tr>
<td>EDPROFST 759A</td>
<td>Research Portfolio BEd(Tchg)(Hons)</td>
<td>30</td>
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<tr>
<td>EDPROFST 759B</td>
<td>Research Portfolio BEd(Tchg)(Hons)</td>
<td>30</td>
<td>Full year course</td>
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<tr>
<td>EDPROFST 761</td>
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<td>30</td>
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<tr>
<td>EDPROFST 762</td>
<td>Mentoring Teachers</td>
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<tr>
<td>EDPROFST 763</td>
<td>New Teacher Development</td>
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<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 765</td>
<td>Development in Early Years</td>
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<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 767</td>
<td>Critical Approaches to Inclusion</td>
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<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 772</td>
<td>Behaviour Change</td>
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<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 773</td>
<td>An Advanced Study in Gifted Education</td>
<td>30</td>
<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 774</td>
<td>Education and Empowerment</td>
<td>30</td>
<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 777</td>
<td>Curriculum: Theory, Issues, Practice</td>
<td>30</td>
<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 779</td>
<td>The Culture and Politics of Teachers’ Work</td>
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<td>Weekly lecture</td>
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<tr>
<td>EDPROFST 781</td>
<td>Special Topic: Examining National Standards</td>
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<td>Weekly lecture</td>
</tr>
<tr>
<td>EDPROFST 782</td>
<td>Educational Change</td>
<td>30</td>
<td>Weekly lecture</td>
</tr>
</tbody>
</table>
**School/Department:** Faculty of Education  
**Programme:** Postgraduate  

**Note:** EDU703. Although this course code is not currently listed in the PGDipEd and MEd regulations schedules, students wishing to take this course, and who qualify for admission to the PGDipEd and MEd qualifications, may be granted a concession to include this course in their programme of study.

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. For the most up-to-date calendar information visit www.auckland.ac.nz/calendar.
## Postgraduate Certificate in Professional Supervision and Postgraduate Diploma in Professional Supervision

Refer pp 16 and 17 for full information on these programmes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Delivery</th>
<th>Course available for enrolment in the semester indicated</th>
<th>Course descriptions and timetabling refer page</th>
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</thead>
<tbody>
<tr>
<td>√ √ √ PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
<td>30</td>
<td>Block, Online/study guide support</td>
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<td>49</td>
</tr>
<tr>
<td>√ √ √ PROFSUPV 701</td>
<td>Advanced Approaches in Professional Supervision</td>
<td>30</td>
<td>Block, Online/study guide support</td>
<td>1, 2</td>
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</tr>
<tr>
<td>√ PROFSUPV 702</td>
<td>Supervision and Professional Development in Child Protection</td>
<td>15</td>
<td>Block, Online/study guide support</td>
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<td>49</td>
</tr>
<tr>
<td>√ PROFSUPV 705</td>
<td>Critical Issues in Counselling Supervision</td>
<td>15</td>
<td>Block</td>
<td>2</td>
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</tr>
<tr>
<td>√ PROFSUPV 706</td>
<td>Managing and Developing People in the Human Services</td>
<td>15</td>
<td>Online/study guide/ff</td>
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</tr>
<tr>
<td>√ PROFSUPV 707</td>
<td>Supervision Folio</td>
<td>30</td>
<td>1, 2</td>
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</tr>
</tbody>
</table>

All courses are delivered at Epsom Campus unless otherwise indicated in the course prescriptions and timetabling.

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## Postgraduate Diploma in Health Sciences - Social Work specialisation

Refer p18 for full information on this programme.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Delivery</th>
<th>Course available for enrolment in the semester indicated</th>
<th>Course descriptions and timetabling refer page</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Family Counselling</td>
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<td>Weekly lecture</td>
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<td>42</td>
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<tr>
<td>EDPROFST 748</td>
<td>Cultural Issues in Counselling</td>
<td>15</td>
<td>Weekly lecture</td>
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<td>43</td>
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<tr>
<td>PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
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<td>Black, online/study guide support</td>
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<td>49</td>
</tr>
<tr>
<td>PROFSUPV 702</td>
<td>Supervision and Professional Development in Child Protection</td>
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<td>Black, online/study guide support</td>
<td>1</td>
<td>49</td>
</tr>
<tr>
<td>PROFSUPV 706</td>
<td>Managing and Developing People in Human Services</td>
<td>15</td>
<td>Online/study guide/ff</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>SOCHLTH 753</td>
<td>Health Social Work: Identity and Theory</td>
<td>15</td>
<td>Black</td>
<td>1</td>
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</tr>
<tr>
<td>SOCWORK 750</td>
<td>Practice Research: Conduct, Utilisation and Dissemination</td>
<td>15</td>
<td>Black</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>SOCWORK 751</td>
<td>Interpersonal and Family Violence</td>
<td>15</td>
<td>Black</td>
<td>2</td>
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</tr>
<tr>
<td>SOCWORK 752</td>
<td>Issues in Clinical Practice</td>
<td>15</td>
<td>Black</td>
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</tr>
</tbody>
</table>

All courses are at Epsom campus unless otherwise indicated in the course prescription and timetabling.

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## Postgraduate Certificate in Academic Practice

Refer p16 for full information on this programme.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Delivery</th>
<th>Course available for enrolment in the semester indicated</th>
<th>Course descriptions and timetabling refer page</th>
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</thead>
<tbody>
<tr>
<td>ACADPRAC 701A</td>
<td>Learning, Teaching and Assessment Learning, Teaching and Assessment</td>
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<td>Fortnightly Friday</td>
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<td>33</td>
</tr>
<tr>
<td>ACADPRAC 701B</td>
<td>Learning, Teaching and Assessment</td>
<td>15</td>
<td>Fortnightly Friday</td>
<td>full year course</td>
<td>33</td>
</tr>
<tr>
<td>ACADPRAC 702</td>
<td>Academic Citizenship and Professionalism</td>
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<tr>
<td>ACADPRAC 706</td>
<td>Independent Project</td>
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<td></td>
</tr>
</tbody>
</table>

ACADPRAC courses are delivered at the Centre for Academic Development (CAD), Level 5, 76 Symonds Street, City Campus.
**Course information**

Courses for Faculty of Education postgraduate programmes are listed below. 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 Convenor of the course if you would like to to discuss these requirements in advance.

**ACADPRAC Courses**

**ACADPRAC 701A (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 701A and B

| Assessment | 100% coursework |
| Venue | Centre for Academic Development, 76 Symonds Street, Level 5, City Campus |
| Start Date | Fri 5 Mar |
| Time | 1–4pm |
| Other Dates | Fortnightly Fri |
| Convenor | Dr Helen Sword |

**ACADPRAC 701B (15 Points)**
**Academic Citizenship and Professionalism**
Designed to help academic staff negotiate the apparently conflicting demands of teaching, research and service. Participants will explore the governmental, institutional and disciplinary contexts in which their professional practice takes place, and they will devise and implement synergistic strategies for fostering their own continuing professional development as teachers, researchers, and citizens of the academy.

| Assessment | 100% coursework |
| Venue | Centre for Academic Development, 76 Symonds Street, Level 5, City Campus |
| Start Date | Fri 23 Jul |
| Time | 1–4pm |
| Other Dates | Fridays 1–4pm as required for individual meetings |
| Convenor | Dr Helen Sword |

**ACADPRAC 702 (15 Points)**
**Enhancing Teaching Through Science**
Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.

| Assessment | 100% coursework |
| Venue | Centre for Academic Development, 76 Symonds Street, Level 5, City Campus |
| Start Date | Fri 5 Mar |
| Time | 1–4pm |
| Other Dates | Fridays 1–4pm as required for individual meetings |
| Convenor | Dr Helen Sword |

**EDCURRIC Courses**

**EDCURRIC 303 (15 Points)**
**Scientific and Technological Literacies: Primary**
Develops a critical view of scientific and technological literacies and an understanding of their interrelationship within a range of learning environments. Asks questions such as: What are scientific and technological literacies? What do teachers need to know to be scientifically and technologically literate? How can teachers develop a quality science/technology learning environment?

| Prerequisite: At least 225 points passed in the BEd(Tchg) |
| Assessment | 100% coursework |
| Start Date | Thurs 4 Mar |
| Time | 4.30–7.30pm |
| Other Dates | Weekly Thurs |
| Convenor | Dr Bev France |

**EDCURRIC 305 (15 Points)**
**Using Investigative Approaches**
An examination of investigative approaches to the teaching and learning of mathematics within the context of problem solving.

| Restriction: ACE 921.705 |
| Assessment | 100% coursework |
| Delivery | Online/Study Guide |
| Start Date | Mon 1 Mar |
| Convenor | Gillian Frankcom-Burgess |

**EDCURRIC 307 (15 Points)**
**Educational Research**
An introduction to various educational research practices and associated ethical principles. Participants will design and conduct their own research projects.

| Assessment | 100% coursework |
| Start Date | Mon 1 Mar |
| Time | 9am–3.30pm |
| Other Dates | Fortnightly Fri |
| Convenor | Gillian Frankcom-Burgess |

**EDCURRIC 338 (15 Points)**
**Toi Ataata for the Classroom**
An advanced exploration of the special nature of Māori art with emphasis on participation in practical activities.

| Prerequisite: EDCURRIC 336 |
| Restriction: ACE C14.36 |

Note: Unless otherwise stated, delivery is face-to-face at Epsom Campus.
For online courses, regular and reliable access to a web browser is required.
EDCURRIC 354   (15 Points)  
**Printmaking for Teaching**  
An investigation of selected printmaking approaches and an examination of the processes involved in initiating, developing and refining printed art works. A printmaking programme will be developed, implemented and critically evaluated.  
Prerequisite: EDCURRIC 356  
Restriction: ACE 795.705  
Assessment 100% coursework  
Start Date Mon 18 Jan  
Time 9am–4pm  
Other Dates 19–21 Jan; Fri 12 Feb  
Convenor Elizabeth Anderson

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  
Assessment 100% coursework  
Start Date Mon 18 Jan  
Time 9am–4pm  
Other Dates 19–22 Jan, Sat 20 Feb  
Convenor Carole Johnston

EDCURRIC 357   (15 Points)  
**Dance Studies**  
An exploration of the processes underlying creation and presentation of dance performance. There will be opportunity, through practical and theoretical activities, to develop abilities to integrate elements of dance and choreography.  
Restriction: ACE 795.703  
Assessment 100% coursework  
Start Date Mon 12 Jul  
Time 9am–4pm  
Other Dates 13–15 Jul; Sat 14 Aug, Sun 15 Aug  
Convenor Patrice O’Brien

