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This publication is a handbook to the Faculty of Education Postgraduate Prospectus and provides a guide to the courses offered by the Faculty of Education in 2011. It indicates which courses are offered and which programmes they are offered within, the semester the course is offered and the delivery mode.

**Timetable information for 2011**
The specific timetable for each course will be available online from November/December 2010.
- Current students should visit: www.student.auckland.ac.nz
- Prospective students should visit: www.studentservices.auckland.ac.nz
  - Click on ‘Course advice and information’
  - Click on ‘Browse the course catalogue without signing in’

The Faculty of Education Postgraduate Course Handbook does not replace The University of Auckland Calendar. You should refer to the appropriate sections of the Calendar for programme, schedule and course information, and to ensure you are aware of and comply with all regulations, requirements and policies. It is expected that you will use the handbook in conjunction with the University Calendar.

The University Calendar is published annually and can be purchased from November 2010 from major bookshops or ordered through The University of Auckland Bookshop. Copies of the Calendar are available for perusal in the University libraries or online at www.auckland.ac.nz/calendar.

To find out the schedule of courses that are available within a programme you need to consult The University of Auckland Calendar. Course prescriptions are available in the Calendar and courses offered by the Faculty of Education in 2011 are also listed in this handbook.

The University of Auckland undertakes to ensure that so far as possible the information contained in this handbook is correct at time of printing. Please note that information is subject to change and that you should refer to the faculty website www.education.auckland.ac.nz for the most up-to-date information on programmes, courses and timetables.

**Where to get programme information**
The Faculty of Education offers a wide range of postgraduate programmes. Postgraduate programme information can be found:

- In the 2011 Faculty of Education Postgraduate Prospectus
- Online at www.education.auckland.ac.nz/pg-study-options
- In the University Calendar, which can be purchased as a printed publication or viewed online at www.auckland.ac.nz/calendar

The prospectus gives an overview of Faculty of Education postgraduate programmes, while the University Calendar provides detailed programme regulations and course prescriptions. The Faculty of Education website keeps you up-to-date with the latest information on our programmes and has useful search functions for associated information to do with your postgraduate study at the University.
Summary of courses offered in 2011

The information below gives an overview of the courses offered in 2011 and which programmes they can be studied within. For detailed programme regulations and course prescriptions, refer to The University of Auckland Calendar at www.auckland.ac.nz/calendar

All block, weekly lecture and face-to-face courses are taught at Epsom Campus unless otherwise indicated.

### 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 EDCURRM 301. GradDipEd students require approval of the Associate Dean (Postgraduate) to enrol in this course. The Bachelor of Education (Teaching) - Teachers’ specialisation core courses are shown by using a √ in the relevant column.

Some courses in the programme structures for GradDipEd and BEd(Tchg) - Teachers’ specialisation may be timetabled in 2011 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 contact the Education Student Centre.

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* Subject to discussion with the Programme Coordinator and/or Course lecturer

**Timetable information for 2011**

The specific timetable for each course will be available online from November/December 2010.
- Current students should visit: www.student.auckland.ac.nz
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  - Click on "Course advice and information"
  - Click on "Browse the course catalogue without signing in"
# Graduate Diploma of Teaching English in Schools to Speakers of Other Languages (TESSOL)

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

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<tr>
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<td>EDPROFS 373</td>
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<tr>
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<td>EDPROFS 374</td>
<td>TESSOL: Language Focused Curriculum</td>
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<td>TESSOL: Assessment</td>
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<td>EDPROFS 376</td>
<td>Bilingual Education: Models and Theories</td>
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# Postgraduate Diploma in Health Sciences - Social Work specialisation

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## Timetable information for 2011

The specific timetable for each course will be available online from November/December 2010.
- Current students should visit: www.student.auckland.ac.nz
- Prospective students should visit: www.studentservices.auckland.ac.nz
- Click on ‘Course advice and information’
- Click on ‘Browse the course catalogue without signing in’
<table>
<thead>
<tr>
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<td>EDPROFST 727</td>
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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 at www.creative.auckland.ac.nz

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

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<tr>
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Bachelor of Education (Teaching)(Honours), Bachelor of Arts (Honours)

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<td>Challenges of Literacy Difficulties</td>
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<td>The Inquiring Teacher: Literacy Education (Compulsory course for PGDipEd - Early Career Teaching specialisation)</td>
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### Postgraduate Certificate in Professional Supervision and Postgraduate Diploma in Professional Supervision

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<td>The Practice of Professional Supervision</td>
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<td>1, 2 full year course</td>
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<tr>
<td>√ PROFSUPV 701</td>
<td>Advanced Approaches in Professional Supervision</td>
<td>30</td>
<td>Black, online/study guide support</td>
<td>1, 2 full year course</td>
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<td>√ PROFSUPV 702</td>
<td>Supervision and Professional Development in Child Protection</td>
<td>15</td>
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<td>1 full year course</td>
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<td>√ PROFSUPV 703</td>
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<td>√ PROFSUPV 704</td>
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<td>15</td>
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<tr>
<td>√ PROFSUPV 706</td>
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<tr>
<td>√ PROFSUPV 707</td>
<td>Supervision Folio</td>
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### Master of Social Work, Postgraduate Diploma in Social Work

