Welcome to postgraduate study in the Faculty of Education. This publication is a handbook to the Faculty of Education Postgraduate Prospectus. It provides a guide to the courses offered by the faculty in 2012. Included is information on which programmes the courses can be studied within, the semester and timetabling of each course, and the delivery mode.

The courses and timetables printed in this publication are confirmed and correct at time of printing but please note that some changes may occur. Course enrolments for 2012 open 7 November 2011 and from this date you can also check online for the most up-to-date timetable for each course:

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

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

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

For postgraduate programme and course information and to download a prospectus (courses offered in 2012 are also listed here by various search categories eg, area of study, day of week, delivery mode)
www.education.auckland.ac.nz/pg-study-options

Information on support services for students
www.education.auckland.ac.nz/student-support

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

- A computer that can play DVDs.
- A connection to the Internet – preferably broadband, not dial-up.
- Access on your computer to a recent web-browser.

Some courses may require you to complete online activities involving: creating and/or downloading PowerPoints as well as downloading audio and/or video podcasts.
The University of Auckland at Manukau

The Faculty of Education will offer selected postgraduate courses at Manukau Institute of Technology (MIT) in 2012.

- A convenient study location if MIT is close to your place of work or home.
- High quality University of Auckland programmes, courses and teaching staff.

Summer School:
- EDPRAC 751 Special Topic: Practitioner Inquiry

Full-year course:
- EDPRAC 701 A and B Investigating Practice

Semester Two:
- EDPROFST 773 An Advanced Study in Gifted Education

Study at the MIT location is best suited for part-time students. Some qualifications may be able to be completed full-time depending on your area of interest/research. Your study at MIT can be complemented with study at Epsom Campus or via online/study guide (flexi-mode).

Did you graduate from The University of Auckland at Manukau BEd(Tchg) Primary programme?
To celebrate the 10th anniversary of The University of Auckland Bachelor of Education (Teaching) at Manukau in 2012 the Faculty of Education, in partnership with Manukau Institute of Technology, is offering two "University of Auckland at Manukau Anniversary Postgraduate Study Awards in Education". The study award will pay the equivalent of two full-time years of postgraduate study tuition fees. Applications close 1 November 2011. For further details visit www.education.auckland.ac.nz/manukau

Tai Tokerau Campus

In 2012 the following postgraduate courses are offered at Tai Tokerau Campus.

Semester One:
- EDPROFST 739 Educational Policy and Organisations
- EDUC 787 Research Methodologies in Māori Education

Full-year courses:
- EDCURRIC 714 A and B Exploring Mathematical Thinking
- EDCURRIC 715 A and B Understanding Difficulties in Number Learning

Semester Two:
- EDCURRIC 772 Curriculum Development and Design
- EDPROFST 756 Researching Educational Settings

Students studying in Northland may also be interested in the selection of courses offered as online/study guide (flexi-mode) that require little or no on-campus days at Epsom Campus in Auckland and block courses at Epsom Campus offered over the school holiday breaks.
The information below gives an overview of the courses offered in 2012 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.

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

### Master of Education, Master of Educational Leadership, Master of Professional Studies in Education, Postgraduate Diploma in Education, Postgraduate Diploma in Educational Leadership, Bachelor of Education (Teaching) (Honours)

For timetable and course information for BUSADMIN 713, HRMGMT 702, 704, 706, 707, 708, which are electives within the MEdLd and PGDipEdLd programmes, contact the Graduate School of Enterprise (Business School) on 0800 61 62 65 or at www.gse.auckland.ac.nz

Note: The approved Research Methodology courses are EDPROFST 750, 754, 756, 757 A and B, EDUC 787 and EDPRAC 751. EDPROFST 700 may be taken as a research methodology course subject to approval from the Associate Dean (Postgraduate).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching for Scientific Literacy</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates: Saturdays (9am-4pm): 4 Aug, 8 Sept + Tuesdays (4.30-7.30pm): 24 July, 7, 21, 28 Aug; 18 Sept; 9, 16, 23 Oct</td>
</tr>
<tr>
<td>Exploring Mathematical Thinking</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Thursdays (4.30-7.30pm): 1, 22 March, 10 May, 7 June</td>
</tr>
<tr>
<td>Exploring Mathematical Thinking</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thursdays (4.30-7.30pm): 2 Aug, 13 Sept</td>
</tr>
<tr>
<td>Exploring Mathematical Thinking</td>
<td>15</td>
<td>1</td>
<td>Tai Tokerau</td>
<td>Days/times to be negotiated</td>
</tr>
<tr>
<td>Exploring Mathematical Thinking</td>
<td>15</td>
<td>2</td>
<td>Tai Tokerau</td>
<td>Days/times to be negotiated</td>
</tr>
<tr>
<td>Understanding Difficulties in Number Learning</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Thursdays (4.30-7.30pm): 8, 29 March, 24 May, 21 June</td>
</tr>
<tr>
<td>Understanding Difficulties in Number Learning</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thursdays (4.30-7.30pm): 9 Aug, 6 Sept</td>
</tr>
<tr>
<td>Understanding Difficulties in Number Learning</td>
<td>15</td>
<td>1</td>
<td>Tai Tokerau</td>
<td>Days/times to be negotiated</td>
</tr>
<tr>
<td>Understanding Difficulties in Number Learning</td>
<td>15</td>
<td>2</td>
<td>Tai Tokerau</td>
<td>Days/times to be negotiated</td>
</tr>
<tr>
<td>Development of Numeracy Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Thursdays (4.30-7.30pm): 15 March, 26 April, 17 May, 14 June</td>
</tr>
<tr>
<td>Development of Numeracy Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thursdays (4.30-7.30pm): 16 Aug, 20 Sept</td>
</tr>
<tr>
<td>Technological Literacy</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates: Saturdays (9am-4pm): 11 Aug, 1 Sept + Thursdays (4.30-7.30pm): 26 July, 2, 23 Aug, 13, 20 Sept; 4, 11, 18 Oct</td>
</tr>
<tr>
<td>Special Topic: Adolescent Literacy</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Special Topic: Arts Research: Innovative Practices</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Special Topic: Critical Studies of Instructional Models</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Curriculum Development and Design</td>
<td>30</td>
<td>2</td>
<td>Tai Tokerau</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Enterprise and Innovation in Education</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Enterprise and Innovation in Education</td>
<td>30</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>Investigating Practice</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Investigating Practice</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Investigating Practice</td>
<td>30</td>
<td>1</td>
<td>Manukau</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Investigating Practice</td>
<td>30</td>
<td>2</td>
<td>Manukau</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>Special Topic: Practitioner Inquiry</td>
<td>30</td>
<td>2</td>
<td>Summer School</td>
<td>Manukau School holidays (10am-5pm): Mon 9-Fri 13 Jan, Sat 11 Feb</td>
</tr>
</tbody>
</table>

* Only offered in the PGDipEd Early Career Teaching specialisation. May be taken as part of a general PGDipEd qualification subject to Head of Department approval.