EDCURRIC 361   (15 Points)  
**The Performance Arts in Education**  
A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.  
Restriction: ACE 795.705  
Assessment 100% coursework  
Start Date Mon 18 Jan  
Time 9am–4pm  
Other Dates 19–21 Jan; Fri 12 Feb  
Convenor Robert Hoeberigs

EDCURRIC 362   (15 Points)  
**Drama and Learning**  
An examination of the learning processes initiated by the use of drama in the classroom with a particular focus on language use. There will be opportunity to design, implement and evaluate drama programmes.  
Restriction: ACE C28.11  
Assessment 100% coursework  
Start Date Mon 5 Jul  
Time 9am–4pm  
Other Dates 6–9 Jul; Sat 7 Aug; Sun 8 Aug  
Convenor Elizabeth Anderson

EDCURRIC 367   (15 Points)  
**Teaching Children’s Literature**  
A close examination of selected children’s literature texts (focusing mainly on novels and picture books) with reference to literary and pedagogical theories. Implications for classroom practice are critically examined.  
Restriction: ACE 803.12, EDCURRIC 262  
Assessment 100% coursework  
Start Date Thurs 22 Jul  
Time 4.30–7.30pm  
Other Dates Weekly Thurs  
Convenor Pauline Buchanan

EDCURRM Courses

EDCURRM 320   (15 Points)  
**Special Topic**  
In 2010 this Special Topic is:  
*He whakataki ki te whakaako i te Reo Māori—An introduction to teaching the Māori Language*  
Integrates content knowledge with skills and attitudes associated with 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 Reo Māori effectively? What strategies, approaches and resources maximise motivation and language acquisition in learning Reo Māori? What considerations need to be given to first language and second language learners of Te Reo Māori in schools?  
Assessment 100% coursework  
Start Date Sat 6 Mar  
Time 9am–4pm  
Other Dates 12–14 Apr; Sat 12 Jun  
Convenor Rachelu Tuvhangai

EDPRFST Courses

EDPRFST 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 833.10  
Assessment 60% coursework 40% test  
Start Date Sat 27 Mar  
Time 9am–4pm  
Other Dates 12–16 Apr; Sat 1 May  
Convenor Patisepa Tufuafi

EDPRFST 222   (15 Points)  
**Reporting Student Achievement**  
Develops understanding about the nature and purpose of summative assessment with particular emphasis on reporting student achievement. Current policy requirements related to the planning and reporting of students’ achievement will be critiqued and implications for practice considered.  
Assessment data will be analysed in ways that...
EDPROFST 226 (15 Points)
Introduction to Bilingual Education
An introduction to bilingualism and bilingual education. Examines key principles of programme development. Strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.
Restriction: ACE 797.602
Assessment 100% coursework
Start Date Mon 12 Jul
Time 9am–4pm
Other Dates 13–15 Jul; Sat 7 Aug; Sat 4 Sept
Convenor John McCaffery

EDPROFST 227 (15 Points)
TESSL: Language Learning Needs
Strategies to identify, analyse, and respond to second language learning needs of students from early childhood to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which enable the integration of content and language learning are introduced.
Restriction: ACE 797.601
Assessment 100% coursework
Start Date Thurs 4 Mar
Time 9am–4pm
Other Dates Weekly Tues 4.30–7pm commencing Tues 9 Mar
Convenors Maree Jeurnissen / Dr Susan Gray
OR
Start Date Thurs 4 Mar
Time 9am–4pm
Other Dates Weekly Thurs 4.30–7pm commencing Thurs 11 Mar
Convenor Dr Susan Gray

EDPROFST 316 (15 Points)
Understanding Research for Practitioners
An introduction to the processes and procedures of education research methods as they relate to practice settings. Includes literature searching and the application of findings to practice. Develops understanding of social, political and cultural contexts in which research takes place. Involves the creation of a research proposal in areas of professional interest.
Restriction: ACE 930.701, EDPROFST 362
Assessment 100% coursework
[Not recommended as a first course]
Start Date Mon 18 Jan
Time 9am–4pm
Other Dates 19–21 Jan; 7–9 Apr
Convenor Dr Jace Jesson
OR
Delivery Online/Study Guide
Start Date Mon 19 Jul
Convenor Dr Alan Ovens

EDPROFST 319 (15 Points)
Teaching Gifted and Talented Students
Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
Restriction: ACE B06.23, 903.703A, EDPROFST 223, 371
Assessment 100% coursework
Start Date Tues 2 Mar
Time 4.30–7pm
Other Dates Weekly Tues
Convenors Dr Catherine Rawlinson / Heather O’Neill

EDPROFST 324 (15 Points)
Advanced Group Skills
An opportunity for advanced facilitation of groups using colour, music, story and graphics, and the processes of teambuilding, negotiation and conflict resolution.
Restriction: ACE C15.63
Assessment 100% coursework
Start Date Mon 5 Jul
Time 9am–4pm
Other Dates 6–9 Jul; Sat 21 Aug
Convenors Annaline Flint / Esther Fitzpatrick

Note: Unless otherwise stated, delivery is face-to-face at Epsom Campus. For online courses, regular and reliable access to a web browser is required.

EDPROFST 318 (15 Points)
Financial Management in Education
An examination of the principles of financial management in educational institutions in New Zealand. These include internal controls, reporting and effective use of resources.
Restriction: ACE C18.05
Assessment 100% coursework
Start Date Mon 27 Sept
Time 9am–4pm
Other Dates 28 Sept–1 Oct; Sat 9 & 30 Oct
Convenor Ray Clarkson

EDPROFST 331 (15 Points)
Infolink: Information Literacy Skills
The identification and teaching of skills needed for information literacy – a key link in integrating the learning areas and key competencies of the New Zealand curriculum. Focuses on a model of guided inquiry learning.
Restriction: ACE 555.702
Assessment 100% coursework
Delivery Online/Study Guide
Start Date Mon 1 Mar
Convenor Liz Probert
OR
Delivery School based
Start Date Semester one dates and times to be negotiated with schools
Convenor Liz Probert

[Compulsory text available from the University Bookshop, City Campus: Bolton, R. (1987). People skills: How to assert yourself, listen to others and resolve conflicts. Australia: Simon & Schuster.]


# EDPROFST 336 (15 Points)
## Teaching and Learning with the Internet

An exploration of online learning and how it can be used to enhance both teaching and learning in the classroom and individual professional development.

**Restriction:** ACE 555.709

| Assessment | 100% coursework |
| Delivery   | Online/Study Guide |
| Start Date | Mon 19 Jul |
| Convenor   | Liz Probert |

# EDPROFST 338 (15 Points)
## Language Acquisition for Pasifika People

An investigation of the theory and models relating to language acquisition, language development of Pasifika peoples and bilingual development.

**Restriction:** ACE 796.701

| Assessment | 100% coursework |
| Start Date | Sat 4 Sept |
| Time       | 9am–4pm |
| Other Dates| 27 Sept–1 Oct; Sat 16 Oct |
| Convenor   | Patisepa Tuafuti |

# EDPROFST 340 (15 Points)
## Pasifika Research and Practice

A detailed study of educational issues and practices relating to Pasifika education research and the impact of research on Pasifika students and communities.

**Restriction:** ACE 901.701

| Assessment | 100% coursework |
| Start Date | Mon 27 Sept |
| Time       | 9am–4pm |
| Other Dates| 28–29 Sept; 4–6 Oct |
| Convenors  | Manutai Leaupepe / Luama Sauni |

# EDPROFST 341 (15 Points)
## Pasifika Languages for Teaching

A systematic investigation of a selected topic related to Pasifika languages education. The impact of the teaching and learning of Pasifika languages on work with Pasifika people and communities will be explored.

**Restriction:** ACE 796.703

| Assessment | 60% coursework 40% test |
| Start Date | Tues 9 Mar |
| Time       | 4.30–7pm |
| Other Dates| Weekly Tues |
| Convenor   | Patisepa Tuafuti |

# 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 social-cultural impact of those activities on children and on New Zealand society as a whole.

**Restriction:** ACE 923.736

| Assessment | 100% coursework |
| Start Date | Mon 18 Jan |
| Time       | 9am–4pm |
| Other Dates| 19–22 Jan; Weds 17 Feb 4.30–6pm |
| Convenor   | Graeme Severinsen |

# EDPROFST 348 (15 Points)
## Mental Health Issues

A socio-ecological perspective of mental health education including a critical analysis of national and international literature and an examination of educational programmes.

**Restriction:** ACE 923.702

| Assessment | 100% coursework |
| Start Date | Tues 2 Mar |
| Time       | 4.30–7pm |
| Other Dates| Weekly Tuesday |
| Convenor   | Ros Sullivan |

# EDPROFST 349 (15 Points)
## Sexuality Education

A review of literature and research relating to human sexuality and sexuality education in schools, and a critical analysis of the social, political and cultural influences on sexuality and sexuality education.

**Restriction:** ACE 923.703

| Assessment | 100% coursework |
| Start Date | Mon 27 Sept |
| Time       | 9am–4pm |
| Other Dates| 28 Sept–1 Oct |
| Convenor   | Dianne Hughes |

# 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

| Assessment | 60% coursework 40% exam |
| Start Date | Wed 3 Mar |
| Time       | 4.30–7pm |
| Other Dates| Weekly Wed |
| Convenor   | Dr Iris Duhn |

# EDPROFST 357 (15 Points)
## Reflective Practice for Teachers

Examines moral, political and ethical factors that influence and effect 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

| Assessment | 100% coursework |
| Delivery   | Online/Study Guide / Some Face-to-Face |
| Start Date | Mon 1 Mar |
| Other Dates| Sats 6 Mar, 17 Apr 9am–4pm |
| Convenor   | Anne Sinclair |
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  
Assessment 100% coursework  
Start Date Mon 1 Mar  
Time 4.30–7pm  
Other Dates Weekly Mon  
Convenor Heather Pinder  
OR Delivery Online/Study Guide/Some Face-to-Face  
Start Date Mon 19 Jul  
Other Dates Sats 24 Jul, 30 Oct 9am–4pm  
Convenor Heather Pinder  

EDPROFST 359 (15 Points)  
**Supervision of Teachers**  
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  
Assessment 100% coursework  
Start Date Mon 19 Jul  
Time 4.30–7pm  
Other Dates Weekly Mon  
Convenor Heather Pinder  

EDPROFST 360 (15 Points)  
**Teaching Languages in Schools**  
Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.  
Restriction: ACE 920.704, EDUC 318  
Assessment 100% coursework  
Start Date Thurs 4 Mar  
Time 4.30–7.30pm  
Other Dates Weekly Thurs  
Convenor Dr Martin East  