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>EDPROFST 743</td>
<td>Family Counselling</td>
<td>15</td>
<td>Weekly lecture (Wed) - Tāmaki</td>
</tr>
<tr>
<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
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<td>Selected Saturdays - Tāmaki</td>
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<tr>
<td>PROFCOUN 704</td>
<td>Special Topic: Children’s Stress and Coping</td>
<td>15</td>
<td>Weekly lecture (Mon)</td>
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<td>PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
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<td>Supervision and Professional Development in Child Protection</td>
<td>15</td>
<td>Block, online/study guide support</td>
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<td>PROFSUPV 703</td>
<td>Workplace Learning and Reflective Practice</td>
<td>15</td>
<td>Block</td>
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<tr>
<td>PROFSUPV 706</td>
<td>Managing and Developing People in Human Services</td>
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<tr>
<td>PROFSUPV 710</td>
<td>Stress and Trauma in Health and Human Services</td>
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<td>SOCCHFAM 731</td>
<td>Child and Adolescent Mental Health Issues</td>
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<td>SOCCHFAM 734</td>
<td>Issues in Child Welfare and Protection</td>
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<tr>
<td>SOCLTH 732</td>
<td>Working With Grief and Loss</td>
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<td>SOCWORK 713</td>
<td>The Social Work Discourse</td>
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<td>Weekly lecture and tutorial (Mon)</td>
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<td>The Counselling Process</td>
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<td>SOCWORK 718B</td>
<td>Applied Research in Social Services</td>
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<td>SOCWORK 751</td>
<td>Interpersonal and Family Violence</td>
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<td>Issues in Clinical Practice</td>
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<td>SOCWORK 757A</td>
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<td>SOCYOUTH 733</td>
<td>Youth Justice Issues and Strategies</td>
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### Master of Counselling, Postgraduate Diploma in Counselling Theory

<table>
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<th>Course Code</th>
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<tr>
<td>EDPROFST 743</td>
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<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
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<td>EDPROFST 746A</td>
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<tr>
<td>EDPROFST 750</td>
<td>Critical Analysis in Counselling</td>
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<td>PROFCOUN 701</td>
<td>Counselling Laboratory</td>
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<td>Days and times to be negotiated</td>
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<td>PROFCOUN 702</td>
<td>Special Topic: Genders and Sexuality: Implications for practitioners</td>
<td>15</td>
<td>Selected Fridays and Saturdays - Tāmaki</td>
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<tr>
<td>PROFCOUN 704</td>
<td>Special Topic: Children’s Stress and Coping</td>
<td>15</td>
<td>Weekly lecture (Mon)</td>
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<tr>
<td>PROFCOUN 797A</td>
<td>Research Portfolio</td>
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Course information

Courses offered in 2011 for Faculty of Education postgraduate programmes are listed below. For timetable information visit Student Services Online. See page 3 for information on how to access the timetable information through this site.

Where a course is marked A&B, you must complete both A and B parts of the course. For some courses you will be required to have access to compulsory texts. You will be advised in your first lecture of the resources and texts required, or you can contact the convenor of the course if you would like to discuss these requirements in advance.

Academic Practice

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

ACADPRAC 702  (15 Points)
Academic Citizenship and Professionalism
Designed to help academic staff negotiate the apparently conflicting demands of teaching, research and service. Participants will explore the governmental, institutional and disciplinary contexts in which their professional practice takes place, and translate and implement synergistic strategies for fostering their own continuing professional development as teachers, researchers, and citizens of the academy.
Assessment 100% coursework

ACADPRAC 703  (15 Points)
Special Topic: Academic Writing and Research Productivity
For academics who want to become more engaging and productive writers, whatever their research field. Participants will interrogate their own writing practices and explore strategies for communicating effectively with both academic and non-academic audiences. All assignments and assessments will dovetail closely with participants’ current research activities.
Assessment 100% coursework

ACADPRAC 704  (15 Points)
Special Topic: Supervising Graduate Research Students
Enquiries into the theory and practice of graduate research supervision, including the nature of the relationship, what makes it effective, how to address the challenges that will inevitably arise, and ways to evaluate it. Readings and assignments will require a critical engagement with course participants’ experiences of supervision as students and supervisors.
Assessment 100% coursework

ACADPRAC 706  (15 Points)
Independent Project
A guided research project based on current issues in learning and teaching. Participants will attend periodic ‘community of practice’ seminars in which they will discuss their work in progress and their finished projects with their peers.
Assessment 100% coursework

Education Curriculum Studies

EDCURRIC 338  (15 Points)
Enhancing Teaching Through Science
Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.
Restriction: ACE 924.602, EDCURRIC 260
Assessment 100% coursework

EDCURRIC 345  (15 Points)
Literacy in the Primary School
An exploration of a variety of literacy processes, approaches, strategies and resources relevant to literacy learning and teaching in the New Zealand primary school curriculum. The emphasis will be on the place of reading and its relationship to oral, written and visual language.
Restriction: ACE 798.702
Assessment 100% coursework

EDCURRIC 347A  (7.5 Points)
EDCURRIC 347B  (7.5 Points)
Helping Children Succeed in Maths
The development of a theoretical base for analysing children’s mathematics understanding and associated pedagogies.
Restriction: ACE 795.706
To complete this course students must enrol in EDCURRIC 347A and B
Assessment 100% coursework

EDCURRIC 349A  (7.5 Points)
EDCURRIC 349B  (7.5 Points)
Understanding and Extending Mathematical Thinking
An investigation of a wide range of strategies that children use to solve mathematical problems.

EDCURRIC 350  (15 Points)
Using Investigative Approaches
An examination of investigative approaches to teaching and learning of mathematics within the context of problem solving.
Restriction: ACE 921.705
Assessment 100% coursework

EDCURRIC 356  (15 Points)
Teaching and Learning in the Visual Arts
An exploration of the theoretical and practical underpinnings of the practice of dance and movement. Arts collaboration and cross-curricular programmes in movement and dance will be investigated.
Restriction: ACE 796.704
Assessment 100% coursework

EDCURRIC 358  (15 Points)
Learning Through Dance
An exploration of the theoretical and practical underpinnings of the practice of dance and movement. Arts collaboration and cross-curricular programmes in movement and dance will be investigated.
Restriction: ACE 796.704
Assessment 100% coursework

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
EDCURRIC 363  (15 Points)
Drama Studies
An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.
Restriction: ACE 795.704
Assessment  100% coursework

EDCURRIC 367  (15 Points)
Teaching Children’s Literature
A close examination of selected children’s literature tests (focusing mainly on novels and picture books) with reference to literary and pedagogical theories. Implications for classroom practice are critically examined.
Restriction: ACE BO3.12, EDCURRIC 262
Assessment  100% coursework