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

---

2012 Faculty of Education Postgraduate Course Handbook | 5
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Location</th>
<th>Delivery</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPRAC 751</td>
<td>Special Topic: Practitioner Inquiry</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPRAC 752</td>
<td>Special Topic: Using Evidence in Teaching Practice</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 700A</td>
<td>Literacy Education: Research and Practice</td>
<td>15</td>
<td>1</td>
<td>Early Start</td>
<td>On-campus days (9am-4pm); Mon 16 - Wed 18 Jan</td>
</tr>
<tr>
<td>EDPROFST 700B</td>
<td>Literacy Education: Research and Practice</td>
<td>15</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 701</td>
<td>Issues in Literacy Education</td>
<td>30</td>
<td>2</td>
<td>Early Start</td>
<td>On-campus days (9am-4pm); Wed 11 - Fri 13 July</td>
</tr>
<tr>
<td>EDPROFST 702</td>
<td>Challenges of Literacy Difficulties</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>On-campus days (9am-4pm); Mon 9 - Wed 11 July</td>
</tr>
<tr>
<td>EDPROFST 703A</td>
<td>The Inquiring Teacher: Literacy Education</td>
<td>15</td>
<td>1</td>
<td>Early Start</td>
<td>On-campus days (9am-4pm); Wed 18 - Fri 20 Jan</td>
</tr>
<tr>
<td>EDPROFST 703B</td>
<td>The Inquiring Teacher: Literacy Education</td>
<td>15</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 705</td>
<td>Issues in Literacy Teaching and Learning</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 706</td>
<td>Language Analysis for Teachers</td>
<td>30</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Block (school holidays) (9am-4pm); Friday 20 Jan; Sat 4 Feb; Sat 11 Feb</td>
</tr>
<tr>
<td>EDPROFST 707</td>
<td>Children's Literature in Education</td>
<td>30</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 710</td>
<td>Māori Medium Education</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Sat/Tue weekends (9am-4pm); 21, 22 July; 11, 12 Aug; 15, 16 Sept; 13 Oct</td>
</tr>
<tr>
<td>EDPROFST 714</td>
<td>e-Learning in Practice</td>
<td>30</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 716</td>
<td>Early Years Pedagogy</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 717</td>
<td>Early Years Pedagogy</td>
<td>30</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 722</td>
<td>Dance and Drama in Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 723</td>
<td>Visual Arts Education in New Zealand</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 725</td>
<td>Critical Issues in Music Education</td>
<td>30</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>On-campus day (9am-4pm); Sat 1 Sept</td>
</tr>
<tr>
<td>EDPROFST 734</td>
<td>Classroom Contexts (Advanced)</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 738</td>
<td>Educational Leadership</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Sat 10 March (10am-4pm) + Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 739</td>
<td>Educational Leadership</td>
<td>30</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>On-campus day (9am-4pm); Sat 10 March</td>
</tr>
<tr>
<td>EDPROFST 740</td>
<td>Educational Policy and Organisations</td>
<td>30</td>
<td>1</td>
<td>Tai Tokerau</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 741</td>
<td>Educational Leadership in the Electronic Age</td>
<td>30</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 743</td>
<td>Family Counselling</td>
<td>15</td>
<td>1</td>
<td>Tāmaki</td>
<td>Weekly lecture (Wednesday 4:30-6:30pm)</td>
</tr>
<tr>
<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
<td>15</td>
<td>1</td>
<td>Tāmaki</td>
<td>Selected Saturdays (9am-4pm); 10, 17 March; 28 April; 5 May</td>
</tr>
<tr>
<td>EDPROFST 745</td>
<td>Group Counselling</td>
<td>15</td>
<td>2</td>
<td>Tāmaki</td>
<td>Selected Saturdays (9am-4pm); 21, 28 July; 18 Aug; 15 Sept</td>
</tr>
<tr>
<td>EDPROFST 746A</td>
<td>The Counselling Process</td>
<td>15</td>
<td>1</td>
<td>Tāmaki</td>
<td>Weekly lecture (Tuesday 4:30-6:30pm)</td>
</tr>
<tr>
<td>EDPROFST 746B</td>
<td>The Counselling Process</td>
<td>15</td>
<td>2</td>
<td>Tāmaki</td>
<td>Weekly lecture (Tuesday 4:30-6:30pm)</td>
</tr>
<tr>
<td>EDPROFST 748</td>
<td>Cultural Issues in Counselling</td>
<td>15</td>
<td>2</td>
<td>Tāmaki</td>
<td>Weekly lecture (Tuesday 7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 749</td>
<td>Professional Issues in Counselling</td>
<td>15</td>
<td>1</td>
<td>Tāmaki</td>
<td>Weekly lecture (Tuesday 7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 750</td>
<td>Critical Analysis in Counselling</td>
<td>15</td>
<td>2</td>
<td>Tāmaki</td>
<td>Weekly lecture (Wednesday 4:30-6:30pm)</td>
</tr>
<tr>
<td>EDPROFST 751</td>
<td>ECE Curriculum Issues</td>
<td>30</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>On-campus days (9am-4pm); Sat 10 March; Sat 12 May</td>
</tr>
<tr>
<td>EDPROFST 753</td>
<td>Issues in Assessment</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDPROFST 754</td>
<td>Special Topic: Critical Research Methodologies in Education</td>
<td>30</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Selected Tuesdays and Thursdays (9:30am-3pm); 10, 12 Jan; 17, 19 Jan; 24, 26 Jan</td>
</tr>
<tr>
<td>EDPROFST 756</td>
<td>Special Topic: Critical Research Methodologies in Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Saturdays (9:30am-3pm); 3, 10, 24, 31 March; 28 April; 5 May</td>
</tr>
<tr>
<td>EDPROFST 756</td>
<td>Special Topic: Critical Research Methodologies in Education</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Saturdays (9:30am-3pm); 28 July; 4, 18 Aug; 1, 8, 22 Sept</td>
</tr>
<tr>
<td>EDPROFST 757A</td>
<td>Understanding Research for School Improvement</td>
<td>15</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>On-campus days (9am-4pm); 3 Sat 3 March; Sat 29 April; Sat 26 May</td>
</tr>
<tr>
<td>EDPROFST 757B</td>
<td>Understanding Research for School Improvement</td>
<td>15</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>On-campus day (9am-4pm); Sat 15 Sept</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
<td>Semester</td>
<td>Delivery</td>
<td>Timetable</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDPROFST 759A</td>
<td>Research Portfolio BEd(Tchg)(Hons)</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 759B</td>
<td>Research Portfolio BEd(Tchg)(Hons)</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 761</td>
<td>Professional Learning: Support and Supervision</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 762A</td>
<td>Mentoring Teachers</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Mondays (4.30-7.30pm): 27 Feb, 5, 19 March; 2, 30 April, 21 May, 11 June</td>
</tr>
<tr>
<td>EDPROFST 762B</td>
<td>Mentoring Teachers</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Mondays (4.30-7.30pm): 16, 30 July; 13, 27 Aug, 15 Oct</td>
</tr>
<tr>
<td>EDPROFST 763</td>
<td>New Teacher Development</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 765</td>
<td>Development in Early Years</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 767</td>
<td>Critical Approaches to Inclusion</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 769</td>
<td>Special Topic: Developing Professional Expertise</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Fri 2 - Sat 3 March (9am-4pm); Sat 26 May (9am-4pm) + Selected Thursdays (4.30-7.30pm): 15, 22 March; 10 May</td>
</tr>
<tr>
<td>EDPROFST 773</td>
<td>An Advanced Study in Gifted Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 774</td>
<td>Education and Empowerment</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 777</td>
<td>Curriculum: Theory, Issues, Practice</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 780</td>
<td>Special Topic: Learning and Theories of Learning</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Mon 9 - Wed 11 July + Selected Thursdays (4.30-7.30pm): 19, 26 July</td>
</tr>
<tr>
<td>EDPROFST 782</td>
<td>Educational Change</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDPROFST 783</td>
<td>Special Topic: The Pedagogies of Tertiary Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 790</td>
<td>Dissertation</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 790A</td>
<td>Dissertation</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 790B</td>
<td>Dissertation</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 790D</td>
<td>Dissertation (cohort students)</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td>Selected Wednesdays (4.30-7.30pm): 29 Feb; 7, 14, 21, 28 March; 2, 9, 16, 30 May</td>
</tr>
<tr>
<td>EDPROFST 790B</td>
<td>Dissertation (cohort students)</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td>Selected Wednesdays (4.30-7.30pm): 18 July; 1, 29 Aug; 19 Sep; 17 Oct</td>
</tr>
<tr>
<td>EDPROFST 793</td>
<td>MEd Dissertation</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 795A</td>
<td>Research Portfolio for MEd</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 795B</td>
<td>Research Portfolio for MEd</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 796A</td>
<td>MEd Thesis</td>
<td>60</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 796B</td>
<td>MEd Thesis</td>
<td>60</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDPROFST 796D</td>
<td>MEd Thesis</td>
<td>60</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDUC 700</td>
<td>Special Topic: Coordinating for Inclusion</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 703</td>
<td>Educational Philosophy</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 704</td>
<td>Sociology of Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 705</td>
<td>Education and Development Policy</td>
<td>30</td>
<td>2</td>
<td>City</td>
<td>Weekly lecture (Monday 4.7pm)</td>
</tr>
<tr>
<td>EDUC 710</td>
<td>Issues in Indigenous Education</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 713</td>
<td>Childhood and Globalisation</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 741</td>
<td>Educational Psychology</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 742</td>
<td>Developmental Psychology</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 747</td>
<td>Issues in Adolescent Development</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 753</td>
<td>Lifelong Learning: Principles and Practice</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 766</td>
<td>Education and the Development Process</td>
<td>30</td>
<td>2</td>
<td>City</td>
<td>Weekly lecture (Monday 4.7pm)</td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Special Topic: Parenting and Family Studies</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 776</td>
<td>Education, Culture and Identity</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4.30-7.30pm)</td>
</tr>
<tr>
<td>EDUC 787</td>
<td>Research Methodologies in Māori Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4.30-7.30pm)</td>
</tr>
</tbody>
</table>

**Note:** For course prescription, refer page [next page].
## Master of Arts in Education, Bachelor of Arts (Honours) in Education

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

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

All courses listed are offered in the Graduate Diploma in Education and Bachelor of Education (Teaching) - Teachers’ specialisation unless otherwise indicated. The Bachelor of Education (Teaching) - Teachers’ specialisation core courses are indicated with a ✓.