EDPROFST 363 (15 Points)  
**Environmental Education: An Introduction**  
An examination of past, present and possible future local, national and global environmental issues and their impacts on people and the natural and ‘built’ environments; the nature and purpose of environmental education in New Zealand educational settings; curriculum integration; and a relevant environmental initiative in an educational setting.  
Restriction: ACE 930.702  
Assessment 100% coursework  
Start Date Mon 18 Jan  
Time 8.30am–4pm  
Other Dates 19–22 Jan, Sat 27 Mar 9am–1pm  
Convenor Isabel Browne  

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  
Assessment 100% coursework  
Start Date Mon 19 Jul  
Time 4.30–7pm  
Other Dates Weekly Mon  
Convenor Kerry Lee  
OR Delivery Online/Study Guide  
Start Date Mon 19 Jul  
Convenor Kerry Lee  

EDPROFST 365 (15 Points)  
**Beyond Special Needs: Inclusive Education**  
Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.  
Restriction: ACE 930.737, 931.722  
Assessment 100% coursework  
Start Date Wed 21 Jul  
Time 4.30–7.30pm  
Other Dates Weekly Wed  
Convenor Heather O’Neill  

EDPROFST 366 (15 Points)  
**Perspectives on Learning and Development: Infants and Toddlers**  
A variety of theories and perspectives will be examined as they relate to the learning and development of infants and toddlers. Historical and contemporary issues will be discussed and debated in relation to their impact on current educational settings. An investigation will be undertaken to further develop a personal philosophy of teaching and learning for children under three years of age.  
Restriction: ACE 931.721  
Assessment 100% coursework  
Start Date Mon 19 Jul  
Other Dates Sats 31 Jul & 23 Oct  
9am–12pm  
Convenor Jean Rockel  

EDPROFST 367 (15 Points)  
**Differentiation: Gifted Learners**  
Differentiation for gifted and talented learners will be explored through an introduction to a range of curriculum models underpinning effective planning. Practical strategies to cater for gifted and talented learners will be identified. It is recommended that students complete EDPROFST 319 prior to this course.  
Assessment 100% coursework  
Start Date Wed 21 Jul  
Time 4.30–7.30pm  
Other Dates Weekly Wed  
Convenor Heather O’Neill  

EDPROFST 368 (15 Points)  
**Refining Writing Programmes**  
Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.  
Restriction: ACE 920.707  
Assessment 100% coursework  
Start Date Mon 5 Jul  
Time 9am–4pm  
Other Dates 6–9 Jul  
Convenor Pauline Buchanan  

EDPROFST 369 (15 Points)  
**Reading Recovery Theory and Practice**  
Teachers’ understandings of Reading Recovery will be deepened. Particular emphasis will be put on the observation techniques and theoretical work of Marie Clay, including learning more about how to design individual...
EDPROFST 370 (15 Points)  
**Designing Reading Recovery Lessons**  
Reading Recovery teachers will be required to submit case studies that document changes across a series of lessons for two six–year–olds having difficulty with literacy learning. The case portfolio should include theoretical analysis and evaluation of how and why the delivery of individual instruction contributes to these changes.  
Available for current Reading Recovery teachers not in training.  
Prerequisite: Departmental approval  
Assessment  
- Start Date: Sat 6 Mar  
- Time: 9am–4pm  
- Other Dates: Sats 13, 27 Mar; 1, 15, 22 May; 12 Jun  
Convenor: Dr Blair Koefoed  

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  
Assessment  
- Start Date: Tues 20 Jul  
- Time: 4.30–7pm  
- Other Dates: Weekly Tues  
Convenor: Maree Jeurissen  

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  
Assessment  
- Start Date: Fri 5 Mar  
- Time: 9am–4pm  
- Other Dates: Weekly Mon 4.30–7pm commencing Mon 8 Mar  
Convenor: Dr Susan Gray  

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  
Assessment  
- Start Date: Mon 19 Jul  
- Time: 4.30–7pm  
- Other Dates: Weekly Mon  

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  
Assessment  
- Start Date: Mon 5 Jul  
- Time: 9am–4pm  
- Other Dates: 6 –7 Jul; Sats 31 Jul, 14 & 21 Aug  
Convenors: Maree Jeurissen / Margaret Kitchen  

EDPROFST 376 (15 Points)  
**Bilingual Education: Models and Theories**  
Examines current models and theories for the education of bilingual learners from early childhood to secondary schools. An aspect of bilingual education within the NZ context is investigated to provide guidelines for effective provision for bilingual learners.  
Restriction: ACE 797.704  
Assessment  
- Start Date: Wed 3 Mar  
- Time: 4.30–7pm  
- Other Dates: Weekly Wed  
Convenor: John McCaffery  

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

Assessment 100% coursework
Start Date Mon 27 Sept
Time 9am–4pm
Other Dates 28–30 Sept, Sat 16, 30 Oct
Convenor John McCaffery

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

Assessment 100% coursework
Start Date Sat 20 Mar
Time 9am–4pm
Other Dates 7–10 Apr, Sat 15 May
Convenor Helen Villers

EDPROFST 380 (15 Points)
TESSOL: Teacher Research Design

A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum are introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal.

Prerequisite: either EDPROFST 227, 372, 373 and 374, or ACE 797.601, 797.701, 797.702 and 797.703

Restriction: ACE 797.708

Assessment 100% coursework
Start Date Sat 27 Feb
Time 9am–3pm
Other Dates Mon 8, 15 Mar 4.30–7pm; Sat 27 Mar 9–11.30am; Mon 5 Apr 4.30–7pm; Mon 10 May 4.30–7pm; Sat 22 May 9–11.30am; Mon 14 Jun 4.30–7pm
Convenors Maree Jeurissen / Margaret Kitchen

EDPROFST 381 (15 Points)
TESSOL: Teacher Research Implementation

The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences.

Prerequisite: EDPROFST 380 or ACE 797.708

Restriction: ACE 797.709

Assessment 100% coursework
Start Date Mon 19 Jul
Time 4.30–7pm
Other Dates Mon 23 Aug 4.30–7pm; Sat 31 Jul 9–11.30am; Sat 18 Sept 9–11.30am; Mon 18 Oct, 8 Nov 4.30–7pm
Convenor Helen Villers

EDPROFST 633 (30 Points)
Students in Contexts

An introduction to concepts and practices in the interaction of individuals and small groups of students in their classroom contexts and to understanding the resource teacher’s role in effective assessment, consultation and intervention strategies.

Restriction: EDPROF 633

Assessment 100% coursework
Start Date Mon 1 Mar
Time 9am–4pm
Other Dates 2–5 Mar, 29–31 Mar, 10–12 May
Convenor Joanne Walker

EDPROFST 634 (30 Points)
Classroom Contexts

An introduction to classroom contexts. Emphasis is placed upon understanding the role of the resource teacher in assisting teachers to develop inclusive classroom environments that enhance academic performance and social behaviour.

Restriction: EDPROF 634

Assessment 100% coursework
Start Date Mon 14 Jun
Time 9am–4pm
Other Dates 15–17 Jun, 2–5 Aug, 4–6 Oct
Convenor Dr John Medcalf

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

Assessment 100% coursework
Delivery Online/Study Guide/ Some Face-to-Face
Start Date Wed 7 Jul
Time 9am–4pm
Other Dates 8–9 Jul
Convenor Dr Libby Limbrick

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

Assessment 100% coursework
Delivery Online/Study Guide/ Some Face-to-Face
Start Date Mon 18 Jan
Time 9am–4pm
Other Dates 19–20 Jan
Convenor Dr Libby Limbrick

EDPROFST 702 (30 Points)
Challenges of Literacy Difficulties

Research and practice in literacy education, including specific intervention strategies and resources will be examined and evaluated in depth. This will include an examination of the social, cultural, economic, psychological and physiological factors that influence literacy development, including approaches to support and overcome literacy difficulties experienced by diverse learners, including Māori and Pasifika children.

Restriction: ACE 820.894, 720.794, EDCURRIC 365, 366

Assessment 100% coursework
Delivery Online/Study Guide/ Some Face-to-Face
Start Date Mon 5 Jul
Time 9am–4pm
Other Dates 6–7 Jul
Convenors Dr Libby Limbrick / Helen Villers

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 on 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

Assessment 100% coursework
Delivery Online/Study Guide/Some Face-to-Face

Start Date Wed 20 Jan
Time 9am–4pm
Other Dates 21–22 Jan
Convenor Dr Libby Limbrick

EDPROFST 705 (30 Points)  
Issues in Literacy Teaching and Learning

An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacy education. Aspects of practices in literacy learning including raising the achievement of Māori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, will be analysed and evaluated.

Restriction: ACE 820.802

Assessment 100% coursework
Start Date Mon 1 Mar
Time 4.30–7.30pm
Other Dates Weekly Mon
Convenor Dr Libby Limbrick

EDPROFST 706 (30 Points)  
Language Analysis for Teachers

An advanced understanding of the place of language, language development and linguistics in educational settings by a consideration of the nature, structure, function and purpose and role of language in learning. There will be a consideration of the development of literacy and learning across the curriculum.

Restriction: ACE 820.801

Assessment 100% coursework
Start Date Mon 18 Jan
Time 9am–4pm
Other Dates 19–22 Jan, Sat 13 Feb
Convenor Barbara Matthews


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

Assessment 100% coursework
Delivery Online/Study Guide
Start Date Mon 1 Mar
Convenor Wayne Mills

EDPROFST 709 (15 Points)  
Deafness: Culture and Community

Critically examines beliefs, attitudes and values contained in socio-cultural perspectives on deafness in contrast with medical models. Addresses the following topics: Use of New Zealand Sign Language (NZSL), Deaf culture: community empowerment; support services and resources, bilingualism; advances in technology and genetics, and the role of the Deaf community in relation to families with deaf children and the development of self identity. Preference given to students with Level One competence in NZSL.

Restriction: Faculty approval required

Assessment 100% coursework
Start Date Mon 15 Mar
Time 9am–4pm
Other Dates 16–19 Mar, 24–28 May
Convenor Mark Douglas


EDPROFST 710 (30 Points)  
Māori Medium Education

A critical theory approach to the systems of Māori medium education will be applied. There will be a focus on the relationships and tensions between mātauranga Māori, whakaaro ako, and notions of pedagogy in the wider education system.