EDCURRIC 368  (15 Points)
Initiating and Supporting Learning in Music
Development of the knowledge base for the teacher of Music, linking curriculum design and principles with practical experience of The Arts in the New Zealand Curriculum document, while offering opportunities for reflection on practice.
Restriction: ACE 922.705
Assessment  100% coursework

EDCURRIC 369A  (7.5 Points)
EDCURRIC 369B  (7.5 Points)
Mathematical Literacy for Lower-Achieving Students
Approaches for teaching individuals or small groups who have been identified as achieving below expectations in mathematics in New Zealand primary and secondary schools will be explored. Numeracy assessment tools that identify the problems that students have with mathematical language and mathematical symbols will be explored.
Prerequisite: EDCURRIC 347, 349
To complete this course students must enrol in EDCURRIC 369 A and B
Assessment  100% coursework

EDCURRIC 703  (30 Points)
Issues in Science and Technology Education
Critically explores contentious issues in science and technology education, and develops an appreciation of complexities and inter-relationships. Provides theoretical underpinning for the development of pedagogical practice for teachers aimed at supporting students’ informed discussion about contentious issues in science and technology.
Restriction: EDPROFST 775
Assessment  100% coursework

EDCURRIC 714A  (15 Points)
EDCURRIC 714B  (15 Points)
Exploring Mathematical Thinking
Provides an opportunity for teachers to critique historical number systems as a way of illuminating theoretical issues, and informing their teaching practice, around learning number and place value concepts.
Restriction: EDPROFST 784
To complete this course students must enrol in EDCURRIC 714 A and B
Assessment  100% coursework

EDCURRIC 715A  (15 Points)
EDCURRIC 715B  (15 Points)
Understanding Difficulties in Number Learning
Critically examines how conceptual early number learning proceeds, and the key difficulties in learning number concepts and generalisations considered from a psychological perspective. There is an emphasis on the link between the language, symbols, and place-value used for instruction and the conceptual underpinnings of the mathematics to be learnt.
Prerequisite: EDCURRIC 349 or EDPROFST 784
Restriction: EDPROFST 787, 788
To complete this course students must enrol in EDCURRIC 715 A and B
Assessment  100% coursework

EDCURRIC 717A  (15 Points)
EDCURRIC 717B  (15 Points)
Development of Numeracy Practice
A critical examination of the following themes: theories of learning and models of teaching of numeracy and their effects on students’ mathematics learning, New Zealand government policy on mathematics education since 1950 and its influences on teaching numeracy, the influence of central government on curriculum materials in selected countries.
Restriction: ACE 821.806, EDPROFST 719
To complete this course students must enrol in EDCURRIC 717 A and B
Assessment  100% coursework

EDCURRIC 718A  (15 Points)
EDCURRIC 718B  (15 Points)
Special Topic
In 2011 this Special Topic is: Mathematical Modelling Activities
Have you ever wondered what makes a good mathematics activity? This course will explore issues in designing activities that promote rich mathematical thinking in the contexts of modelling and investigative learning. It includes and builds on EDCURRIC 350 Using Investigative Approaches. Suitable for those with interests in primary, intermediate, and/or secondary school mathematics.
To complete this course students must enrol in EDCURRIC 718 A and B
Assessment  100% coursework

EDCURRIC 724  (30 Points)
Technological Literacy
An advanced understanding of technological literacy by an exploration of technology as a domain. The implications of the need for a broad technological literacy for classroom practice in varied educational settings will be explored.
Restriction: ACE 825.801, EDPROFST 730
Assessment  100% coursework

EDCURRIC 740  (30 Points)
Special Topic
In 2011 this Special Topic is: Adolescent Literacy
Reviews current theory and research in adolescent literacy. Both literacy development in school and outside of school will be examined using developmental, socialisation and critical literacy concepts. Models for development of students’ literacy in content areas at intermediate/secondary school will be a particular focus. Topics covered will also include vocabulary development, reading, writing, multi-literacies, and interventions.
Assessment  100% coursework

EDCURRIC 760  (30 Points)
Special Topic
In 2011 this Special Topic is: Critical Studies of Instructional Models
The course will critique, analyse, and evaluate selected instructional models, for example: cooperative learning, peer teaching, inquiry teaching, and the personal and social responsibility model. Physical Education and Health will form the curriculum framework. The discourse will interest professionals in primary, secondary, tertiary, and community based educational settings.
Assessment  100% coursework

EDCURRIC 780  (30 Points)
Psychology of Writing
An advanced study of contemporary theories, research and ideas that relate to the psychology of writing. This includes particular consideration of the development of expertise in writing and the role of instruction. Implications for practice will be at the forefront in the examination of theory and research.
Restriction: EDPROFST 754
Assessment  100% coursework

EDCURRIC 791  (30 Points)
Enterprise and Innovation in Education
Develops a critical understanding of relationships between business and education, the role of business, enterprise and innovation in the community and various theoretical underpinning frameworks. Develops an in-depth understanding of business practice and critique opportunities for interaction between enterprise and educational institutions. This would include commercial opportunities for educational institutions as well as contribution to curriculum delivery.
Restriction: EDUC 767
Assessment  100% coursework
Education Curriculum Māori

EDCURRM 301 (15 Points)
Te whakaaiko i Te Reo Māori – Teaching Te Reo Māori
Integrates curriculum content with approaches to planning, teaching and assessing Te Reo Māori up to year 10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies, approaches and resources maximise student motivation and language acquisition in Te Reo Māori?
Restriction: ACE 902.702, EDCURRM 606, 630, EDCURRM 320, EDPROFST 353, EDCURSEC 678
Assessment 100% coursework
[This course is available to GradDipEd students only as a 15 point option from another schedule. Enrolment requires approval of the Associate Dean (Postgraduate)]