Some courses in the programme structures for these two programmes may be timetabled in 2012 in another programme (eg, Bachelor of Physical Education or Graduate Diploma in Teaching (Secondary)). To enquire if these courses are scheduled, please contact the Education Student Centre.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 703</td>
<td>Educational Philosophy</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 704</td>
<td>Sociology of Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 705</td>
<td>Education and Development Policy</td>
<td>30</td>
<td>2</td>
<td>City</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 710</td>
<td>Issues in Indigenous Education</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 713</td>
<td>Childhood and Globalisation</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 741</td>
<td>Educational Psychology</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 742</td>
<td>Developmental Psychology</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 747</td>
<td>Issues in Adolescent Development</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 9am-12pm)</td>
</tr>
<tr>
<td>EDUC 753</td>
<td>Lifelong Learning: Principles and Practice</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 666</td>
<td>Education and the Development Process</td>
<td>15</td>
<td>2</td>
<td>City</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Special Topic: Parenting and Family Studies</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 776</td>
<td>Education, Culture and Identity</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 787</td>
<td>Research Methodologies in Māori Education</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDUC 790</td>
<td>Dissertation</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDUC 790A</td>
<td>Dissertation</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDUC 798</td>
<td>Dissertation</td>
<td>15</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDUC 796A</td>
<td>Thesis</td>
<td>60</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>EDUC 796B</td>
<td>Thesis</td>
<td>60</td>
<td>1, 2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
<td>Semester</td>
<td>Delivery</td>
<td>Timetable</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>--------</td>
<td>----------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>EDCURRIC 360</td>
<td>Teaching and Planning in Technology</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDCURRIC 361</td>
<td>The Performance Arts in Education</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 17 - Thurs 20 Jan; Sat 4 Feb</td>
</tr>
<tr>
<td>EDCURRIC 362</td>
<td>Drama and Learning</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 1 - Fri 5 Oct</td>
</tr>
<tr>
<td>EDCURRIC 367</td>
<td>Teaching Children's Literature</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDCURRIC 368</td>
<td>Initiating and Supporting Learning in Music</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 23 - Fri 27 Jan</td>
</tr>
<tr>
<td>EDCURRIC 369A</td>
<td>Mathematical Literacy for Lower-achieving Students</td>
<td>7.5</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Wednesdays (4:30-7:30pm): 3, 21 March; 4 April, 2, 16 May; 6 June</td>
</tr>
<tr>
<td>EDCURRIC 369B</td>
<td>Mathematical Literacy for Lower-achieving Students</td>
<td>7.5</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Wednesdays (4:30-7:30pm): 18 July, 8, 29 Aug, 19 Sept, 17, 31 Oct</td>
</tr>
<tr>
<td>EDCURRIC 376</td>
<td>Bilingual Education: Models and Theories</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDCURRIC 377</td>
<td>Bilingual Education: Curriculum and Pedagogy</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDFPROST 220</td>
<td>Introduction to Samoan Language for Teaching</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Sat 14 Jan, Mon 23 -Thur 26 Jan; Sat 4 Feb</td>
</tr>
<tr>
<td>EDFPROST 222</td>
<td>Reporting Student Achievement</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 226</td>
<td>Introduction to Bilingual Education</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 8 -Thur 12 July; Sat 11 Aug, Sat 8 Sept</td>
</tr>
<tr>
<td>EDFPROST 316</td>
<td>Understanding Research for Practitioners</td>
<td>15</td>
<td>1, 2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDFPROST 319</td>
<td>Teaching Gifted and Talented Students</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 324</td>
<td>Advanced Group Skills</td>
<td>15</td>
<td>2</td>
<td>Early Start</td>
<td>Epsom</td>
</tr>
<tr>
<td>EDFPROST 325</td>
<td>Introduction to Leadership in Education</td>
<td>15</td>
<td>2</td>
<td>Late Start</td>
<td>On-campus day: Sat 28 July (9am-4pm)</td>
</tr>
<tr>
<td>EDFPROST 344</td>
<td>Sport, Games and Play</td>
<td>15</td>
<td>Summer School</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 23 - Fri 27 Jan</td>
</tr>
<tr>
<td>EDFPROST 350</td>
<td>Assessment for Learning</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 353</td>
<td>Whakapuaki i te Rea</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Sun 11 March; Mon 16 - Wed 18 April, Sun 10 June</td>
</tr>
<tr>
<td>EDFPROST 357</td>
<td>Reflective Practice for Teachers</td>
<td>15</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>On-campus days: Sat 3 March (9am-4pm), Sat 28 April (9am-1pm)</td>
</tr>
<tr>
<td>EDFPROST 358</td>
<td>Refining Professional Performance</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 359</td>
<td>Supervising Professional Performance</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Monday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 361</td>
<td>Issues in Technology</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 363</td>
<td>Environmental Education: An Introduction</td>
<td>15</td>
<td>1</td>
<td>Early Start</td>
<td>Epsom</td>
</tr>
<tr>
<td>EDFPROST 364</td>
<td>Enterprise and Innovation for Teaching</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (Tuesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 365</td>
<td>Beyond Special Needs: Inclusive Education</td>
<td>15</td>
<td>2</td>
<td>Early Start</td>
<td>Epsom</td>
</tr>
<tr>
<td>EDFPROST 366</td>
<td>Perspectives on Learning and Development: Infants and Toddlers</td>
<td>15</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>On-campus day: Sat 3 March (9am-4pm); Sat 10 March; Sat 13 Oct</td>
</tr>
<tr>
<td>EDFPROST 368</td>
<td>Refining Writing Programmes</td>
<td>15</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>On-campus day: (9am-4pm): Sat 10 March</td>
</tr>
<tr>
<td>EDFPROST 376</td>
<td>Bilingual Education: Models and Theories</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
</tr>
<tr>
<td>EDFPROST 377</td>
<td>Bilingual Education: Curriculum and Pedagogy</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Sat 22 Sept, Mon 8 - Thurs 11 Oct; Sat 3 Nov</td>
</tr>
<tr>
<td>EDFPROST 378</td>
<td>Critical Approaches to Literacy</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Sat 15 Sept; Mon 1 -Thur 4 Oct; Sat 27 Oct</td>
</tr>
<tr>
<td>EDFPROST 700A</td>
<td>Literacy Education: Research and Practice</td>
<td>15</td>
<td>1</td>
<td>Online/Study Guide</td>
<td>On-campus days (9am-4pm): Mon 16 - Wed 18 Jan</td>
</tr>
<tr>
<td>EDFPROST 700B</td>
<td>Literacy Education: Research and Practice</td>
<td>15</td>
<td>2</td>
<td>Online/Study Guide</td>
<td>No on-campus sessions required</td>
</tr>
<tr>
<td>EDFPROST 701</td>
<td>Issues in Literacy Education</td>
<td>30</td>
<td>2</td>
<td>Early Start</td>
<td>Online/Study Guide</td>
</tr>
</tbody>
</table>