Restriction: ACE 802.801

Assessment 100% coursework
Start Date Sat 6 Mar
Time 9am–4pm
Other Dates Sun 7, Sat 27, Sun 28 Mar, Sat 1 May, Sun 2 May, Sat 15 May
Convenor Dr Colleen McMurphy-Pilkington

EDPROFST 712 (15 Points)  
AoDC Professional Practice One

A supervised practicum which examines the role of AoDCs in practice when working alongside families/whānau who have a deaf child. Trainees will analyse and address family and child needs from early intervention, through school transitions and in a range of educational settings. Trainees will manage a range of audiological devices matching technological support to the child’s hearing loss.

Prerequisite: Faculty approval required

Assessment 100% coursework
Start Date Mon 1 Mar
Time 9am–4pm
Other Dates 2–5 Mar, 26–30 Apr
Convenor Mark Douglas


EDPROFST 713 (15 Points)  
AoDC Professional Practice Two

A supervised practicum which examines the implications of hearing loss on language and cognitive development. Trainees will be expected to assess and monitor language development and provide support to those implementing language programmes. Complexities of language development for children with different needs and using a range of different approaches will be examined.

Prerequisite: EDPROFST 712 and Faculty approval required

Assessment 100% coursework
Start Date Mon 26 Jul
Time 9am–4pm
Other Dates 27–30 Jul, 23–27 Aug
Convenor Mark Douglas


EDPROFST 714 (30 Points)  
e-Learning in Practice

A critical analysis of contemporary theory and applied research in educational technology.

Restriction: ACE 804.801

Assessment 100% coursework
Delivery Online/Study Guide
Start Date Mon 1 Mar
Convenor Tony Hunt

Note: Unless otherwise stated, delivery is face-to-face at Epsom Campus. For online courses, regular and reliable access to a web browser is required.
EDPROFST 715 (30 Points)
Information Literacy and Learning
A critical analysis of the theory and research in the field of information literacy development which will lead to an understanding of how information literacy is fundamental to the acquisition of essential skills and the promotion of life-long learning. There will be an opportunity to plan, implement and evaluate information literacy initiatives.
Restriction: ACE 804.802
Assessment 100% coursework
Delivery Online/Study Guide
Start Date Mon 1 Mar
Convenor Liz Probert

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?
Assessment 100% coursework
Start Date Wed 3 Mar
Time 4.30–7.30pm
Other Dates Weekly Wed
Convenor Dr Diti Hill

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?
Assessment 100% coursework
Start Date Tues 20 Jul
Time 4.30–7.30pm
Other Dates Weekly Tues
Convenor Jean Rockel

EDPROFST 718 (30 Points)
Refining your Mathematics Practice
A critical examination of a variety of theoretical frameworks, including social, cultural and political aspects, relating to Mathematics and Statistics learning and teaching in New Zealand educational contexts.
Assessment 100% coursework
Delivery Online/Study Guide/ Some Face-to-Face
Start Date Mon 19 Jul
Other Dates Mon 27 Sept 9.30am–4.30pm
Convenor Dr Trevor Thwaites

EDPROFST 722 (30 Points)
Dance and Drama in Education
A critical inquiry into the nature and scope of practice in dance and drama in education. Perspectives regarding theoretical and practical aspects of dance and drama will be identified and evaluated in relation to current policy and practice in Aotearoa New Zealand.
Restriction: ACE 822.801
Assessment 100% coursework
Start Date Thurs 22 Jul
Time 4.30–7.30pm
Other Dates Weekly Thurs
Convenors Elizabeth Anderson / Adrienne Sansom

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
Assessment 100% coursework
Start Date Mon 19 Jul
Convenor Dr Jill Smith

EDPROFST 725 (30 Points)
Critical Issues in Music Education
A critical inquiry into the contemporary philosophical and pedagogical practices of music and music education through the development, to an advanced level, of personal musico-technical skills which may reflect students’ chosen instrument or preferred teaching and learning media.
Restriction: ACE 822.883
Assessment 100% coursework
Delivery Online/Study Guide/ Some Face-to-Face
Start Date Mon 19 Jul
Other Dates Mon 27 Sept 9.30am–4.30pm
Convenor Dr Trevor Thwaites

EDPROFST 729 (30 Points)
Teaching for Scientific Literacy
A detailed exploration, focusing on the merits and challenges, of the concept of scientific literacy. Topics will include the nature of science; the process of scientific inquiry; and the role of science education in improving public understanding of science.
Restriction: ACE 824.801
Assessment 100% coursework
Start Date Thurs 22 Jul
Time 4.30–7pm
Other Dates Sat 31 Jul 9am–4pm,
Weekly Thurs 12 Aug–16 Sept 4.30–7pm,
Sat 25 Sept 9am–4pm,
Thurs 7 Oct 4.30–7pm,
Sat 16 Oct 9am–4pm,
Thurs 21 Oct 4.30–7pm
Convenor Dr Bev France

EDPROFST 732 (30 Points)
Education for Sustainability
An advanced study of the nature and purpose of environmental education including an examination of sustainability as a contested notion. Theories and pedagogical practices within environmental education in educational settings will be critically analysed in order to enhance professional practice.
Assessment 100% coursework
Start Date Mon 1 Mar
Time 4.30–7pm
Other Dates Weekly Mon
Convenor Dr Iris Duhn

EDPROFST 733 (30 Points)
Students in Contexts (Advanced)
An examination of the interaction of individuals and small groups of students and the contexts in which they experience learning and behavioural difficulties. This includes implementing effective assessment, consultation and intervention strategies in order to effect positive change.
Restriction: EDPROF 633, 733, EDPROFST 633
Assessment 100% coursework
Start Date Mon 1 Mar
Time 9am–4pm
Other Dates 2–5 Mar; 29–31 Mar;
10–12 May
Convenor Joanne Walker

Note: Unless otherwise stated, delivery is face-to-face at Epsom Campus.
For online courses, regular and reliable access to a web browser is required.

EDPROFST 734 (30 Points)
Classroom Contexts (Advanced)
An analysis of classroom contexts and their impact upon the learning and behaviour of students. Emphasis is placed upon assisting teachers to develop inclusive classroom environments that enhance academic performance and social behaviour.
Restriction: EDPROF 634, 734, EDPROFST 634
Assessment 100% coursework
Start Date Mon 14 Jun
Time 9am–4pm
Other Dates 15–17 Jun; 2–5 Aug; 4–6 Oct
Convenor Dr John Medcalf

EDPROFST 737 (30 Points)
Education Law: Policy Implications
An examination, critique and analysis of legislation relevant to education. Policies which give rise to legislation and case law decisions will be analysed and the impact of legislation and case law on policies and administration will be considered.
Restriction: ACE 828.801
Assessment 100% coursework
Start Date Mon 4 Oct
Time 9am–4pm
Other Dates 5–8 Oct; Sat 16, 23 Oct
Convenor Barbara Matthews

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
Assessment 100% coursework
Start Date Mon 1 Mar
Time 4.30–7.30pm
Other Date Weekly Mon, Sat 8 May 9am–4pm
Convenors Prof Viviane Robinson / Dr Deidre Le Fevre
OR
Delivery Online/Study Guide
Start Date Mon 1 Mar
Other Dates Sat 8 May 9am–4pm
Convenors Prof Viviane Robinson / Dr Deidre Le Fevre
OR
Start Date Tues 2 Mar
Time 4.30–7.30pm
Other Dates Weekly Tues; Sat 8 May 9am–4pm
Convenors Prof Viviane Robinson / Dr Deidre Le Fevre

EDPROFST 742 (15 Points)
Couple Counselling
An advanced examination of counselling principles as applied to stresses arising within couple relationships.
Restriction: EDPROF 742
Assessment 100% coursework
Delivery Tamaki Campus
Start Date Sat 13 Mar
Time 9am–4.30pm
Other Dates Sat 17 Apr, 8 May, 29 May
Convenor Dr Margaret Agee

EDPROFST 743 (15 Points)
Family Counselling
An advanced examination of counselling principles as applied to stresses arising within family relationships.
Restriction: EDPROF 743
Assessment 100% coursework
Delivery Tamaki Campus
Start Date Wed 3 Mar
Time 4.30–6.30pm
Other Dates Weekly Wed
Convenor Fiona Pienaar

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.
Assessment 100% coursework
Delivery Tamaki Campus
Start Date Sat 24 Jul
Time 9am–4.30pm
Other Dates Sat 31 Jul, 21 Aug, 25 Sept
Convenor Dr Margaret Agee

EDPROFST 745 (15 Points)
Group Counselling
A critical examination of group dimensions in counselling activities.
Restriction: EDPROF 745
Assessment 100% coursework
Delivery Tamaki Campus
Start Date Wed 21 Jul
Time 4.30–6.30pm
Other Dates Weekly Wed
Convenors Dr Margaret Agee / Sabrina Zoutenbier
EDPROFST 746A (15 Points)
EDPROFST 746B (15 Points)

The Counselling Process
An advanced examination of principles of counselling together with their application in the counselling process.
Corequisite: EDPROF 747 or EDPROFST 747
Restriction: EDPROF 746

To complete this course students must enrol in EDPROFST 746 A and B
Assessment 100% coursework
Delivery Tamaki Campus
Start Date Tues 2 Mar
Time 4.30–6.30pm
Other Dates Weekly Tues
Convenors Dr Margaret Agee / Sabrina Zoutenbier / Fiona Pienaar

EDPROFST 747A (15 Points)
EDPROFST 747B (15 Points)

Counselling Laboratory
A laboratory focusing on the acquisition of counselling skills and appropriate role performance.
Corequisite: EDPROF 746 or EDPROFST 746
Restriction: EDPROF 747

To complete this course students must enrol in EDPROFST 747 A and B
Assessment 100% coursework
Delivery Tamaki Campus
Start Date Tues 3 Mar
Time To be negotiated with students
Other Dates Weekly Tues and Wed
Convenors Dr Margaret Agee / Fiona Pienaar / Sabrina Zoutenbier

EDPROFST 748 (15 Points)

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

Assessment 100% coursework
Delivery Tamaki Campus
Start Date Tues 20 Jul
Time 7–9pm
Other Dates Weekly Tues
Convenor Dr Margaret Agee

EDPROFST 749 (15 Points)

Professional Issues in Counselling
An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.
Restriction: EDPROF 749

Assessment 100% coursework
Delivery Tamaki Campus
Start Date Tues 2 Mar
Time 7–9pm
Other Dates Weekly Tues
Convenor Sabrina Zoutenbier / Fiona Howard

EDPROFST 750 (15 Points)

Critical Analysis in Counselling
An introduction to principles of critical analysis as applied to theory and practice in counselling, and to basic methodology in research with particular reference to research in counselling.
Restriction: EDPROF 750

Assessment 100% coursework
Delivery Tamaki Campus
Start Date Wed 21 Jul
Time 7–9pm
Other Dates Weekly Wed
Convenor Fiona Pienaar