Education Practice

EDPRAC 701A (30 Points)
EDPRAC 701B (30 Points)
Investigating Practice
Focuses on beginning teacher learning through the development of a portfolio of professional practice that reflects advanced knowledge, understandings and skills of critical inquiry developed during the course. Includes a supervised investigation of a selected aspect of professional practice.
Prerequisite: 30 points from EDPROFST 750, 756, 757, 758, 788, EDUC 774, 787
To complete this course students must enrol in EDPRAC 701A and B
Assessment 100% coursework

EDPROFST 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 meet the demands of multiple audiences.
Restriction: ACE 810.10
Assessment 100% coursework

EDPROFST 226 (15 Points)
Introduction to Bilingual Education
An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.
Restriction: ACE 797.602
Assessment 100% coursework

EDPROFST 227 (15 Points)
TESOLL: 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

EDPROFST 319 (15 Points)
Teaching Gifted and Talented Students
Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
Restriction: ACE 806.23, 903.703A, EDPROFST 223, 371
Assessment 100% coursework

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

EDPROFST 325 (15 Points)
Introduction to Leadership in Education
A critical examination of the nature of professional leadership in education settings. Educational leadership skills such as goal setting, decision making, problem solving, team building, communication, delegation, vision development and curriculum alignment will be explored.
Restriction: ACE 794.703
Assessment 100% coursework

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
[Note: For the school based courses Principals need to register their schools with Liz Probert on 09 623 8899 ext 48750, email l.probert@ auckland.ac.nz during the previous semester]

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

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

EDPROFST 344 (15 Points)
Sport, Games and Play
A critical analysis of the nature, purpose and practice of sport, games and play within New Zealand schools and an evaluation of the socio-cultural impact of those activities on children and on New Zealand society as a whole.
Restriction: ACE 923.736
Assessment 100% coursework

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

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
EDPROFST 350  (15 Points)
Assessment for Learning
Understandings about the nature and purpose of assessment for learning will be developed. Emphasis will be placed on the formative use of assessment data to enhance students' learning. Assessment policy requirements and their implications for teachers' practice and students' learning will be critically analysed.
Assessment  100% coursework

EDPROFST 354  (15 Points)
Te Ako i te Reo Māori i te Kura Tuarua: He Tirohanga Haehae
He kowae ako tenei ma nga tangata e hiahia ana ki te whakaako i roto i te Kura Tuarua. Ko te tino kaupapa ko te whakapakari mohio e pa ana ki te whakaako, te aromatawai, me te whakahere karaehe mai i te tau tekau ma tahi, tae atu ki te tau tekau ma toru. Ko ata tirohia hoki nga whakamatautau a oau reanga.
Restriction: ACE 902.712
Assessment  70% coursework
30% test

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

EDPROFST 357  (15 Points)
Reflective Practice for Teachers
Examines moral, political and ethical factors that influence and affect teachers' work in general and personal professional practice in particular. A critically reflective lens will be used as a means of analysis.
Restriction: ACE 911.703
Assessment  100% coursework

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

EDPROFST 359  (15 Points)
Supervising Professional Performance
An in-depth analysis of supervision and the values and beliefs that underpin supervisory practices with emphasis on the professional growth of students and beginning teachers.
Restriction: ACE 912.704
Assessment  100% coursework

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

EDPROFST 361  (15 Points)
Issues in Technology
A research-based inquiry into teaching and learning in the context of teaching technology in primary or early childhood settings.
Restriction: ACE 925.702
Assessment  100% coursework

EDPROFST 363  (15 Points)
Environmental Education: An Introduction
An examination of the nature and purpose of environmental education in New Zealand educational settings. An exploration of curriculum integration models and the ways these can be used to plan and teach environmental education programmes. An investigation of past, present (and possible future) local, national, and global environmental issues and their impacts on the natural and built environments.
Restriction: ACE 930.702
Assessment  100% coursework

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

EDPROFST 365  (15 Points)
Beyond Special Needs: Inclusive Education
Analyses personal and professional dilemmas associated with teaching children with special needs. Examines practical 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

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

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

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  100% coursework

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  100% coursework

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-grammatic 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  100% coursework
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  100% coursework

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  100% coursework

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

EDPROFST 378  (15 Points)

Critical Approaches to Literacy

An exploration of the issues, theory, research and burgeoning body of literature on literacy in multilingual contexts. The development of effective multicultural environments for literacy learning.

Restriction: ACE 797.706
Assessment  100% coursework

EDPROFST 379  (15 Points)

TESSOL: Materials Design

Critique current resources for English language learning within the New Zealand curriculum using principles from second language learning in content areas. Students use the process of materials design to develop a language resource for a specified group of learners. The resource is presented in a way that can be disseminated to educational audiences.

Prerequisite: Either EDPROFST 227, 372, 373, or ACE 797.601, 797.701, 797.702
Corequisite: EDPROFST 374
Restriction: ACE 797.707
Assessment  100% coursework

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

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

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, EDUCURRIC 365, 366
Assessment  100% coursework

EDPROFST 703A  (15 Points)

EDPROFST 703B  (15 Points)

The Inquiring Teacher: Literacy Education

A systematic engagement in action research processes central to the teacher's role as a specialist teacher of literacy. A review and analysis of literature relevant to the practice of literacy education and an engagement with a range of theoretical and pedagogical perspectives on literacy education will inform the inquiry.

Restriction: ACE 830.897, 730.797, EDPROFST 310, 371
Assessment  100% coursework

EDPROFST 704  (30 Points)

Issues in Literacy Teaching and Learning

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

Restriction: ACE 820.805
Assessment  100% coursework

EDPROFST 705  (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

EDPROFST 706  (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

EDPROFST 707  (30 Points)

Māori Language Revitalisation

The history and politics of Māori language loss and revitalisation will be considered. Contemporary research in literacy and language revitalisation policies and practices will be critically examined along with selected intervention strategies.