**Course Code**

**Course Title**

**Points**

**Semester**

**Delivery**

**Timetable**

---

2012 Faculty of Education Postgraduate Course Handbook | 9
### 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 65 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
<th>For course prescription refer page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>EDCURRIC 345 Literacy in the Primary School</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-3:30pm): Sat 10 March, Wed 11 - Sat 14 April, Sat 5 May</td>
<td>14</td>
</tr>
<tr>
<td>Elective</td>
<td>EDPROFST 220 Introduction to Samoan Language for Teaching</td>
<td>15</td>
<td>2</td>
<td>Early Start</td>
<td>Black (school holidays) (9am-4pm): Sat 14 Jan, Mon 23, Thur 26 Jan, Sat 4 Feb</td>
<td>16</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 226 Introduction to Bilingual Education</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 9 - Thur 12 July, Sat 11 Aug, Sat 8 Sept</td>
<td>16</td>
</tr>
<tr>
<td>Core</td>
<td>EDPROFST 227 TESSOL: Language Learning Needs</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Thurs 1 March (9am-4pm) + Weekly workshop (4:30-7:30pm): Select either Tues or Thurs</td>
<td>16</td>
</tr>
<tr>
<td>Core</td>
<td>EDPROFST 372 TESSOL: Language Learning through Tasks</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (4:30-7:30pm): Select either Tues or Thurs</td>
<td>17</td>
</tr>
<tr>
<td>Core</td>
<td>EDPROFST 373 TESSOL: Language Learning in the New Zealand Context</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Fri 2 March (9am-4pm) + Weekly workshop (4:30-7:30pm): Select either Mon, Tues or Wed</td>
<td>17</td>
</tr>
<tr>
<td>Core</td>
<td>EDPROFST 374 TESSOL: Language Focused Curriculum</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Weekly lecture (4:30-7:30pm): Select either Mon, Tues or Wed</td>
<td>17</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 375 TESSOL: Assessment</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Black (school holidays) (9am-4pm): Mon 16 - Wed 18 April, Sat 12 May, Sat 9 June, Sat 16 June</td>
<td>17</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 376 Bilingual Education: Models and Theories</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 4:30-7:30pm)</td>
<td>17</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 377 Bilingual Education: Curriculum and Pedagogy</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Sat 22 Sept, Mon 8 - Thurs 11 Oct, Sat 3 Nav</td>
<td>17</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 378 Critical Approaches to Literacy</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Black (9am-4pm): Sat 15 Sept, Mon 1 - Thurs 4 Oct, Sat 27 Oct</td>
<td>17</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 380 TESSOL: Teacher Research Design</td>
<td>15</td>
<td>1</td>
<td>Early Start</td>
<td>Selected Saturdays: 25 Feb (9am-3pm), 24 March (9am-3pm), 19 May (9am-12pm) + Selected Mondays (4:30-7:30pm): 5, 12 Mar, 2, 23 Apr, 7, 28 May, 11 June</td>
<td>17</td>
</tr>
<tr>
<td>Core elective</td>
<td>EDPROFST 381 TESSOL: Teacher Research Implementation</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Sat 28 July (9am-12pm) + Selected Mondays (4:30-7:30pm): 16 July, 20 Aug, 17 Sept, 15 Oct, 5 Nov + Thurs 8 Nov (4:30-7:30pm)</td>
<td>17</td>
</tr>
</tbody>
</table>

### Postgraduate Certificate in Academic Practice

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
<th>For course prescription refer page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADPRAC 701A</td>
<td>Learning, Teaching and Assessment</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Selected Fridays (1-4pm): 2, 16, 30 March, 4, 18 May, 1 June</td>
<td>14</td>
</tr>
<tr>
<td>ACADPRAC 701B</td>
<td>Learning, Teaching and Assessment</td>
<td>15</td>
<td>2</td>
<td>City</td>
<td>Selected Fridays (1-4pm): 27 July, 10, 24 Aug, 21 Sept, 5, 19 Oct</td>
<td>14</td>
</tr>
<tr>
<td>ACADPRAC 702</td>
<td>Academic Citizenship and Professionalism</td>
<td>15</td>
<td>2</td>
<td>City</td>
<td>Selected Fridays (1-4pm): 20 July, 3, 17 Aug, 14, 28 Sept, 12 Oct</td>
<td>14</td>
</tr>
<tr>
<td>ACADPRAC 703</td>
<td>Special Topic: eLearning in University Education</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Selected Fridays (1-4pm): 9, 23 March, 27 April, 11, 25 May</td>
<td>14</td>
</tr>
<tr>
<td>ACADPRAC 704</td>
<td>Special Topic: Managing Large Courses and Teaching Teams</td>
<td>15</td>
<td>1</td>
<td>City</td>
<td>Selected Fridays (1-4pm): 9, 23 March, 27 April, 11, 25 May</td>
<td>14</td>
</tr>
<tr>
<td>ACADPRAC 706</td>
<td>Independent Project</td>
<td>15</td>
<td>1, 2</td>
<td>City</td>
<td>Selected Fridays (1-4pm)</td>
<td>14</td>
</tr>
</tbody>
</table>
Master of Social Work, Postgraduate Diploma in Social Work, Postgraduate Diploma in Health Sciences - Social Work specialisation

Note: The PGDipHSc – Social Work specialisation is offered through the Faculty of Medical and Health Sciences (FMHS) with social work courses taught by Faculty of Education academic staff. Faculty of Education courses are listed below. For FMHS courses offered within this specialisation please refer to the FMHS website www.fmhs.auckland.ac.nz

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPROFST 743</td>
<td>Family Counselling</td>
<td>15</td>
<td>1</td>
<td>Tāmaki</td>
<td>Weekly lecture (Wednesday 4.30-6.30pm)</td>
</tr>
<tr>
<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
<td>15</td>
<td>1</td>
<td>Tāmaki</td>
<td>Selected Saturdays (9am-4pm): 10, 17 March; 28 April, 5 May</td>
</tr>
<tr>
<td>PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Tues/Wed (9am-4pm): 6, 7 March, 3, 4 April, 15, 16 May</td>
</tr>
<tr>
<td>PROFSUPV 701</td>
<td>Advanced Approaches in Professional Supervision</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Tues/Wed (9am-4pm): 24, 25 July, 21, 22 Aug, 2, 3 Oct</td>
</tr>
<tr>
<td>PROFSUPV 702</td>
<td>Supervision and Professional Development in Child Protection</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Mon/Tues (9am-4pm): 19, 20 March, 30 April, 1 May, 28 May</td>
</tr>
<tr>
<td>PROFSUPV 703</td>
<td>Workplace Learning and Reflective Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thurs/Fri (9am-4pm): 9, 10 Aug, 20, 21 Sept</td>
</tr>
<tr>
<td>PROFSUPV 706</td>
<td>Managing and Developing People in the Human Services</td>
<td>15</td>
<td>2</td>
<td>Early Start</td>
<td>Block: Wed 4 July (10am-12pm), Wed 15 - Thurs 16 Aug (9am-4pm) + online/study guide support</td>
</tr>
<tr>
<td>PROFSUPV 710</td>
<td>Stress and Trauma in Health and Human Services</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thurs/Fri (9am-4pm): 2, 3 Aug, 11, 12 Oct</td>
</tr>
<tr>
<td>SOCCHFAM 731</td>
<td>Child and Adolescent Mental Health Issues</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates (9am-3pm): Mon 16, Tues 17, Thurs 19 July; Mon 20 Oct</td>
</tr>
<tr>
<td>SOCCHFAM 734</td>
<td>Issues in Child Welfare and Protection</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Thurs/Fri (9am-4pm): 26, 27 April, 24, 25 May</td>
</tr>
<tr>
<td>SOCHLTH 732</td>
<td>Working with Grief and Loss</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates (9am-4pm): Fri 20 July; Mon 23 - Tues 24 July; Tues 30 Oct</td>
</tr>
<tr>
<td>SOCHLTH 751</td>
<td>Interpersonal and Family Violence</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thurs/Fri (9am-4pm): 26, 27 July, 28 Sept</td>
</tr>
<tr>
<td>SOCHLTH 753</td>
<td>Health Social Work: Identity and Theory</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Block (9am-4pm): Thurs 15 - Fri 16 March; Thurs 10 - Fri 11 May</td>
</tr>
<tr>
<td>SOCWORK 713</td>
<td>The Social Work Discourse</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 10:30am-12:30pm) + Weekly tutorial (Wednesday 2.30pm)</td>
</tr>
<tr>
<td>SOCWORK 718</td>
<td>Applied Research in Social Services</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Block (9am-4pm): Thurs 8 - Fri 9 March; Thurs 3 - Fri 4 May; Mon 21 May</td>
</tr>
<tr>
<td>SOCWORK 752</td>
<td>Issues in Clinical Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thurs/Fri (9am-4pm): 9, 10 Aug, 20, 21 Sept</td>
</tr>
<tr>
<td>SOCWORK 757A</td>
<td>Policy Appraisal and Innovation in Human Services</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Tuesdays fortnightly (8:30-10:30am)</td>
</tr>
<tr>
<td>SOCWORK 757B</td>
<td>Policy Appraisal and Innovation in Human Services</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Tuesdays fortnightly (8:30-10:30am)</td>
</tr>
<tr>
<td>SOCWORK 796A</td>
<td>Thesis</td>
<td>60</td>
<td>1</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>SOCWORK 796B</td>
<td>Thesis</td>
<td>60</td>
<td>2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>SOCWORK 797A</td>
<td>Research Portfolio</td>
<td>45</td>
<td>1</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>SOCWORK 797B</td>
<td>Research Portfolio</td>
<td>45</td>
<td>2</td>
<td>Epsom</td>
<td></td>
</tr>
<tr>
<td>SOCYOUTH 733</td>
<td>Youth Justice Issues and Strategies</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-3pm): Wed 25 - Fri 27 July, Wed 31 Oct</td>
</tr>
</tbody>
</table>
### Master of Social Work (Professional)