EDPROFST 753 (30 Points)

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

Assessment 100% coursework
Start Date Wed 21 Jul
Time 4.30–7.30pm
Other Dates Weekly Wed
Convenor Dr Eleanor Hawe

EDPROFST 754 (30 Points)

Special Topic
In 2010 this Special Topic is:
Psychology of Writing
An advanced study of contemporary ideas and research on the writing process.
Restriction: EDPROFST 754

Assessment 100% coursework
Start Date Tues 20 Jul
Time 4.30–7.30pm
Other Dates Weekly Tues
Convenor Assoc Prof Judy Parr

EDPROFST 756 (30 Points)

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

Assessment 100% coursework
Start Date Wed 3 Mar
Time 4.30–7.30pm
Other Dates Weekly Wed, Sat 24 April 9am–4pm
Convenor Dr Ruth Williams

EDPROFST 757A (15 Points)
EDPROFST 757B (15 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

To complete this course students must enrol in EDPROFST 757 A and B
Assessment 100% coursework
Delivery Online/Study Guide
Start Date Mon 1 Mar
Convenor Dr Ruth Williams

EDPROFST 758 (15 Points)

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

Assessment 100% coursework
Start Date Wed 21 Jul
Time 4.30–7.30pm
Other Dates Weekly Wed
Convenor Dr Eleanor Hawe

EDPROFST 759 (15 Points)

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

Assessment 100% coursework
Start Date Wed 21 Jul
Time 4.30–7.30pm
Other Dates Weekly Wed
Convenor Dr Eleanor Hawe

General Note:
For online courses, regular and reliable access to a web browser is required.
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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: EDPROFST 789  
To complete this course students must enrol in EDPROFST 759 A and B  
Assessment 100% coursework  
Start Date Mon 1 Mar  
OR  
Start Date Mon 19 Jul  

EDPROFST 761 (30 Points)  
Professional Learning: Support and Supervision  
An exploration of the concepts of professional learning and supervision through a critical analysis of relevant historical and contemporary theory and applied research. Social, political, cultural, ethical and spiritual dimensions of professional learning and supervision in educational settings will be addressed.  
Restriction: ACE 830.800  
Assessment 100% coursework  
Start Date Mon 1 Mar  
Time 4.30–7.30pm  
Other Dates Weekly Mon  
Convenor Assoc Prof Mavis Haigh  

EDPROFST 762 (30 Points)  
Mentoring Teachers  
Approaches to mentoring and reflections on issues and practices associated with the mentoring teachers. Emphasis will be placed upon the mentor—teacher relationship including the way this develops over time, issues associated with promoting teacher self—evaluation, and assessment of school—based practice.  
Restriction: EDPROFST 731  
Assessment 100% coursework  
Start Date Wed 3 Mar  
Time 4.30–7.30pm  
Other Dates Weekly Wed  
Convenor Dr Ngaire Hoben  

EDPROFST 763 (30 Points)  
New Teacher Development  
Focuses on pre—service and beginning teacher stages of career development. Identifies and critiques personal assumptions about learning to teach and critiques contexts, strategies and programmes designed to support early career development. Critically examines the nature of professional identity, the development of knowledge, disposition and practices; and the processes of, and influences on, the education of preservice and beginning teachers.  
Assessment 100% coursework  
Start Date Wed 21 Jul  
Time 4.30—7.30pm  
Other Dates Weekly Wed  
Convenor Dr Dennis Rose  

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  
Assessment 100% coursework  
Start Date Mon 19 Jul  
Time 4.30—7.30pm  
Other Dates Weekly Mon  
Convenor Dr Lexie Grudnoff  

EDPROFST 767 (30 Points)  
Critical Approaches to Inclusion  
Critically examines the role of the curriculum and processes for support in education settings; deconstructs traditional and neo—special education approaches; explores effective approaches to teaching and coordination; and analyses the role of educators in leading change for academic and social inclusion of learners with disabilities and special educational needs.  
Restriction: ACE 831.800  
Assessment 100% coursework  
Start Date Tues 20 Jul  
Time 4.30—7pm  
Other Dates Weekly Tues  
Convenors Dr Margaret McLean / Rod Wills  

EDPROFST 772 (30 Points)  
Behaviour Change  
Applies knowledge of functional analysis to systems in classrooms, schools and homes with the objective of developing long—term strategies to reduce inappropriate behaviour, teach more appropriate behaviour, and provide contextual supports necessary for successful outcomes. Topics covered include individual student behaviour change in classrooms, schools and other settings. A knowledge of applied behaviour analysis is assumed.  
Assessment 50% coursework, 50% exam  
Start Date Wed 21 Jul  
Time 4.30—7.30pm  
Other Dates Weekly Wed  
Convenor Dr Dennis Rose  

EDPROFST 773 (30 Points)  
An Advanced Study in Gifted Education  
An advanced study in the field of gifted education including an analysis of specific curriculum models and an opportunity to critique relevant policy initiatives.  
Restriction: ACE 803.803  
Assessment 100% coursework  
Start Date Tues 20 Jul  
Time 4.30—7.30pm  
Other Dates Weekly Tues  
Convenor Dr Catherine Rawlinson  

EDPROFST 774 (30 Points)  
Education and Empowerment  
A critical examination of contemporary issues faced in New Zealand’s decile 1—3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand’s decile 1—3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.  
Assessment 100% coursework  
Start Date Wed 21 Jul  
Time 4.30—7pm  
Other Dates Weekly Wed  
Convenor Dr Vicki Carpenter  

EDPROFST 777 (30 Points)  
Curriculum: Theory, Issues, Practice  
A critical examination of curriculum using a range of educational theories with an emphasis on sociological theory. Importance will be placed on contemporary curriculum issues, and the links between theory, policy and practice. Understandings will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.  
Restriction: ACE 803.801, 803.901  
Assessment 100% coursework  
Start Date Thurs 22 Jul  
Time 4.30—7pm  
Other Dates Weekly Thurs  
Convenors Dr Vicki Carpenter / Dr Iris Duhn / Dr Margaret McLean / Alexis Siteine / Ros Sullivan  

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 781 (30 Points)

Special Topic

In 2010 this Special Topic is:

Examining National Standards

This course presents a critical examination of the history of standards. Developmental and educational foundations for standards are examined and evaluated in relation to how standards fit within current understanding of the purposes of assessment information. The process of standard construction is considered, together with the underpinning principles, particularly in relation to schools identifying, interpreting and using evidence in literacy.

Assessment 100% coursework
Start Date Mon 1 Mar
Time 4.30–7.30pm
Other Dates By arrangement
Convenor Dr Gregor Lomas / Peter Hughes

EDPROFST 780 (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.

Assessment 100% coursework
Start Date Mon 19 Jul
Time 4.30–7.30pm
Other Dates Weekly Mon
Convenor Prof John Hattie / Prof Stuart McNaughton / Assoc Prof Judy Parr / Dr Mei Lai

EDPROFST 784A (15 Points)
EDPROFST 784B (15 Points)

Special Study

In 2010, content will build upon the material covered in EDCURRIC 349 Understanding and Extending Mathematical Thinking and be assessed at the postgraduate level. Attendance at EDCURRIC 349 sessions and completing the associated assignment work is a requirement of the EDPROFST 784 A/B course.

Restriction: ACE 830.804

To complete this course students must enrol in EDPROFST 784A and B.

Assessment 100% coursework
Start Date Semester one

EDPROFST 790 (30 Points)
EDPROFST 790A (15 Points)
EDPROFST 790B (15 Points)

Dissertation

Restriction: EDPROFST 790, 796, EDPROFST 797

To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790

Assessment 100% coursework
Start Date Mon 1 Mar
OR
Start Date Mon 19 Jul

EDPROFST 792 (30 Points)
EDPROFST 792A (15 Points)
EDPROFST 792B (15 Points)

Counselling Dissertation

Restriction: EDPROFST 790, 796, EDPROFST 797

To complete this course students must enrol in EDPROFST 792 A and B, or EDPROFST 792

Start Date Mon 1 Mar
OR
Start Date Mon 19 Jul

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

Assessment 100% coursework
Start Date Mon 1 Mar
OR
Start Date Mon 19 Jul

EDPROFST 794A (30 Points)
EDPROFST 794B (30 Points)

Advanced Folio of Casework

Includes 500 hours of counselling-related activities in an approved setting under supervision, together with attendance at University seminars.

Prerequisite: EDPROFST 744, 746, 747, 749, 750, or EDPROFST 744, 746, 747, 749, 750

Restriction: EDPROFST 794, 797

To complete this course students must enrol in EDPROFST 794 A and B

Assessment 100% coursework
Delivery Tamaki
Start Date Thurs 4 Mar
Time 4.30–6.30pm
Other Dates Weekly Thurs
Convenors Dr Margaret Agee / Fiona Pienaar / Sabrina Zoutenbier
OR
Delivery Tamaki
Start Date Thurs 22 Jul
Time 4.30–6.30pm
Other Dates Weekly Thurs
Convenors Dr Margaret Agee / Fiona Pienaar / Sabrina Zoutenbier

EDPROFST 795A (60 Points)
EDPROFST 795B (60 Points)

Research Portfolio for MEd

Restriction: EDUC 797

To complete this course a student must enrol in EDPROFST 795 A and B

Assessment 100% coursework
Start Date Mon 1 Mar
OR
Start Date Mon 19 Jul

[Students who wish to enrol in the Research Portfolio for MEd part-time should contact the Masters Consultant at the Education Student Centre on (09) 623 8883 or email education@auckland.ac.nz]

EDPROFST 796A (60 Points)
EDPROFST 796B (60 Points)

MEd Thesis

Restriction: ACE 830.908, EDPROFST 796

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

Assessment 100% coursework
Start Date Mon 1 Mar
OR
Start Date Mon 19 Jul

[Students who wish to enrol in the Research Portfolio for MEd part-time should contact the Masters Consultant at the Education Student Centre on (09) 623 8883 or email education@auckland.ac.nz]
EDSPEC Courses

EDSPEC 301  (15 points)  
Approaches to Disability
An examination of the theoretical constructs and models, and historical and current perspectives of disability. It will investigate policy and legislation that has influenced the provision of services and support for learners with special needs. From exploring a range of perspectives on disability students will formulate their personal philosophy of special education.
Restriction: ACE 560.701
Assessment 100% coursework
Start Date Mon 22 Feb
Time 9am–4pm
Other Dates 23–26 Feb
Convenor Debbie Espiner