Restriction: ACE 802.802
Assessment  100% coursework

EDPROFST 708  (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

EDPROFST 709  (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

EDPROFST 710  (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 lifelong learning. There will be an opportunity to plan, implement and evaluate information literacy initiatives.

Restriction: ACE 804.802
Assessment  100% coursework
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

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

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

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

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-logical skills which may reflect students’ chosen instrument or preferred teaching and learning media.
Restriction: ACE 822.883
Assessment  100% coursework

EDPROFST 727  (30 Points)
Social Theory and Physical Education
An advanced examination of the contemporary beliefs, thoughts and actions that represent current practices in physical education.
Restriction: ACE 823.801
Assessment  100% coursework

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

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: EDPROFST 634, 734, EDPROFST 634
Assessment  100% coursework

EDPROFST 735  (30 Points)
School and Community Contexts
An analysis of school and community contexts and their impact on student learning and behaviour. Emphasis is placed on consulting and collaborating with schools and community members to put in place effective strategies and programmes which will enhance outcomes for students.
Restriction: EDPROFST 735
Assessment  100% coursework

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: EDPROFST 770
Assessment  100% coursework

EDPROFST 739  (30 Points)
Educational Policy and Organisations
An examination of various conceptual, policy and empirical debates about New Zealand educational policy, and school and organisational effectiveness.
Restriction: EDPROFST 771
Assessment  100% coursework

EDPROFST 740  (30 Points)
Educational Leadership in the Electronic Age
Advanced study of the impact of ICT on teaching pedagogies, curriculum and management in educational environments. Emphasis is on assisting educational leaders to focus ICT on school applications that improve management practice and student learning outcomes.
Restriction: EDPROFST 776
Assessment  100% coursework

EDPROFST 743  (15 Points)
Family Counselling
An advanced examination of counselling principles as applied to stresses arising within family relationships.
Restriction: EDPROFST 743
Assessment  100% coursework

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

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: EDPROFST 747
Restriction: EDPROFST 746
To complete this course students must enrol in EDPROFST 746 A and B
Assessment  100% coursework

EDPROFST 748  (15 Points)
Cultural Issues in Counselling
A critical examination of cultural dimensions present in counselling activities.
Restriction: EDPROFST 744, EDPROFST 787
Assessment  100% coursework

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: EDPROFST 749
Assessment  100% coursework
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

EDPROFST 751  (30 Points)
ECE Curriculum Issues
An educational curriculum involves a negotiated contest of social, political, educational and interdisciplinary ideas and theories. Critically examines influences on curriculum pertinent to early childhood education. What perspectives of children, families and teachers are represented in curriculum? How do these perspectives privilege particular outcomes for children? How does teacher enquiry into curriculum issues underpin and improve teaching and learning?
Restriction: EDUC 767
Assessment  100% coursework

EDPROFST 752  (30 Points)
Assessment for Learning and Teaching
A critical examination of the relationship between learning, assessment and teaching. The notions of ‘assessment for learning’ and ‘assessment of learning’ will be explored in relation to educational policy, practice, relevant literature and contemporary research.
Restriction: ACE 840.801
Assessment  100% coursework

EDPROFST 754  (30 Points)
Special Topic: Critical Research Methodologies in Education
An in-depth examination of ways in which critical research methodologies provide new knowledge and offer alternatives, through analysis of social, cultural, economic, political contexts in education. The critical research paradigm will be explored, to understand various perspectives and methods, and to enhance its use in education research. Students will be expected to design an education inquiry using critical research methodologies.
Assessment  100% coursework

EDPROFST 755  (30 Points)
The Inquiring Teacher
A review and critical analysis of literature relating to a chosen area of inquiry and action research. This will provide the basis for engagement in an action research project to enhance an area of professional practice. It will include a critical evaluation of learning and implications for future practice.
Restriction: ACE 830.807, 830.897, 830.907
Assessment  100% coursework

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

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

EDPROFST 759A  (30 Points)
EDPROFST 759B  (30 Points)
Research Portfolio BEd(Tchg)(Hons)
A supervised programme of coherent research activity related to a selected aspect of professional practice/education. This will lead to the compilation of a research portfolio that reflects the research and content knowledge, understanding and skills developed during the course of the programme.
Restriction: ACE 830.800, EDPROFST 789
To complete this course students must enrol in EDPROFST 759 A and B
Assessment  100% coursework

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 830.806
Assessment  100% coursework

EDPROFST 762A  (15 Points)
EDPROFST 762B  (15 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: EDPROF 731
To complete this course students must enrol in EDPROFST 762 A and B
Assessment  100% coursework

EDPROFST 763  (30 Points)
New Teacher Development
Focuses on pre-service and beginning teacher stages of career development. Identifies and critiques personal assumptions about learning to teach and critiques contexts, strategies and programmes designed to support early career development. Critically examines the nature of professional identity, the development of knowledge, disposition and practices; and the processes of, and influences on, the education of pre-service and beginning teachers.
Assessment  100% coursework

EDPROFST 764  (30 Points)
Directions in Disability Policy and Practice
Explores contemporary issues and influences in the education of learners with disabilities. Critically examines a range of contemporary social, political and educational responses to disability.
Assessment  100% coursework

EDPROFST 769  (30 Points)
Special Topic: Developing Professional Expertise
In 2011 this Special Topic is: Whole school/organisational approaches to the kinds of professional learning and development that have proven positive impacts on a range of outcomes for students are the focus. The underpinning models of professionalism include the development of adaptive expertise that builds knowledge through evidence-informed inquiry. Emphasis is placed on catering for the diversity of learning needs throughout professional careers.
Assessment  100% coursework

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
**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

**EDPROFST 781** (30 Points) 
**Special Topic**
In 2011 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

**EDPROFST 782** (30 Points) 
**Educational Change**
Examines the purposes and processes of educational change, including an analysis of practices that promote successful outcomes for change initiatives. Political, economic, and social influences on educational change will be identified. Processes of educational change in both New Zealand and international contexts will be studied and critiqued from individual, organisational, and systemic perspectives.
Assessment 100% coursework