The MSW(Prof) is a masters level qualification to become a Social Worker. If you already hold a Bachelor of Social Work degree and are wanting to advance to a masters level qualification, you should refer to the Master of Social Work (MSW) on page 11.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCHFAM 731</td>
<td>Child and Adolescent Mental Health Issues</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates (9am-3pm): Mon 16, Tues 17, Thurs 19 July, Mon 29 Oct</td>
</tr>
<tr>
<td>SOCHLTH 732</td>
<td>Working with Grief and Loss</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates (9am-4pm): Fri 20 July; Mon 23 - Tues 24 July, Tues 30 Oct</td>
</tr>
<tr>
<td>SOCWORK 711</td>
<td>Social Work Interventions for Best Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 10.30am-12.30pm) + Weekly tutorial (Thursday 3.30pm)</td>
</tr>
<tr>
<td>SOCWORK 713</td>
<td>The Social Work Discourse</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 10.30am-12.30pm) + Weekly tutorial (Wednesday 2.30pm)</td>
</tr>
<tr>
<td>SOCWORK 721A</td>
<td>Theories and Skills in Social Work Practice</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Wednesday 1pm-4pm)</td>
</tr>
<tr>
<td>SOCWORK 721B</td>
<td>Theories and Skills in Social Work Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Mon 30 July - Fri 3 Aug</td>
</tr>
<tr>
<td>SOCWORK 722</td>
<td>Developing Social Work Professional Identity</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lectures (Monday and Tuesday 10.30-11.30am and Wednesday 11.30-12.30pm)</td>
</tr>
<tr>
<td>SOCWORK 723</td>
<td>Social Work in the New Zealand Context</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Weekly lecture (Thursday 8.30-11.30am)</td>
</tr>
<tr>
<td>SOCWORK 724</td>
<td>Applied Social Work Research Methods</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Mon 16 - Wed 18th July; Mon 20 Aug; Wed 22 Aug</td>
</tr>
<tr>
<td>SOCWORK 725</td>
<td>Supervised Field Placement</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-4pm): Mon 13 - Fri 17 Aug + Field placement: 3 Sept - 9 Nov</td>
</tr>
<tr>
<td>SOCYOUTH 753</td>
<td>Youth Justice Issues and Strategies</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Block (9am-3pm): Wed 25 - Fri 27 July; Wed 31 Oct</td>
</tr>
</tbody>
</table>

### Master of Counselling, Postgraduate Diploma in Counselling Theory

Additional to the below courses, 30 points from EDPROFST 700-740, 751-757, 761-783, EDUC 703-753 may also be selected. Please refer to the masters and postgraduate diploma programmes section on pages 5-7.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
<th>Delivery</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPROFST 743</td>
<td>Family Counselling</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Weekly lecture (Wednesday 4.30-6.30pm)</td>
</tr>
<tr>
<td>EDPROFST 744</td>
<td>Pastoral Care and Counselling in Schools</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Selected Saturdays (9am-4pm): 10, 17 March, 28 April, 5 May</td>
</tr>
<tr>
<td>EDPROFST 745</td>
<td>Group Counselling</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Selected Saturdays (9am-4pm): 21, 28 July, 18 Aug, 15 Sept</td>
</tr>
<tr>
<td>EDPROFST 746A</td>
<td>The Counselling Process</td>
<td>15</td>
<td>1</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 4.30-6.30pm)</td>
</tr>
<tr>
<td>EDPROFST 746B</td>
<td>The Counselling Process</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 4.30-6.30pm)</td>
</tr>
<tr>
<td>EDPROFST 748</td>
<td>Professional Issues in Counselling</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Weekly lecture (Tuesday 7.30pm)</td>
</tr>
<tr>
<td>EDPROFST 750</td>
<td>Critical Analysis in Counselling</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Weekly lecture (Wednesday 4.30-6.30pm)</td>
</tr>
<tr>
<td>PROFCOUN 701A</td>
<td>Counselling Laboratory</td>
<td>7.5</td>
<td>1</td>
<td>Tamaki</td>
<td>Days and times to be negotiated</td>
</tr>
<tr>
<td>PROFCOUN 701B</td>
<td>Counselling Laboratory</td>
<td>7.5</td>
<td>2</td>
<td>Tamaki</td>
<td>Days and times to be negotiated</td>
</tr>
<tr>
<td>PROFCOUN 702</td>
<td>Special Topic: Genders and Sexualities - Implications for practitioners</td>
<td>15</td>
<td>1</td>
<td>Early Start</td>
<td>Tamaki</td>
</tr>
<tr>
<td>PROFCOUN 797A</td>
<td>Research Portfolio</td>
<td>60</td>
<td>1, 2</td>
<td>Tamaki</td>
<td>Includes fortnightly meeting (Monday 4.30-6.30pm)</td>
</tr>
<tr>
<td>PROFCOUN 797B</td>
<td>Research Portfolio</td>
<td>60</td>
<td>1, 2</td>
<td>Tamaki</td>
<td>Includes fortnightly meeting (Monday 4.30-6.30pm)</td>
</tr>
<tr>
<td>PROFSUPV 705</td>
<td>Critical Issues in Counselling Supervision</td>
<td>15</td>
<td>2</td>
<td>Tamaki</td>
<td>Selected dates (9am-4pm): Sat 14 July, Fri 17 - Sat 18 Aug, Sat 8 Sept</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
<td>Semester</td>
<td>Delivery</td>
<td>Timetable</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
<td>30</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Tues/Wed (9am-4pm): 6, 7 March; 3, 4 April; 15, 16 May</td>
</tr>
<tr>
<td>PROFSUPV 700</td>
<td>The Practice of Professional Supervision</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Tues/Wed (9am-4pm): 24, 25 July; 21, 22 Aug; 2, 3 Oct</td>
</tr>
<tr>
<td>PROFSUPV 701</td>
<td>Advanced Approaches in Professional Supervision</td>
<td>30</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Tues/Wed (9am-4pm): 31 July, 1 August; 11, 12 Sept; 16, 17 Oct</td>
</tr>
<tr>
<td>PROFSUPV 702</td>
<td>Supervision and Professional Development in Child Protection</td>
<td>15</td>
<td>1</td>
<td>Epsom</td>
<td>Selected Mon/Tues (9am-4pm): 19, 20 March; 30 April, 1 May; 28 May</td>
</tr>
<tr>
<td>PROFSUPV 703</td>
<td>Workplace Learning and Reflective Practice</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected Thurs/Fri (9am-4pm): 9, 10 Aug; 20, 21 Sept</td>
</tr>
<tr>
<td>PROFSUPV 705</td>
<td>Critical Issues in Counselling Supervision</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Selected dates (9am-4pm): Sat 14 July; Fri 17 - Sat 18 Aug; Sat 8 Sept</td>
</tr>
<tr>
<td>PROFSUPV 706</td>
<td>Managing and Developing People in the Human Services</td>
<td>15</td>
<td>2</td>
<td>Epsom</td>
<td>Block: Wed 4 July (10am-12pm), Wed 15 - Thurs 16 Aug (9am-4pm) + online/study guide support</td>
</tr>
<tr>
<td>PROFSUPV 707</td>
<td>Supervision Folio</td>
<td>30</td>
<td>1, 2</td>
<td>Epsom</td>
<td>22</td>
</tr>
</tbody>
</table>
Course information

Courses prescriptions for postgraduate courses offered in 2012 by the Faculty of Education are listed below. Where a course is marked A and B, you must complete both A and B parts of the course. For some courses you will be required to have access to compulsory texts. You will be advised in your first lecture of the resources and texts required, or you can contact the course coordinator if you would like to discuss these requirements in advance.