EDSPEC 310  (15 Points)  
Early Intervention
An introduction to the philosophical and theoretical bases for early intervention for young children with special needs. A systems model examines the benefits of linking assessment, intervention and evaluation processes. This framework integrates a transdisciplinary team approach within the appropriate cultural context of the family. Written processes required for effective service delivery will also be examined.
Restriction: ACE 561.701, 561.709
Assessment 100% coursework
Start Date Mon 15 Mar
Time 9am–4pm
Other Dates 16–19 Mar, 3–7 May
Convenor Maureen Corby

EDSPEC 311  (15 Points)  
Early Development and Families
An examination of the risk factors associated with early development leading to a deeper understanding of typical and atypical development. The development of a critical understanding of the role of the early intervention teacher in relation to these issues within family and community contexts.
Prerequisite: EDSPEC 310
Assessment 100% coursework
Start Date Mon 23 Aug
Time 9am–4pm

EDSPEC 312  (15 Points)  
Language and Behaviour Interventions
An examination of the theories related to early language and behaviour intervention for young children with special needs including the tools for assessment, programme development and evaluation. The course will also investigate service provision for children with language and behaviour difficulties. This knowledge and understanding will be applied in interventions within families and community contexts.
Prerequisite: EDSPEC 310
Assessment 100% coursework
Start Date Mon 1 Mar
Time 9am–4pm
Other Dates 2–5 Mar
Convenor Maureen Corby

EDSPEC 313  (15 Points)  
Early Intervention Practice 1
An introductory examination and reflection of the principles and practice required of an Early Intervention Teacher will be undertaken.
Content areas will encompass the application of a linked systems approach within Te Whāriki.
Restriction: EDSPEC 310
Assessment 100% coursework
Start Date Mon 26 Jul
Time 9am–4pm
Other Dates 27–30 Jul
Convenor Maureen Corby

EDSPEC 314  (15 Points)  
Early Intervention Practice 2
An advanced examination and reflection of the principles and practice required of an Early Intervention Teacher and extends the learning in Early Intervention Practice 1. Content areas will encompass the application of a linked systems approach within Te Whāriki and the application of current research findings.
Prerequisite: EDSPEC 313
Assessment 100% coursework
Start Date Mon 19 Jul

EDSPEC 320  (15 Points)  
Foundations of Deaf Education
Provides a historical context in which to place continuing discussions of issues, events, philosophies and methodologies that are part of deaf education today. Current philosophies and practices in New Zealand are examined including sign bilingualism, inclusive education, and early intervention. The impact of hearing loss on a family is considered alongside language, cognitive and social-emotional development of the deaf child.
Assessment 100% coursework
Start Date Mon 15 Feb
Time 9am–4pm
Other Dates 16 Feb, 22, 24, 29 Mar; 19, 22 Apr; 24, 25, 31 May; 1 Jun
Convenor Helen Sharp

EDSPEC 322A  (7.5 Points)  
EDSPEC 322B  (7.5 Points)  
Sign Language and Deaf Culture
The development of receptive and expressive New Zealand Sign Language (NZSL) skills is essential to meet the needs of Deaf learners and the NZSL curriculum. Metalinguistic knowledge in order to compare and contrast features of NZSL and English is developed. Aspects of Deaf culture and the New Zealand Deaf community in which the language is embedded are examined and discussed.
To complete this course students must enrol in EDSPEC 322 A and B
Assessment 100% coursework
Start Date Tues 16 Feb
Time 9am–4pm
Other Dates 17–18 Feb, 22–23, 25,
EDSPEC 323 (15 Points)
Language Development: Deaf Learners
Mentalinguistic understanding of normal language development and the potential impact of hearing impairment. Listening and speaking hierarchies of development and the developmental stages of New Zealand Sign Language are examined in depth. Development of the teaching techniques and skills of analysis and assessment in relation to relevant curriculum documents for both languages.
Assessment 100% coursework
Start Date Mon 19 Jul
Time 9am–4pm
Other Dates 20–21 Jul; 13–15, 20–22 Sept; 12 Nov
Convenor Helen Sharp

EDSPEC 324 (15 Points)
Literacy Development: Deaf Learners
Issues relating to the development of literacy for deaf learners are examined. Approaches used to develop reading and writing for deaf learners, users of both spoken English and/or New Zealand Sign Language, are critically analysed in relation to curriculum documents. ESOL strategies are investigated for their relevance to deaf learners. Assessment skills and tools are examined.
Assessment 100% coursework
Start Date Mon 19 Jul
Time 9am–4pm
Other Dates 20–21, 23 Jul; 15, 17, 24–25, 27 May; 1, 3 Jun; 19, 20, 23 Jul; 13–14, 17, 20–21 Sept; 8–10 Nov
Convenor Helen Sharp

EDSPEC 325A (7.5 Points)
EDSPEC 325B (7.5 Points)
Professional Practice: Deaf Education
Examination and implementation of methodologies, curriculum and adaptations that may be used for deaf learners. Current provisions and roles of professionals in deaf education are examined. A requirement to complete four placements in a range of settings nationwide over two semesters. The development of analytic, reflective, communication, planning and evaluation skills to meet the needs of deaf learners.
To complete this course students must enrol in EDSPEC 325 A and B
Assessment 100% coursework
Start Date Weds 17 Feb
Time 9am–4pm
Other Dates 19 Feb, 26 Mar; 20, 23 Apr; 1–2 Jun; 23 Jul; 20–22 Sept; 11 Nov
Convenor Helen Sharp

EDSPEC 333 (15 Points)
Learners with Complex Needs
Develops the skills, strategies, and practices for supporting learners with complex needs. Identifies and examines a range of theories, approaches and teaching strategies designed to support these learners. Issues that may affect programming and support to learners with complex needs are examined.
Assessment 100% coursework
Start Date Mon 30 Aug
Time 9am–4pm
Other Dates 31 Aug; 1–3 Sept
Convenor Helen Sharp

EDSPEC 340 (15 Points)
Introduction to Vision Impairment
Perceptions of blindness and the philosophical, social and legislative developments that have influenced current educational provisions for learners who are blind or vision impaired in New Zealand are examined. The role of vision and the implications of vision impairment on learning and development are examined.
Assessment 100% coursework
Start Date Mon 15 Feb
Time 9am–4pm
Other Dates 16–17 Feb, 15–18 Mar
Convenor Sue Spooner

EDSPEC 341 (15 Points)
Vision Impairment
An introduction to the human visual system and the ways in which impairments affect visual functioning. The nature of the population of learners who are blind or vision impaired is examined as well as assessment issues, strategies and resources, and interventions for enhancing visual functioning.
Assessment 100% coursework
Start Date Mon 19 Apr
Time 9am–4pm
Other Dates 20–22 Apr, 10–12 May
Convenor Sue Spooner

EDSPEC 342A (7.5 Points)
EDSPEC 342B (7.5 Points)
Braille Proficiency
Designed to explore the development and current use of braille codes and special format materials in New Zealand and develop proficiency in the Unified English Braille Code. Students will be required to complete the Braille Proficiency Examination administered by the Royal New Zealand Foundation of the Blind.
Assessment 100% coursework
Start Date Thurs 18 Feb
Time 9am–4pm
Other Dates 13 May, 21 Jul, 15 Oct; 10–12 Nov
Convenor Sue Spooner

EDSPEC 343 (15 Points)
The Expanded Core Curriculum
An introduction to the Expanded Core Curriculum for learners who are blind or vision impaired and the role of the specialist teacher and other professionals in planning, assessment and teaching communication modes, concept development, visual efficiency skills, physical skills, orientation and mobility, social skills, daily life skills and resources and technology.
Assessment 100% coursework
Start Date Mon 13 Sept
Time 9am–4pm
Other Dates 14–15 Sept; 11–14 Oct; 8–9 Nov
Convenor Sue Spooner

EDSPEC 344 (15 Points)
Blind Learners with Complex Needs
An introduction to the unique needs of blind learners with complex needs, including learners who are deafblind. Adaptations, learning approaches and programmes are examined.
Assessment 100% coursework
Start Date Mon 21 Jun
Time 9am–4pm
Other Dates 22–24 Jun; 19–20 Jul
Convenor Sue Spooner

EDSPEC 345A (7.5 Points)
EDSPEC 345B (7.5 Points)
Professional Practice: Vision Education
The examination, implementation and evaluation of specific methodologies, curriculum and adaptations across a range of settings for learners who are blind or vision impaired. Practicum placements will be completed across two semesters. This course is restricted to students enrolled in the Graduate Diploma in Special Education - Visual Impairment specialisation.
To complete this course students must enrol in EDSPEC 345 A and B
Assessment 70% coursework
30% exam (RNZFB)
Start Date Fri 19 Feb
Time 9am–4pm
Other Dates 19 Mar, 23 Apr, 14 May, 23 Jun, 23 Jul, 17 Sept
Convenor Sue Spooner

Note: Unless otherwise stated, delivery is face-to-face at Epsom Campus.
For online courses, regular and reliable access to a web browser is required.
EDUC Courses

EDUC 342 (15 Points)
Educational Psychology: A Behavioural Approach
A study of contemporary ideas and research in human learning and instruction. Topics will include the analysis of child and adult behaviour in school, home and residential settings.
Assessment: Any 45 points passed at Stage II
Delivery: Online/Study Guide/Some Face-to-Face
Start Date: Mon 19 Jul
Other Dates: 22 Jul, 16 Sept 9am–4pm
Convenor: Dr Dennis Rose

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.
Assessment: 50% coursework 50% exam
Start Date: Tues 2 Mar
Time: 4.30–7.30pm
Other Dates: Weekly Tues
Convenor: Prof Robin Small

EDUC 704 (30 Points)
Sociology of Education
Examines global, national and local influences that impact on education policy and on contemporary teaching and learning contexts from a sociological perspective.
Assessment: 50% coursework 50% exam
Start Date: Wed 3 Mar
Time: 4.30–7pm
Other Dates: Weekly Wed
Convenor: Dr Maxine Stephenson

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.
Assessment: 50% coursework 50% exam
Delivery: City Campus
Start Date: Mon 19 Jul
Time: 4–7pm
Other Dates: Weekly Mon
Convenor: Dr Dennis Rose

EDUC 712 (30 Points)
Race, Ethnicity and Education
An examination of discourses of race and theories of ethnicity in bicultural and multicultural educational contexts in Aotearoa New Zealand.
Assessment: 100% coursework
Start Date: Tues 2 Mar
Time: 4.30–7.30pm
Other Dates: Weekly Tues
Convenor: Te Kawehau Hoskins

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?
Assessment: 100% coursework
Start Date: Tues 20 Jul
Time: 4.30–7pm
Other Dates: Weekly Tues
Convenor: Dr Iris Duhn