**EDPROFST 790** (30 Points)  
**EDPROFST 790A** (15 Points)  
**EDPROFST 790B** (15 Points)  
**Dissertation**
Restriction: EDPROFST 790, 796, EDPROFST 796
To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790
Assessment 100% coursework

**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

**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
Students who wish to enrol in the Research Portfolio for MEd part-time should contact the Masters Consultant at the Education Student Centre on +64 9 623 8812 or email l.beever@auckland.ac.nz

**EDPROFST 796A** (60 Points)  
**EDPROFST 796B** (60 Points)  
**MEd Thesis**
Restriction: ACE 830.908, EDPROF 796
To complete this course students must enrol in EDPROFST 796 A and B
Assessment 100% coursework
Students who wish to enrol in the MEd Thesis part-time should contact the Masters Consultant at the Education Student Centre on +64 9 623 8812 or email l.beever@auckland.ac.nz

**EDSPEC 333** (15 Points)  
**Leaders 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

**EDSPEC 700** (30 Points)  
**Special Topic**
In 2011 this Special Topic is: 
**Co-ordinating for Inclusion**
An advanced examination of the theory, knowledge and skills relevant to personnel who promote the coordination of inclusive education within a school setting.
Assessment 100% coursework

**EDUC 319** (15 Points)  
**Special Topic**
In 2011 this Special Topic: First Māori Schools in Te Tai Tokerau
The course traces the relationships between Māori (in the Bay of Islands) and Pākehā (in Australia and England) that led to the first school in New Zealand. The school opened at Rangihoua in the northern Bay of Islands in 1816. Archival material and published histories are analysed to find Māori stories about the establishment of the first schools. The question of historical interpretation is considered, and students will have an opportunity to do their own research.
Assessment 100% coursework

**EDUC 702** (30 Points)  
**Historical Research in Educational Settings**
Explores and applies historical research methods to the field of education. Using documentary sources, oral and/or visual evidence, students will be expected to design and carry out a supervised inquiry.
Assessment 100% coursework

**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

**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

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**Education**

**EDSPEC 700** (30 Points)  
**Special Topic**
In 2011 this Special Topic is: 
**Co-ordinating for Inclusion**
An advanced examination of the theory, knowledge and skills relevant to personnel who promote the coordination of inclusive education within a school setting.
Assessment 100% coursework
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

EDUC 714  (30 Points)
Gender, Sexuality and Education
Offers those considering research in education the opportunity to critically engage with current literature and debates around gender and sexualities. Through engagement with concepts, theories and methodologies pertaining to gender and sexualities students are encouraged to begin shaping a potential Masters thesis. Special emphasis is given to theories of feminist post-structuralism, sexualities and masculinities.
Assessment 100% coursework

EDUC 715  (30 Points)
Language and Education: Rights and Recognition
Examines the growing pressure exerted by minority groups for distinct language and education rights and recognition within nation-states. Links to developments in human rights, and to often-contentious debates about the management of diversity in modern nation-states will be explored. The approach is interdisciplinary, drawing on sociolinguistics, political theory, sociology, law and education, and international, with examples from Europe, North America and New Zealand.
Assessment 100% coursework

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

EDUC 742  (30 Points)
Developmental Psychology
An advanced examination of theory and research in selected topics in child and adolescent development.
Assessment 50% coursework
50% exam

EDUC 747  (30 Points)
Issues in Adolescent Development
An advanced study of the theories of adolescent development and a critical examination of research dealing with issues which affect development.
Assessment 50% coursework
50% exam

EDUC 766  (15 Points)
Education and the Development Process
Examines the role of education within the process of economic, political, social and cultural change within the ‘developing’ world, with a particular focus on the small island states of the Pacific.

Theories, concepts and models of ‘development’ and how these influence educational policy and practice are explored.
Assessment 100% coursework

EDUC 767  (30 Points)
Special Topic
In 2011 this Special Topic is: Parenting and Family Studies
An advanced study of theory and research in the field of parenting and family influences on development and parenting interventions.
Assessment 100% coursework

EDUC 776  (30 Points)
Education, Culture and Identity
An examination of sociological theories concerning the role of culture in identity formation within educational settings. The course is framed around questions such as: How have globalised forces influenced identity and cultural movements in New Zealand education since the 1970s? How do identity/culture movements influence educational policies and professional practices?
Restriction: ACE 803.804, ACE 803.904, EDPROST 776
Assessment 100% coursework

EDUC 784  (30 Points)
Research Topic in Education
Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education.
To complete this course students must enrol in EDUC 784 A and B, or EDUC 784
Assessment 100% coursework

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.
To complete this course students must enrol in EDUC 787 A and B, or EDUC 787
Assessment 100% coursework

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
Restriction: EDUC 796
Assessment 100% coursework

EDUC 791  (30 Points)
Socio-Cultural Examination of Sport and Exercise
Critical examination of the cultural meanings and social significance of sport and exercise. Analyses how different sociological approaches have applied key concepts in examining and understanding the importance of sport and exercise practices in contemporary society.
Assessment 100% coursework

EDUC 796A  (60 Points)
EDUC 796B  (60 Points)
Thesis
Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research course
To complete this course students must enrol in EDUC 796 A and B
Assessment 100% coursework

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

Professional Counselling

PROFCOUN 701A  (7.5 Points)
PROFCOUN 701B  (7.5 Points)
Counselling Laboratory
An intensive “laboratory” in which students work in small groups, to develop skills and strategies for the facilitation of counselling processes. The Counselling Laboratory also provides a continuous opportunity for students to integrate theory with practice, and to develop confidence and effectiveness in their role as counsellors.
To complete this course students must enrol in PROFCOUN 701 A and B
Assessment 100% coursework