Details of the course coordinator/lecturer for each course can be found online at www.education.auckland.ac.nz/pg-study-options

Courses are assessed by 100% coursework unless otherwise indicated.

**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 701 A and B.

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

- ACADPRAC 703 (15 Points) Special Topic: eLearning in University Education
  A guided tour through the complex area of educational technology in the contemporary university context. The aims are to explore the elearning environment at The University of Auckland; to provide experiences that move between learning with technology to teaching with technology; and to equip participants to make informed choices about which types and uses of technology may be useful in their own professional practice.

- ACADPRAC 704 (15 Points) Special Topic: Managing Large Courses and Teaching Teams
  For lecturers, senior tutors, professional teaching fellows and other staff responsible for coordinating courses and teaching programmes with large student enrolments. Participants will study evidence-based research on enhancing the student learning experience in such courses and will apply these theories to their own practice.

- ACADPRAC 706 (15 Points) Independent Project
  A guided research project based on current issues in learning and teaching. Participants will be assigned to work one-on-one with a supervisor.

**Education Curriculum Studies**

- EDCURRIC 338 (15 Points) Enhancing Teaching Through Science
  Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.

  Restriction: ACE 924.602, EDCURRIC 260

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

  Restriction: ACE 798.702

- EDCURRIC 347A (7.5 Points) and EDCURRIC 347B (7.5 Points) Helping Children Succeed in Maths
  The development of a theoretical base for analysing children’s mathematics understanding and associated pedagogies.

  Restriction: ACE 795.706

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

- EDCURRIC 349A (7.5 Points) and EDCURRIC 349B (7.5 Points) Understanding and Extending Mathematical Thinking
  An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners’ naive conceptions and subsequent planning for teaching thinking strategies.

  Restriction: ACE 796.709

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

- EDCURRIC 350 (15 Points) 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

- EDCURRIC 355 (15 Points) Teaching and Learning in the Visual Arts
  Extends the theoretical and practical knowledge base for visual arts teaching and learning. Examines pedagogies used to support the development of visual arts literacy. Connects learning in the visual arts with the guiding structures of national curriculum documents and investigates issues such as addressing diversity and using new technologies. Identifies action and reflection practices that enhance visual arts learning.

  Restriction: ACE 922.704

- EDCURRIC 357 (15 Points) Dance Studies
  An exploration of the processes underlying creation and presentation of dance performance. There will be opportunity, through practical and theoretical activities, to develop abilities to integrate elements of dance and choreography.

  Restriction: ACE 795.703

- EDCURRIC 360 (15 Points) Teaching and Planning in Technology
  An in-depth analysis of technology, and technology education and teaching practice, in primary and early childhood environments.

  Restriction: ACE 925.601, EDCURRIC 265
EDCURRIC 361 (15 Points)
The Performance Arts in Education
A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.
Restriction: ACE 795.705

EDCURRIC 362 (15 Points)
Drama and Learning
An examination of the learning processes initiated by the use of drama in the classroom with a particular focus on language use. There will be opportunity to design, implement and evaluate drama programmes.
Restriction: ACE C28.11

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 B03.12, EDCURRIC 262

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

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

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

EDCURRIC 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

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

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

EDCURRIC 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

EDCURRIC 728 (30 Points)
Special Topic: Researching in Curriculum Contexts: Science, Mathematics or Technology Education
Participants will critically examine a range of research approaches and techniques in relation to the philosophical underpinnings of curricula/disciplines. Participants will be able to focus on an area of interest in science, mathematics or technology education.
Restriction: EDUC 767
EDPROFST 220  (15 Points)
Introduction to Samoan Language for Teaching
Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.
Restriction: ACE B33.10
Assessment 60% coursework 40% test

EDPROFST 222  (15 Points)
Reporting Student Achievement
Develops understanding about 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 B30.10

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

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

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

EDPROFST 319  (15 Points)
Teaching Gifted and Talented Students
Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
Restriction: ACE 806.33, 903.703A, EDPROFST 223, 371

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

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

EDPROFST 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 these activities on children and on New Zealand society as a whole.
Restriction: ACE 923.736

EDPROFST 350  (15 Points)
Assessment for Learning
Understandings about the nature and purpose of assessment for learning 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.
Restriction: ACE C10.11

EDPROFST 353  (15 Points)
Whakapuaki i Te Reo
An investigation of socio-political issues that have impacted on Māori language. In particular the issues of language loss, language revitalisation and teaching Te Reo Māori as a second language will be examined.
Restriction: ACE 902.702

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

EDPROFST 358  (15 Points)
Refining Professional Performance
Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate. For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student’s professional practice will be undertaken.
Restriction: ACE 912.703
EDPROFST 359  (15 Points)  
Supervising Professional Performance  
An in-depth analysis of supervision and the values and beliefs that underpin supervisory practices with emphasis on the professional growth of students and beginning teachers.  
Restriction: ACE 912.704

EDPROFST 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

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

EDPROFST 364  (15 Points)  
Enterprise and Innovation for Teaching  
Develops teachers’ understanding of links between business and education, and the role of business, enterprise and innovation in the community. Links with technology and social studies curricula will provide context for this course.  
Restriction: ACE 930.706

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

EDPROFST 366  (15 Points)  
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

EDPROFST 368  (15 Points)  
Refining Writing Programmes  
Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.  
Restriction: ACE 920.707

EDPROFST 372  (15 Points)  
TESSOL: Language Learning through Tasks  
Investigates strategies for maximising language and content learning through instructional tasks. Cognitive, linguistic and metacognitive demands of tasks are considered. Examines pedagogical frameworks for planning effective language and content teaching in early childhood, primary and secondary schools. Students review, trial and modify tasks and learning sequences.  
Prerequisite: EDPROFST 227 or ACE 797.601  
Restriction: ACE 797.701

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

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

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

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

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

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

EDPROFST 380  (15 Points)  
TESSOL: Teacher Research Design  
A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum is introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal.  
Prerequisite: Either EDPROFST 227, 372, 373 and 374, or ACE 797.601, 797.701, 797.702 and 797.703  
Restriction: ACE 797.708

EDPROFST 381  (15 Points)  
TESSOL: Teacher Research Implementation  
The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences.  
Prerequisite: EDPROFST 380 or ACE 797.708  
Restriction: ACE 797.709
EDPROFST 700A (15 Points)
EDPROFST 700B (15 Points)
**Literacy Education: Research and Practice**

Understandings of research tools adequate for empirical study and an application of theory to literacy practices, critical analysis of how research questions are constructed and ability to situate and view educational issues and questions within major theoretical frameworks in literacy education will be developed.

Restriction: ACE 820.891, 720.791, EDCURRIC 315, 364

To complete this course students must enrol in EDPROFST 700 A and B

EDPROFST 701 (30 Points)
**Issues in Literacy Education**

Literacy in the broader context for literacy leaders will be examined. This will include an examination of the term literacy, the practices and challenges of biculturalism and multiculturalism for literacy, the effects and challenges of technological change on literate practices, interventions for literacy, New Zealand’s national literacy policies and strategies.

Restriction: ACE 820.893, 720.793

EDPROFST 702 (30 Points)
**Challenges of Literacy Difficulties**

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

Restriction: ACE 820.894, 720.794, EDCURRIC 365, 366

EDPROFST 703A (15 Points)
EDPROFST 703B (15 Points)
**The Inquiring Teacher: Literacy Education**

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

Restriction: ACE 830.897, 730.797, EDPROFST 310, 371

To complete this course students must enrol in EDPROFST 703 A and B

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

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

Restriction: ACE 820.805

EDPROFST 706 (30 Points)
**Language Analysis for Teachers**

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

Restriction: ACE 820.801

EDPROFST 707 (30 Points)
**Children’s Literature in Education**

A critical examination of children’s literature theory, leading to the ability to enhance literacy and critical literacy pedagogy.