EDUC 727 (15 Points)
Māori Education Research Topic
A programme of study on an approved research topic in Māori Education. Previous independent studies have included: literature reviews of language issues in the classroom, small case studies of teaching practice, education policy analysis.  
Assessment: 100% coursework
Start Date: Mon 19 Jul

EDUC 741 (30 Points)
Educational Psychology
An advanced study of cognitive, motivational and social factors influencing learning.
Assessment: 60% coursework 40% exam
Start Date: Wed 21 Jul

Note: Unless otherwise stated, delivery is face-to-face at Epsom Campus.
For online courses, regular and reliable access to a web browser is required.
EDUC 787 (30 Points)
Research Methodologies in Māori Education
An examination of how best to approach educational research with, for and by Māori. Includes both traditional and new methodologies including the ethics of research involving Māori and other minority or indigenous groups. Includes politics, policies, and perspectives that impact on Māori educational research.
Assessment: 100% coursework
Start Date: Mon 1 Mar
Time: 4.30–7.30pm
Other Dates: Weekly Thurs
Convenors: Dr Colleen McMurchy-Pilkington

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
Assessment: 100% coursework
Start Date: Mon 1 Mar
OR
Start Date: Mon 19 Jul

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 methodology course in Education.
To complete this course students must enrol in EDUC 797 A and B
Assessment: 100% coursework
Start Date: Mon 1 Mar
OR
Start Date: Mon 19 Jul

EDUC 797A (60 Points)
EDUC 797B (60 Points)
Research Portfolio
Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research methodology course in Education.
To complete this course students must enrol in EDUC 797 A and B
Assessment: 100% coursework
Start Date: Mon 1 Mar
OR
Start Date: Mon 19 Jul

LAWPUBL Courses
LAWPUBL 744 (30 points)
Special Topic
In 2010 this Special Topic is:
Human Rights in Education Law and Policy: US and NZ Perspectives
This course will offer a comparative perspective on the ways in which American and New Zealand law structures educational opportunity for students, and in particular the role of courts in expanding opportunities for traditionally disadvantaged students. Topics to be addressed include school funding, school choice, zoning, standards and testing, and the rights of disabled students. The rights of students while in school, including the rights of free speech, freedom of religion and freedom from discrimination, will also be addressed. Throughout the course, attention will be paid to the willingness and ability of courts to produce social change in this context.
This Master of Laws course will be available to Education postgraduate students as a 30 point option from another schedule. The approval of all Heads of Department is required.
Assessment: 100% coursework
Delivery: City Campus
Start Date: Mon 12 April
Time: 9am–4pm
Other dates: 13–16 April
Convenors: Prof Jim Ryan, Law School, University of Virginia, and Prof Paul Rishworth, Law Faculty, The University of Auckland

PROFSUPV Courses
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.
Assessment: 100% coursework

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
Assessment: 100% coursework

PROFSUPV 702 (15 Points)
Supervision and Professional Development in Child Protection
A critical examination of the impact and influence of professionally dangerous dynamics on child protection practice with families/whānau, in supervision, and within agency and interagency collaboration. A range of theoretical perspectives explaining dangerous dynamics will be explored. Examines strategies for effective supervision within child protection practice.
PROFSUPV 705 (15 Points)

Critical Issues in Counselling Supervision

An advanced examination of ethical, process and relational issues that may arise in the practice of counselling supervision. Topics include ethical issues for supervisors and supervisees, cultural issues and the relationship between culture and ethics in supervision, the influences of socio-political contexts, power in supervisory relationships, evaluation and accountability.

Assessment 100% coursework
Delivery Tamaki Campus
Start Date Sat 17 Jul
Time 9am–4.30pm
Other Dates Fri 13 Aug, Sat 14 Aug, Sat 18 Sept
Convenor Dr Margaret Agee

PROFSUPV 706 (15 Points)

Managing and Developing People in the Human Services

A critical examination of strategies for effective management and performance development of professional staff in the health and human services. Topics include key components of an effective management system, including recruitment and selection, induction and orientation, supervision, performance planning, coaching, mentoring, training and development, addressing unsatisfactory performance, building resilience and staff care strategies.

Assessment 100% coursework
Delivery Online/Study Guide/ Some Face-to face
Start Date Mon 19 Jul
Other Dates 18–19 Aug 9am–4pm
Convenor Michael Webster

PROFSUPV 707 (30 Points)

Supervision Folio

A practicum of 75 hours of supervision related activities including individual professional supervision, supervisory practice, attendance at professional development seminars and presentation of a major case study and a seminar presentation, in order to enable students to integrate supervision theory with practice.

Prerequisite: PROFSUPV 700, 701
Assessment 100% coursework
Start Date Mon 1 Mar

OR

Start Date Mon 19 Jul
Convenor Liz Beddoe

SOCWORK Courses

SOCWORK 750 (15 Points)

Practice Research: Conduct, Utilisation and Dissemination

An in-depth examination of the development of evidence-informed practice exploring approaches to research in and for practice and the management of knowledge. The essential skills of scholarship and reflective social work practice are explored.

Assessment 100% coursework
Start Date Thurs 25 Mar
Time 9am–4pm
Other Dates 26 Mar; 20, 21 May
Convenor Assoc Prof Christa Fouché

[Students taking this as their first postgraduate course at the University are required to attend Orientation Tues 2 March 2010, 9am - 4pm]

SOCWORK 751 (15 Points)

Interpersonal and Family Violence

An in-depth examination of theoretical, cultural and practice perspectives on interpersonal violence with consideration of local, national and global issues. Examines education, screening, risk assessment and interventions with individuals and families. Organisational responses and leadership in health services and the community are explored.

Assessment 100% coursework
Start Date Thurs 29 Jul
Time 9am–4pm
Other Dates 30 Jul; 23, 24 Sept
Convenor Dr Janet Fanslow

SOCWORK 752 (15 Points)

Issues in Clinical Practice

An in-depth examination of theoretical and cultural perspectives in a range of fields within health social work. Content will include contemporary literature and research on assessments and interventions that can assist adults and children experiencing grief, loss and change through the lifespan and the impact of major change in social circumstances on health and wellbeing.

Start Date Wed 5 Aug
Time 9am–4pm
Other Dates 6 Aug, 2, 3 Sept
Convenor Assoc Prof Christa Fouché / Dr Carole Adamson

[Students taking this as their first postgraduate course at the University are required to attend Orientation Wed 21 July 2010, 9am–4pm]
Other useful information

Student support services 52
Money matters 54
- Tuition fees
- Financial assistance
How to apply 55
Student services and support

As part of the wider University the Faculty of Education offers you excellent campus facilities and student support services. You can access these at Epsom, City and Tamaki campuses in Auckland and at Tai Tokerau Campus in Whangarei.

Faculty of Education Student Centre
The faculty’s Education Student Centre, based at Epsom Campus, with representatives at Tai Tokerau Campus, is the first stop for all programme administration requirements.

Education Student Centre consultants will support you with everything from application, enrolment, fee payments and timetables, right through to completions for graduation.

The Education Student Centre, in collaboration with city services, provides current information about programmes, study grants, student loans, allowances and scholarships. A recognition of prior academic study (ROPAS) service is also offered.

Student relaxation
Cafés and other student relaxation spaces are located at Epsom, Tamaki and City Campuses. The student café and surrounding area at Epsom Campus is a great place to take a break, get something to eat or drink (or enjoy your own) and socialise. At Tai Tokerau Campus there is a student space as well as plenty of other areas to take a break and relax.

Postgraduate study spaces
The faculty provides various dedicated spaces for postgraduate students. Office space is available to doctoral candidates; students enrolled in masters programmes can apply for access to study space.

Postgraduate Common Room – Epsom Campus
The faculty’s postgraduate students, enrolled in the programmes covered in this prospectus, may use the Epsom Campus Staff and Postgraduate Common Room in A Block.

Postgraduate Student Commons – City Campus
Although Faculty of Education postgraduate programmes are taught at Epsom Campus, students also have access to the postgraduate student commons, Strata café/bar, located in the Kate Edger Student Commons at the University’s City Campus.

Graduate Centre
East Wing of ClockTower Building, 22 Princes Street, Auckland City

The Graduate Centre is the administrative arm of the School of Graduate Studies providing information and administrative services to prospective and current postgraduates including doctoral candidates and masters’ students. The following resources are also available at the centre:

- a 50 seat seminar room and a 20 seat meeting room with adjacent kitchen facilities, which can be booked by staff and students
- computers with internet access, a printer and a photocopier
- dedicated careers support for research students.

Graduate Centre staff are available to give advice on a range of issues affecting the administration of research degrees. For more information go to: www.postgrad.auckland.ac.nz

Student Learning Support
The Student Learning Centre (SLC) at Epsom and City campuses offers a comprehensive range of workshops for postgraduate students including intensive (thesis) writing courses, computer workshops, workshops on writing critiques, planning and writing a research essay, referencing, critical reading and memory skills, research and data analysis as well as help with presentation skills. Individual assistance is available. The SLC also offers courses within the University’s doctoral skills programme. Student learning support is also available at Tamaki and Tai Tokerau Campuses. Visit www.slc.auckland.ac.nz for more information.

Māori Academic Support Service
Te Korowai Atawhai
The Māori Academic Support Service provides academic advice and pastoral care that is firmly focused on Māori student aspirations for academic success. Each student is unique, with potential to succeed in their chosen academic pathways and Te Korowai Atawhai is committed to a service that will complement the different learning styles and life-needs of students.

Nāu te pāro, nāku te pāro, ko ora ai te iwi. Through united effort our people will prosper.

Pasifika Academic Support Service
The Pasifika Academic Support Service is focused on Pacific student achievement and provides help, information and support with study skills, assignments, life issues affecting study and much more. Students are encouraged to drop in for a chat and take advantage of the services offered by this friendly and helpful team.

University Library | Te Tumu Herenga
The University Library is the largest of its kind in New Zealand and ranks with the top five university libraries in Australia. As a Faculty of Education postgraduate student, you not only have access to the specialist education and social work collections of the Sylvia Ashton-Warner Library (Epsom and Tai Tokerau campuses), you also have access to the General Library and other specialist libraries managed as part of the University Library system.