PROFCOUN 702  (15 Points)
Special Topic
In 2011 this Special Topic is: Genders and Sexualities: Implications for practitioners
A critical examination of post-modern concepts of gender and sexuality, and contemporary theories of the formation of gender and sexual-identities, including consideration of the implications for practitioners in the helping professions.
Assessment 100% coursework
PROFCOUN 704  (15 Points)
Special Topic: Children’s Stress and Coping
An in-depth exploration of the stressors that children experience in four domains: family, school, interpersonal and intrapersonal; as well as the broad range of coping strategies they employ. Content will be based on recent research with children in New Zealand, international studies and contemporary literature. Interventions and practices for supporting children will be explored.
Assessment  100% coursework

PROFCOUN 797A  (60 Points)
PROFCOUN 797B  (60 Points)
Research Portfolio
A supervised programme of coherent research activity related to 500 hours of counselling practice undertaken concurrently. The research portfolio will reflect the research and professional knowledge, understanding and skills developed during the course of the programme. It will include three case studies and other components reflecting additional, research-related activities, to be determined individually in consultation with the supervisor.
Prerequisite: EDPROST 750
To complete this course students must enrol in PROFCOUN 797 A and B
Assessment  100% coursework

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Professional Supervision

PROFSUPV 700  (30 Points)
The Practice of Professional Supervision
A critical examination of the concept, role, purpose and benefits of supervision in a wide range of professions. The rationale for supervision within professional and organisational contexts in health, counselling and human services, with reference to the ethical requirements will be examined. The knowledge and skills required to offer supervision in professional contexts will be explored in depth.
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 antipressive 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.
Assessment  100% coursework

PROFSUPV 703  (15 Points)
Workplace Learning and Reflective Practice
A critical exploration of contemporary theories of adult and professional learning in health, counselling and human services workplaces. A critical examination of strategies for pre-service professional education, including practicum teaching, and continuing development including communities of practice, reflective practice and the learning organisation.
Assessment  100% coursework

PROFSUPV 704  (15 Points)
Counselling Supervision: Relationship and Process
A critical examination of the nature of the supervisory relationship in the context of counselling supervision and the facilitation of supervisory process. Topics include an in-depth exploration of the dynamics of supervisory relationships, the roles of supervisors and supervisees, and the integration of theory and practice in developing skills for facilitating supervisory process.
Assessment  100% coursework

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

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

PROFSUPV 710  (30 Points)
Stress and Trauma in Health and Human Services
Explores the complex dimensions of stress and trauma encountered by health and human services workers. The historical, cultural and conceptual basis for an understanding of the impact of stress and trauma on both clients and workers is considered. Critically explores research-led strategies to address personal, professional and organisational responses to stressful environments.
Assessment  100% coursework

Social Work Child and Family Practice

SOCCHFAM 731  (15 Points)
Child and Adolescent Mental Health Issues
An in-depth examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on contemporary literature and evidence informed practice with children and young people within Aotearoa New Zealand.
Restriction: SOCCHFAM 431
Assessment  100% coursework

SOCCHFAM 734  (30 Points)
Issues in Child Welfare and Protection
Explores the critical issues in child welfare and protection encountered by health and human services workers. The historical, social and conceptual basis for an understanding of child abuse and neglect is considered. Explores research-led strategies to address personal, professional, and societal responses to the needs of vulnerable children.
Assessment  100% coursework

Social Work Health Practice

SOCHLTH 732  (15 Points)
Working With Grief and Loss
An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include contemporary literature and the examination of evidence-informed interventions that can assist adults and children experiencing grief, loss and change.
Restriction: ACE 990 601, SOCHLTH 432
Assessment  100% coursework
SOCHLTH 753 (15 Points)
Health Social Work: Identity and Theory
A critical examination of contemporary literature, research and cutting edge strategies in health social work. Changes in the meaning of health and the impact on identity and practice will be explored with reference to professional borders and boundaries and interprofessional collaboration.
Restriction: POPPRAC 755
Assessment 100% coursework

Social Work

SOCWORK 713 (15 Points)
The Social Work Discourse
A critical analysis of contemporary social work practice, utilising sociological perspectives and contemporary social theory. An in-depth exploration of how the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain.
Restriction: ACE 990.704, SOCWORK 413
Assessment 100% coursework

SOCWORK 718A (15 Points)
SOCWORK 718B (15 Points)
Applied Research in Social Services
Examines the role of applied research within professional practice. An in-depth examination of research methods, traditions and techniques particularly used in analysing, evaluating and auditing social service programmes and practices. Aims to enhance and develop the knowledge and understanding of students with regard to the nature and application of a broad range of research methods, the role of theory, ethics and politics in research and in developing a research proposal.
To complete this course students must enrol in SOCWORK 718 A and B
Assessment 100% coursework

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.
Assessment 100% coursework

SOCWORK 757A (15 Points)
SOCWORK 757B (15 Points)
Policy Appraisal and Innovation in Human Services
Enables students to assess the construction and performance of policy in fields of social and human service practice. Explores contemporary policy, comparative policy analysis, research-led policy development, programme monitoring and evaluation. Examines practitioner responsibility for policy appraisal to enable practitioners to become conversant with policy innovation and change in professional settings.
To complete this course students must enrol in SOCWORK 757 A and B
Assessment 100% coursework

SOCWORK 796A (60 Points)
SOCWORK 796B (60 Points)
Thesis
To complete this course students must enrol in SOCWORK 796 A and B
Assessment 100% coursework

SOCWORK 797A (45 Points)
SOCWORK 797B (45 Points)
Research Portfolio
To complete this course students must enrol in SOCWORK 797 A and B
Assessment 100% coursework

Graduate School of Enterprise (Business School) courses
For information on the Graduate School of Enterprise (Business School) course options for the Postgraduate Diploma in Educational Leadership and Master of Educational Leadership please consult The University of Auckland Calendar www.auckland.ac.nz/calendar and the Graduate School of Enterprise (Business School) www.gse.auckland.ac.nz/pgdipbus
Most Business courses are taught between 5.30–9pm. Note: Course fees differ to those of the Faculty of Education.