Restriction: ACE 820.802

EDPROFST 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

EDPROFST 714 (30 Points)
**e-Learning in Practice**

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

Restriction: ACE 804.801

EDPROFST 716 (30 Points)
**Early Years Pedagogy**

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

EDPROFST 717 (30 Points)
**Learning and Teaching in the First Years**

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

EDPROFST 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

EDPROFST 723 (30 Points)
**Visual Arts Education in New Zealand**

An advanced exploration of knowledge and critical understanding of the relationship between theoretical foundations and visual arts education practice. This will include a critical consideration of international perspectives in relation to New Zealand visual arts policy and practice and the development of a personal context for implementing effective learning and teaching pedagogies in New Zealand.

Restriction: ACE 822.804

EDPROFST 725 (30 Points)
**Critical Issues in Music Education**

A critical inquiry into the contemporary international and national philosophical and pedagogical practices of music education through the development of personal research skills to enhance effective teaching and learning practices.

Restriction: ACE 822.883

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

EDPROFST 738 (30 Points)
**Educational Leadership**

A critical examination of the theory and practice of educational leadership, including the leadership of teaching and learning. A series of practical workshops on leadership effectiveness is included.

Restriction: EDPROF 770
EDPROFST 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: EDPROF 771

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

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

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

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

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

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

EDPROFST 749 (15 Points)
Professional Issues in Counselling
An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.
Restriction: EDPROFST 749

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: EDPROFST 750

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

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

EDPROFST 754 (30 Points)
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 their use in education research. Students will be expected to design an education inquiry using critical research methodologies.

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

EDPROFST 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: EDPROFST 772
To complete this course students must enrol in EDPROFST 757 A and B

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

EDPROFST 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

EDPROFST 762A (15 Points)
EDPROFST 762B (15 Points)
Mentoring Teachers
Approaches to mentoring and reflections on issues and practices associated with mentoring teachers. Emphasis will be placed upon the mentor-teacher relationship including the way this develops over time, issues associated with promoting teacher self-evaluation, and assessment of school-based practice.
Restriction: EDPROFST 731
To complete this course students must enrol in EDPROFST 762 A and B
EDPROFST 763 (30 Points)
New Teacher Development
Focuses on pre-service and beginning teacher stages of career development. Identifies and critiques personal assumptions about learning to teach and critiques contexts, strategies and programmes designed to support early career development. Critically examines the nature of professional identity, the development of knowledge, disposition and practices; and the processes of, and influences on, the education of pre-service and beginning teachers.

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

EDPROFST 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.

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

EDPROFST 773 (30 Points)
An Advanced Study in Gifted Education
An advanced study in the field of gifted education including an analysis of specific curriculum models and an opportunity to critique relevant policy initiatives.
 Restriction: ACE 803.803

EDPROFST 774 (30 Points)
Education and Empowerment
A critical examination of contemporary issues faced in New Zealand’s decile 1-3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand’s decile 1-3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.

EDPROFST 777 (30 Points)
Curriculum: Theory, Issues, Practice
A critical examination of curriculum using a range of educational theories with an emphasis on sociological theory. Importance will be placed on contemporary curriculum issues, and the links between theory, policy and practice. Understandings will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.
Restriction: ACE 803.801, 803.901

EDPROFST 780 (30 Points)
Special Topic: Learning and Theories of Learning
This course is an advanced examination of models and theories of human learning, including situated cognition, social cognition, social constructivism and radical constructivism. Participants will engage in a study of theories, issues and research in cognition and learning in order to build knowledge and apply to their own professional practice.

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

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

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

EDPROFST 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
[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
[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]

Education Special
EDSPEC 700 (30 Points)
Special Topic: 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.
Education

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 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

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

EDUC 710 (30 Points)
Issues in Indigenous Education
Applied critical studies of selected, topical educational questions of international importance to indigenous peoples. May include the politics and practices of language regeneration, social and educational transformative initiatives, indigenous educational leadership, training and professional practice for indigenous educators, indigenous knowledge and curricula. The course assumes experience or knowledge of indigenous education contexts.
Assessment 50% coursework 50% exam

EDUC 713 (30 Points)
Childhood and Globalisation
Critically investigates the interplay between globalisation and childhood by using theoretical perspectives from critical childhood studies, the sociology of childhood and early childhood education. The course addresses questions such as: How is globalisation affecting concepts of childhood? How is childhood changing? How do changing understandings of childhood affect children’s lives? How does globalisation affect curriculum in early childhood education?

EDUC 741 (30 Points)
Educational Psychology
An advanced study of cognitive, motivational and social factors influencing learning.

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

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

EDUC 753 (30 Points)
Lifelong Learning: Principles and Practice
Considers adult education and lifelong learning: the practice of educating adults in and for varying contexts including tertiary education, degree teaching, professional development, community action. Participants will be expected to relate the concept of lifelong learning to a selected educational and/or social context.

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.

EDUC 767 (30 Points)
Special Topic: Parenting and Family Studies
An advanced study of theory and research in the field of parenting and family influences on development and parenting interventions.

EDUC 768 (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, EDPROFST 776

EDUC 787 (30 Points)
Research Methodologies in Māori Education
An examination of how best to approach educational research with, by and for Māori. The course is of interest to all social science researchers in Education. Includes the politics and ethics of research involving Māori and other indigenous groups. Particular attention is paid to the development of advanced academic writing skills for research.

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

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

Professional Counselling

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

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

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

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

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

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 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 praxis teaching, and continuing development including communities of practice, reflective practice and the learning organisation.

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.

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.

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

Social Work Health Practice

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

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

SOCCHFAM 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, SOCCHFAM 432

SOCCHFAM 733 (15 Points)
Interpersonal and Family Violence
An in-depth examination of theory and practice issues associated with interpersonal violence, including definitions, prevalence, consequences and risk and protective factors. Explores violence prevention and intervention activities at the individual, family, organisational, community and societal levels. The emphasis is on New Zealand responses to family violence, but links are made to the global situation.
Restriction: SOCWORK 751

SOCCHFAM 734 (30 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 an identity and practice will be explored with reference to professional borders and boundaries and interprofessional collaboration.
Restriction: POPLRAC 755

Social Work

SOCWORK 711 (15 Points)
Social Work Interventions for Best Practice
An in-depth examination of contemporary developments in social work practice, with an emphasis on the employment of evidence-informed interventions that have direct application to complex practice situations.
Prerequisite: SOCWORK 311, 317
Restriction: ACE 990.703, SOCWORK 411
SOCWORK 713 (15 Points)
The Social Work Discourse
A critical analysis of contemporary social work practice, utilising sociological perspectives and contemporary social theory. An in-depth exploration of how the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain.
Restriction: ACE 990.704, SOCWORK 413

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

SOCWORK 721A (15 Points)
SOCWORK 721B (15 Points)
Theories and Skills in Social Work Practice
An in-depth examination of theoretical perspectives, skills and approaches in social work practice related to interpersonal work with individuals, families and groups living through challenging situations. Content will include a critical engagement with contemporary literature and the examination of evidence-informed interventions and critically reflective strategies that help guide professional practice in collaborative and safe environments.
Corequisite: SOCWORK 725
To complete this course students must enrol in SOCWORK 721 A and B

SOCWORK 722 (30 Points)
Developing Social Work Professional Identity
Examines contemporary and historical social work cultural identity, language and discourse as a global profession. Socialisation to the profession and its values is explored through a defined range of practice fields, premised on a human rights and social justice framework. Systemic models of practice are reviewed. Inter-professional practice, professional ethics, anti-oppressive and bicultural practice and registration are analysed in the New Zealand setting.
Corequisite: SOCWORK 723

SOCWORK 723 (15 Points)
Social Work in the New Zealand Context
Examines the history, policy, law, social patterns, trends and issues that contribute to the working environment for bicultural social work practice in Aotearoa New Zealand. Content will encourage an understanding of the organisational, statutory and community context of social services, professional practice and the reflective social worker operating in settings that can be examined, challenged and changed.
Corequisite: SOCWORK 722

SOCWORK 724 (15 Points)
Applied Social Work Research Methods
Examines the professional and ethical mandate for research which aims to enhance the growth of all forms of knowledge that inform effective social work practice. Students are introduced, as research consumers and practitioners, to the principles, theories, ethics and approaches that inform social research as applied in social work contexts.
Corequisite: SOCWORK 725

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

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.

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

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

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

Social Work Youth Practice

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

The University of Auckland offers a wide range of scholarships, awards and bursaries for postgraduate studies at all levels. Scholarships available to Faculty of Education postgraduate students include The University of Auckland Māori and Pacific Graduate Scholarships, Kate Edger Charitable Trust Awards, doctoral scholarships of $25,000 per year, and the Woolf Fisher Lead Teacher Masters Scholarships of up to $70,000 a year.