The University Library offers:
- print, multimedia and microtext collections totalling over 2.2 million items, including unique manuscript and archive collections
- at Epsom, access to 180 group and individual study spaces, 59 computers with 24/7 access, and more than 700 databases, 82,900 electronic journals, 295,500 electronic books and 7,000 electronic course readings
- specialist subject librarian services that provide assistance with in-depth information queries, information on the best information resources to meet a student’s specific needs and advice and courses on information retrieval and management

For more information go to: www.postgrad.auckland.ac.nz
University, student organisations and other postgraduate student interests to the PGSA board members also represent to meet with fellow postgraduate students. PGSA runs social events and organises opportunities to provide an effective voice promoting the identity and community for all postgraduate students at The University of Auckland and the wider community. PGSA is affiliated to the Auckland University Students’ Association (AUSA), which is affiliated to the Auckland University Students’ Association (ETTSA), which is affiliated to the Auckland University Students’ Association (AUSA).

Online learning

Online learning is provided through The University of Auckland CECIL and Moodle learning management systems, which are accessed via the internet. Specialist support is provided for students enrolled in a flexible course or programme through the faculty’s Centre for Educational Design and Development (CEDD).

Computer facilities

The University has computers for use on all campuses. Printers, document scanners, digital cameras, data projectors and cameras, as well as recording, editing and presentation equipment, are also available for your use. Computer use including basic internet and email services is free; charges are made for printing.

Join the students’ associations

Postgraduate students can become a member of the University’s Postgraduate Students’ Association (PGSA) and the Epsom, Tai Tokerau Student’s Association (ETTSA), which is affiliated to the Auckland University Students’ Association (AUSA).

PGSA aims to create and foster a sense of identity and community for all postgraduate students at The University of Auckland and provide an effective voice promoting the distinct and unique academic, professional and social interest of postgraduates within the University and the wider community. PGSA runs social events and organises opportunities to meet with fellow postgraduate students. PGSA board members also represent postgraduate student interests to the University, student organisations and other groups beyond the greater university community. Visit www.pgsa.org.nz

ETTSA can help you with locker rental, access cards, international student identity cards, MAXX transport discount stickers budgeting advice and emergency financial grants. ETTSA also organises clubs and runs social, cultural, sporting and recreational activities in collaboration with AUSA. Visit www.ausa.org.nz

Careers service

The University’s Careers Centre at the City Campus is well-resourced to guide you towards a rewarding career. Experienced staff, including a specialist postgraduate careers consultant, are available to help you with any aspect of your career development - from teaching valuable employment and career planning skills to information on CV writing and online resources.

Disability support services

The University of Auckland’s Faculty of Education welcomes students with impairments. The University’s Disability Services can support and assist you, whether you have specific learning disabilities, mental health conditions, medical conditions or whether you are deaf or hearing impaired, blind or vision impaired, or have mobility or speech impairments.

Disability Services offers a range of services including note taking support, reader/writers for test or exams, New Zealand sign language interpreters, and we can provide lecture materials eg, hand-outs, notes, overheads etc. in alternative formats such as Braille, large print or audio formats on CDs. Wheelchair access is available to all buildings and lecture theatres. There are toilet facilities with wheelchair access on campus. FM systems can be provided on loan.

The Faculty of Education Outreach Coordinator for Staff and Students with Disabilities is your point of contact for information on the support available to students with impairments.

International student support

The international team at the Faculty of Education welcomes you to use its services at any time. It offers support with academic matters, pastoral matters and personal matters where able. The international team works with Auckland International, the faculty’s Student Centre, lecturers and other staff to ensure that your time in New Zealand is as productive and pleasant as possible.

Health Centre

The Health Centre is a full general practice on the Epsom Campus for student and staff use. There are also a general medical practice, a dental health clinic and a physiotherapy centre on the City Campus. Tamaki Campus offers a nurse service.

Speech-language therapist

Assistance is available at Epsom Campus to any student who would like to develop their skills and confidence in voice, speech language or oral communication.

Counselling service

Counselling offers an opportunity for you to talk to someone who will listen without criticism and assist you to decide on a course of action. University counselling is a totally confidential, free service available to all students.

Childcare

An early childhood centre for children aged six months to five years is located adjacent to the Epsom Campus. We also have a Māori medium early childhood centre - Te Puna Kohungahunga, located at the Epsom Campus. Early childhood centres are also located at City and Grafton campuses.

Contact us

If you have any questions about the student services and support available, contact the Faculty of Education Student Centre:

Phone: +64 9 623 8883 or 0800 61 62 63
Email: education@auckland.ac.nz
www.education.auckland.ac.nz
Money matters

There are a variety of options available to help you fund your university study. There are a number of scholarships, awards and grants offered by The University of Auckland and other organisations, and student loans and allowances are available through StudyLink.

Scholarships and awards

Many postgraduate and professional development courses offered by The Faculty of Education qualify for Ministry of Education grants or study awards. Contact the Ministry of Education to find out if you meet the criteria for Ministry assistance.

The University of Auckland offers a wide range of scholarships for postgraduate studies at all levels including doctoral scholarships of $25,000 per year. Visit www.auckland.ac.nz/scholarships or call the faculty direct on +64 9 623 8920 for more information.

Student loans

To be eligible for a student loan you must be a New Zealand citizen or have been granted permanent resident status. You may apply for tuition fees, course-related costs (for example, books, stationery and travel) and living costs (living costs are not available to part-time students). Loans need to be repaid.

Applications for loans should be made at least one month before study begins. Full information about loans and allowances is available by contacting StudyLink on 0800 88 99 00 or visiting their website www.studylink.govt.nz

For information and advice regarding fees, loans or allowances contact The University of Auckland Student Financials Office
Phone: + 64 9 373 7599 ext 84422
Fax: + 64 9 373 7404
Email: fees@auckland.ac.nz

Indicative tuition fees

Fees for 2010 will be set late in 2009. As a guide (only), tuition fees for 2009 are listed below but expect some adjustment for 2010.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Programme Domestic Students</th>
<th>Programme International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education (Teaching) - Teachers’ specialisation</td>
<td>$552 per 15 point course</td>
<td>$2,580 per 15 point course</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>$552 per 15 point course</td>
<td>$2,580 per 15 point course</td>
</tr>
<tr>
<td>Graduate Diploma in Special Education</td>
<td>$552 per 15 point course</td>
<td>$2,580 per 15 point course</td>
</tr>
<tr>
<td>Graduate Diploma of TESSOL</td>
<td>$552 per 15 point course</td>
<td>$2,580 per 15 point course</td>
</tr>
<tr>
<td>Bachelor of Education (Teaching) (Honours)</td>
<td>$644.70 per 15 point course</td>
<td>$2,852.55 per 15 point course</td>
</tr>
<tr>
<td>Bachelor of Arts (Honours) in Education</td>
<td>$644.70 per 15 point course</td>
<td>$2,852.55 per 15 point course</td>
</tr>
<tr>
<td>Postgraduate Certificate in Academic Practice</td>
<td>$644.70 per 15 point course</td>
<td>$2,852.55 per 15 point course</td>
</tr>
<tr>
<td>Postgraduate Certificate in Professional Supervision</td>
<td>$1,289.40 per 30 point course</td>
<td>$5,705.10 per 30 point course</td>
</tr>
<tr>
<td>Postgraduate Diploma in Professional Supervision</td>
<td>$1,289.40 per 30 point course</td>
<td>$5,705.10 per 30 point course</td>
</tr>
<tr>
<td>Postgraduate Diploma in Health Sciences - Social Work specialisation</td>
<td>$1,289.40 per 30 point course</td>
<td>$5,705.10 per 30 point course</td>
</tr>
<tr>
<td>Master of Education</td>
<td>$644.70 per 15 point course</td>
<td>$2,852.55 per 15 point course</td>
</tr>
<tr>
<td>Master of Educational Leadership (based on PGDipEdMgmt)</td>
<td>$1,289.40 per 30 point course</td>
<td>$5,705.10 per 30 point course</td>
</tr>
<tr>
<td>Master of Arts in Education</td>
<td>$644.70 per 15 point course</td>
<td>$2,852.55 per 15 point course</td>
</tr>
<tr>
<td>Master of Professional Studies in Education (based on other Masters courses)</td>
<td>$1,289.40 per 30 point course</td>
<td>$5,705.10 per 30 point course</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>$4,941 per 12 months full-time</td>
<td>$22,650 per 12 months full-time</td>
</tr>
<tr>
<td>Doctor of Philosophy in Education</td>
<td>$4,730 per 12 months full-time</td>
<td>$22,650 per 12 months full-time*</td>
</tr>
</tbody>
</table>

*New international PhD students will be accorded domestic status for the purposes of tuition fees.

In addition to tuition fees, students pay a Student Services Fee and a Building Levy. In 2009 these fees were:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Fee</td>
<td>$43.80 per 15 point course</td>
</tr>
<tr>
<td>Building Levy</td>
<td>$9.00 per 15 point course</td>
</tr>
</tbody>
</table>

All of these fees are charged on a per-point basis, so students pay fees proportional to the number of course points they take each semester.

When fees for 2010 are set, updated information will be available at www.auckland.ac.nz/fees

Note: Tuition fees may be higher where courses above Stage III are selected or required, or where courses from other faculties are chosen.

*Indicative tuition fees were correct at time of printing and are subject to change.

Money matters
How to apply

1. Enquire
Visit www.education.auckland.ac.nz or contact our student advisers for any information you need.
Phone: +64 9 623 8883  Email: education@auckland.ac.nz
Faculty of Education Student Centre: A Block, Gate 3, 74 Epsom Avenue, Epsom, Auckland

2. Apply (make sure you apply as early as possible)
Do you have internet access, or can you come on to campus? (Make sure you apply by the closing date.)

Yes
• Visit www.auckland.ac.nz
• Click on “Apply Now”.
• Complete the online application for Entrance to the University indicating the programme(s) of your choice.

No
Phone: 0800 61 62 63  Email: studentinfo@auckland.ac.nz
The ClockTower Call Centre will forward the required information to you.

3A. For Entrance to the University
Receive acknowledgement letter
Provide requested details for Entrance to the University
Log on as instructed to track processing of application
Admissions Office verifies your eligibility for Entrance to the University.
Entrance not granted
Entrance granted
Contact the Faculty of Education for advice.

3B. For selection into Faculty of Education programmes
Download and submit Supplementary Information Form from www.education.auckland.ac.nz under Quick Links
Provide all Supplementary Information for programme selection
Attend interview as requested and if required (Note: Does not apply to all postgraduate programmes)
Selected
Not selected
You will receive an offer of place in the programme (may be conditional on your Entrance to the University being granted)
Accept or decline within 10 working days
Complete enrolment as advised by faculty
Pay your fees
Congratulations. You are now a student at The University of Auckland.

Note: If applying for EdD or PhD programmes you need to first complete an online Expression of Interest. See pp24-25 for 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.

Please make sure you complete both 3A and 3B of the application process (concurrently)