SOCYOUTH 733 (15 Points)
Youth Justice Issues and Strategies
A critical examination of contemporary literature, research and evidence informed strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group.
Restriction: ACE 990.601, SOCYOUTH 433
Assessment 100% coursework
Funded courses in Literacy and Numeracy Education

Ministry of Education
50% subsidies available

The University of Auckland, Faculty of Education offers the following courses that are eligible for Ministry of Education Fee Initiative 2011 subsidies.

**Numeracy**
- Understanding and Extending Mathematical Thinking (EDCURRIC 349)
- Mathematical Literacy for Lower-Achieving Students (EDCURRIC 369)
- Helping Children Succeed in Mathematics (EDCURRIC 347)
- Exploring Mathematical Thinking (EDCURRIC 714)
- Understanding Difficulties in Number Learning (EDCURRIC 715)
- Development of Numeracy Practice (EDCURRIC 717)

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

Each course is a full year course (two semesters). The postgraduate (700 level) courses incorporate the material of the 300 level courses and build upon them to a more advanced level. The corresponding courses are EDCURRIC 349/714, EDCURRIC 369/715, EDCURRIC 347/717.

**Literacy**

The University of Auckland, Faculty of Education offers ten courses that are eligible for Ministry of Education fees subsidies.

- Literacy Education: Research and Practice (EDPROFST 700 A&B)
- Issues in Literacy Education (EDPROFST 701)
- Challenges of Literacy Difficulties (EDPROFST 702)
- The Inquiring Teacher: Literacy Education (EDPROFST 703 A&B)
- Issues in Literacy Teaching and Learning (EDPROFST 705)
- Language Analysis for Teachers (EDPROFST 706)
- Children’s Literature in Education (EDPROFST 707)
- Examining National Standards (EDPROFST 781)
- Psychology of Writing (EDCURRIC 780)
- Adolescent Literacy (EDCURRIC 740, Special topic)

How are the courses funded?

Funding is provided to support teachers to study a literacy or numeracy course at postgraduate level. Half of the course tuition fee will be paid for by the Ministry of Education and half by the teacher’s school.*

The postgraduate (700 level) courses can be credited towards a postgraduate qualification in the Faculty of Education such as the Postgraduate Diploma in Education or Master of Education.

Enhance your and your school’s literacy expertise and knowledge to better support the achievement of your students.

Take advantage of the fees subsidies available in 2011.

*Note: Criteria apply, consult the Ministry of Education (MOE) website and The University of Auckland Calendar. MOE 50% subsidy is for course tuition fees only, release time or leave provision is not part of this scheme. All courses listed can be funded via the MOE Fee Scheme through teachers’ schools, or directly by teachers.

Other funding opportunities

The Faculty of Education is offering two study awards of $2000 each for students enrolled in a Masters thesis that specialises in literacy and/or language education.

There are two scholarships awarded by Pearson NZ Ltd and the Faculty of Education of $2000 each towards tuition fees for students enrolled in the Postgraduate Diploma in Education – Literacy Education specialisation.

For more information, contact the Faculty of Education
0800 616263 | education@auckland.ac.nz
www.education.auckland.ac.nz

Disclaimer
Although every reasonable effort is made to ensure accuracy, the information in this document is provided as a general guide only for students and is subject to alteration. All students enrolling at The University of Auckland must consult its official document, the current Calendar of The University of Auckland, to ensure that they are aware of and comply with all regulations, requirements and policies. Publication printed 29 November 2010.
How to apply

Enquire
Visit www.education.auckland.ac.nz or contact our student advisers for any information you need.

Phone: 0800 61 62 65 (Within NZ) or +64 9 923 1969 (Outside NZ) Email: education@auckland.ac.nz

Faculty of Education Student Centre: A Block, Gate 3, 74 Epsom Avenue, Epsom, Auckland

Apply for a place in a programme(s)
Do you have Internet access, or can you come on to campus? (Make sure you apply as early as possible before the closing date)

Yes
• Log on to www.auckland.ac.nz
• Click on ‘Apply Now’.
• Complete the online Application for Admission for a place in your programme(s) of choice.
• You will receive an acknowledgement letter and email asking you to provide specific certified documents before your application can be assessed. The letter will also tell you how to access the University’s Student Services Online system to complete the next steps.
• You will also need to complete a Supplementary Information Form (SIF). You can download this from the online Application for Admission.

No
Phone: 0800 61 62 65 or +64 9 923 1969
Email: studentinfo@auckland.ac.nz
The Contact Centre will forward the required information to you.

Interview
Interviews are not generally required for postgraduate programmes but may apply for some programmes. If this applies to you, after you have completed the online Application for Admission and we have received your Supplementary Information Form (SIF), you will be contacted and given a date for your selection interview.

Offer
Your application will be assessed and if successful, you will receive an offer of a place in a programme (may be conditional on specific requirements being met).

Accept
Accept or decline your offer of a place in the programme online within 10 working days. Remember - you still need to enrol in courses!

Enrol in your courses – Faculty of Education
Once you have accepted the offer of a place in the programme, you will need to access information on the courses offered and which you can enrol in.

If you have any questions you can:
• email education@auckland.ac.nz
• call 0800 61 62 65 and speak to an adviser.
When you are successfully enrolled, you will receive an invoice for your fees. You need to pay this by the date indicated.

Congratulations. You are now a student at The University of Auckland.

Closing dates for applications for admission in 2011
Counselling and Graduate Diploma in Teaching programmes:
1 November 2010

All other Faculty of Education postgraduate programmes:
8 December 2010

Late applications may be accepted if places are available. PhD applications (only) may be submitted at any time of year.

If a Semester Two 2011 start is offered for your chosen programme, the application and enrolment closing date is 4 July 2011.

Note: If applying for doctoral (EdD or PhD) programmes you need to first complete an online Expression of Interest.
Visit www.auckland.ac.nz/eoi