Visit the Scholarships and Financial Support Office website www.auckland.ac.nz/scholarships to search scholarships available and for detailed information, including criteria, closing dates and application forms. It pays to investigate funding possibilities as early as possible, so you know what you may be eligible for and when applications are due.

There are also many external organisations that offer scholarships and awards. The Scholarships Office can also provide access to a comprehensive database of external scholarships to give you information about the widest range of funding available.

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.

Below is a selection of funding opportunities offered. Contact the Faculty of Education and the Scholarships Office to find out about the full range of scholarships and study awards available.

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

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

The University of Auckland, Faculty of Education offers the following courses that are eligible for Ministry of Education Fee Initiative 2012 subsidies.

**Numeracy**

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

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

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

**Literacy**

The University of Auckland, Faculty of Education is offering eight courses that are eligible for Ministry of Education fees subsidies.

EDPROFST 700 A and B  Literacy Education: Research and Practice
EDPROFST 701  Issues in Literacy Education
EDPROFST 702  Challenges of Literacy Difficulties
EDPROFST 703 A and B  The Inquiring Teacher: Literacy Education
EDPROFST 705  Issues in Literacy Teaching and Learning
EDPROFST 706  Language Analysis for Teachers
EDPROFST 707  Children’s Literature in Education
EDCURRIC 740  Special Topic: Adolescent Literacy

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 and numeracy expertise and knowledge to better support the achievement of your students. Take advantage of the fees subsidies available in 2012.

*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.
Postgraduate study award for BEd(Tchg) at Manukau graduates

To celebrate the 10th Anniversary of The University of Auckland Bachelor of Education (Teaching) at Manukau in 2012 the Faculty of Education, in partnership with Manukau Institute of Technology, is offering two University of Auckland at Manukau Anniversary Postgraduate Study Awards in Education.

The study award is open to graduates of the BEd(Tchg) at Manukau programme and will pay the equivalent of two fulltime years of postgraduate study fees in either:

- BEd(Tchg)(Hons), or PGDipEd, followed by a research MEd
- for the first two years of doctoral studies.

Applications close 1 November 2011.

For further information, including application requirements and criteria for selection, go to www.education.auckland.ac.nz/manukau

---

Learning Media Scholarship for Research into Literacy Learning

This $10,000 annual scholarship supports a postgraduate student at doctoral or masters level in the Faculty of Education whose study focuses on research into resources, including teaching materials, that support literacy learning.

The Scholarship will be paid as a fortnightly stipend and is awarded for one fulltime year of study or two consecutive part-time years of study.

For more information about Learning Media visit www.learningmedia.co.nz

For further details of the scholarship, contact the Scholarships Office www.auckland.ac.nz/scholarships

Please note: Applications for 2012 have closed. Enquire now for study in 2013.

---

The School of Arts, Languages and Literacies Literacy Research Study Awards

Two study awards of $2,000 each are offered to support a student who is enrolled in a Master of Education research thesis that relates to research into literacy education in New Zealand.

Applicants should be enrolled in the research component of a Master of Education degree during 2012. The supervision for the research should include a staff member of the School of Arts, Languages and Literacies, Faculty of Education, The University of Auckland. Applicants may be part-time or fulltime students.

Applicants should address a letter to the Head of School of Arts, Languages and Literacies describing their research study and its possible benefits for literacy education in New Zealand. Applicants must attach a brief CV and copy of their academic transcript for their first year of their Master of Education or Postgraduate Diploma in Education study.

Applications should be sent to:
School Manager: Arts, Languages and Literacies
Faculty of Education, The University of Auckland
Private Bag 92601, Symonds Street, Auckland 1150

For application closing date visit www.education.auckland.ac.nz/scholarships-and-awards

---

Scholarship for the Postgraduate Diploma in Education - Literacy Education specialisation

Pearson Education and The University of Auckland’s Faculty of Education are proud to offer a scholarship to support the course fees of literacy teachers enrolled in the PGDipEd – Literacy Education specialisation. The scholarship worth $2,000 will be paid toward tuition fees.

Scholarship applications close 20 January 2012. For scholarship information contact the Head of School or School Manager for the School of Arts, Languages and Literacies.

Visit www.education.auckland.ac.nz/artlan

For more information about Pearson Education visit www.pearsoned.co.nz

---

Woolf Fisher Lead Teacher Masters Scholarships

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

These scholarships are available to teachers in Auckland and Northland primary and secondary schools to undertake fulltime postgraduate masters research study at The University of Auckland, Faculty of Education. The Scholarships are funded by the Woolf Fisher Trust with funding of up to $70,000 to cover fulltime teacher release.

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

Please note: Applications for 2012 have closed. Enquire now for study in 2013.
### 2012 Academic year and key dates

**Faculty of Education, The University of Auckland**

#### Summer School 2012
- **Summer School begins**: Wednesday 4 January 2012
- **Auckland Anniversary Day**: Monday 30 January 2012
- **Waitangi Day**: Monday 6 February 2012
- **Summer School ends**: Wednesday 15 February 2012

#### Semester One 2012
- **Faculty of Education Postgraduate Orientation Welcome**: Thursday 23 February 2012 (5pm)
- **Semester One begins**: Monday 27 February 2012
- **Easter/Mid-semester break**: Friday 6 April–Friday 20 April 2012
- **ANZAC Day**: Wednesday 25 April 2012
- **Graduation**: Monday 30 April, Wednesday 2 May, Friday 4 May 2012
- **Queen's Birthday**: Monday 4 June 2012
- **Semester One ends**: Monday 25 June 2012
- **Inter-semester break**: Tuesday 26 June–Friday 13 July 2012

#### Semester Two 2012
- **Faculty of Education Postgraduate Orientation Welcome**: Date to be confirmed
- **Semester Two begins**: Monday 16 July 2012
- **Graduation**: Tuesday 2 October 2012
- **Lectures end**: Friday 19 October 2012
- **Study break, Exams**: Saturday 20 October–Monday 12 November 2012
- **Labour Day**: Monday 22 October 2012
- **Semester Two ends**: Monday 12 November 2012

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

#### Course enrolment dates

**Enrolments for 2012 courses**
- **Open**: 7 November 2011

**Summer School 2012 course enrolments**
- **Close**: 22 December 2011
  - No late enrolments will be accepted.

**Semester One and full-year (A and B course) course enrolments**
- **Close**: 14 February 2012*

**Semester Two course enrolments**
- **Close**: 4 July 2012*

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

#### Closing dates for course additions and deletions

**Summer School course additions/deletions**
- 10 January 2012

**Semester One course additions/deletions**
- 9 March 2012

**Full-year (A and B courses) course additions/deletions**
- 23 March 2012

**Semester Two course additions/deletions**
- 27 July 2012

---

**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 September 2011.
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
www.education.auckland.ac.nz/askauckland

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

Apply for a place in a programme(s)

• Go to www.auckland.ac.nz/applynow and complete the “Application for Admission”.
• You will also need to complete a Supplementary Information Form (SIF). You can download this from the online Application for Admission.
• You will receive an acknowledgement email asking you to provide specific certified documents before your application can be assessed. The email will also tell you how to complete the next steps.
• You can continue to check the status of your application via Student Services Online (www.studentservices.auckland.ac.nz)

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". You may receive a conditional offer but final approval will be dependent on fulfillment of the conditions of admission to both the University and the programme.

Accept
Log onto Student Services Online and accept or decline your offer of a place in a programme.

Enrol in your courses – Faculty of Education
Enrol in your chosen courses via Student Services Online. See pg. 26 for course enrolment closing dates.

Note: Once you have enrolled, your University of Auckland email account is created. University emails will be sent to this account. You are able to set up a forward to your preferred email address if you wish.

Pay your tuition fees.
If you have any questions you can:
• email education@auckland.ac.nz
• call 0800 61 62 65
• visit Ask Auckland: www.auckland.ac.nz/askauckland

When you are successfully enrolled, you will find your class timetable on Student Services Online.

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

Closing date for applications for admission in 2012

Summer School 2012
1 December 2011
No late applications will be accepted.

Semester One 2012*
Counselling programmes:
1 November 2011
All other programmes listed in this handbook:
8 December 2011

Semester Two 2012*
4 July 2012

*Applications submitted after the closing date will only be considered if places are available

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

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