

2013

Faculty of Education

Postgraduate Course Handbook



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Postgraduate Course Handbook



Welcome to postgraduate study in the Faculty of Education. This publication is a handbook to the Faculty of Education Postgraduate Prospectus. It provides a guide to the courses offered by the faculty in 2013. 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 2013 open 5 November 2012 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 2013 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

Academic Integrity Course

The University of Auckland is introducing an online academic integrity course in 2013 for undergraduate and postgraduate students admitted for the first time to a programme at the University. All new students are expected to complete the course and will receive further information early in 2013.

Online Study

Please note: If you intend to enrol in a course offered as 'Online/Study guide' you will need:

- A computer that can play DVDs.
- Access to the Internet – preferably broadband, not dial-up.

Some courses may require you to complete online activities involving: creating and/or downloading PowerPoints as well as downloading audio and/or video podcasts.

Summer School Courses

"I just want to complete 25% of my qualification within a shorter timeframe"... has been one of the most common reasons for people to take up Summer School.

If you prefer an intense but shorter time frame to complete a course then check out our Summer School courses. In some cases you may be able to complete 25% (30 points) of your postgraduate qualification in Summer School. Some students have used Summer School to complete their research methods course in order to free up the rest of the year for research study.

Look for "Summer School" under the semester column of the course schedules in this handbook.

View more information including short videos about the courses at www.education.auckland.ac.nz/summerschool

The University of Auckland at Manukau

We are offering a selection of our postgraduate courses at Manukau Institute of Technology. This is ideal if you're living or working in South Auckland or in nearby suburbs. Some qualifications may be able to be completed full-time depending on your area of interest/research, or be complemented with courses offered at the Epsom Campus or via online study.

Look for "Manukau" under the delivery column of the course schedules in this handbook.

www.education.auckland.ac.nz/manukau

Up Grade: Skills for Postgraduate Study

Want to study at postgraduate level but not quite ready yet? "Up Grade: Skills for Postgraduate Study" is an eight-week course developed and delivered by the Faculty of Education to prepare you for postgraduate study in education. This course is taught at Manukau Institute of Technology. Check the website for updated information and dates.

www.education.auckland.ac.nz/manukau

Study options in Northland

Tai Tokerau Campus, Whangarei

If you're living in Northland, then consider some of our courses offered at Tai Tokerau Campus. We also offer a selection of online courses as well as block courses at Epsom Campus in Summer School or school holidays.

Talk to us about how to plan your study to best fit your needs.

Look for "Tai Tokerau" under the delivery column of the course schedules in this handbook.

Site Visits

Can't decide on which option to take or need help with your application? We offer group presentations and application support through school/site visits in Auckland and via Skype outside of Auckland.

Request a visit at www.education.auckland.ac.nz/sitevisit

Individual queries should be directed to 0800 61 62 65 or education@auckland.ac.nz



Areas of study

Faculty of Education postgraduate courses offered in 2013 cover a range of topics. You can search for courses online by area of study at www.education.auckland.ac.nz/search-pg-courses

Areas of study include:

Arts Education (including Dance, Drama and Music)

Assessment

Child and Adolescent Development

Counselling

Critical Education

Critical Pedagogy

Culture and Identity

Curriculum

Development Studies

Diversity and Equity

Early Childhood Education

Early Years

Educational Leadership and Management

Educational Psychology

Education in the Pacific

e-Learning

Gifted Education

Globalisation

Health Education

Higher and Adult Education

History of Education

Inclusive Education

Induction and Mentoring

Learning and Teaching

Literacy

Māori and Indigenous Education

Mathematics Education

Numeracy

Pastoral Care

Philosophy of Education

Physical Education

Policy in Education

Professional Practice

Professional Supervision

Research Methods

Schooling Improvement

Social Work

Sociology of Education

Sustainability

Technology Education

Thesis, Dissertation and Research Portfolio

Courses are also listed on the website by other search categories such as day of week, delivery mode and semester.

Which Masters option is for you?

If you have a:

Bachelors Degree + Graduate Diploma in Teaching



You can apply for:

Master of Professional Studies in Education*

Bachelor of Physical Education (4 years)



Master of Professional Studies in Education*

Postgraduate Diploma in Education



Master of Education/Educational Leadership**

Postgraduate Diploma in Education



Master of Professional Studies in Education*

Postgraduate Diploma in Arts/
Bachelor of Arts (Honours) in Education



Master of Arts in Education

*Requires minimum of three years of teaching experience. Contact the Faculty of Education for advice if you do not meet the experience criteria.

**Requires a grade point average of B or higher in your postgraduate diploma in education.

Visit www.education.auckland.ac.nz for further information.



Courses offered in 2013

Master of Education

Master of Educational Leadership

Master of Professional Studies in Education

Bachelor of Education (Teaching) (Honours)

Postgraduate Diploma in Education

Postgraduate Diploma in Educational Leadership

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

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

- The approved Research Methodology courses are EDPROFST 750, 754, 756, 757, EDUC 774, 787 and EDPAC 751. EDPROFST 700 A and B may be taken as a research methodology course subject to approval from the Associate Dean (Postgraduate).
- If you are enrolling in a Masters thesis or dissertation course, the course code you enrol in (EDCURRIC, EDPROFM or EDPROFST) will depend on your supervisor arrangements. Contact the Education Student Centre to discuss the requirements for thesis/dissertation enrolment and study.
- Some programmes (such as the PGDipEd, MEd, BEd(Tchg)(Hons) and MProfStuds in Education) allow elective course choices from outside the prescribed schedules. If a course of interest in the list below is not indicated as able to be taken for your chosen programme, you may be able to apply to take it as a concession. Please refer to the programme schedules in the University Calendar for full information. Criteria apply and the approval of all relevant Academic Heads is required.
- For timetable and course information for BUSADMIN 713, HRMGMT 702, 704, 706, 707, 708, which are electives within the MEdLd and PGDipEdLd programmes, contact the Graduate School of Enterprise (Business School) on 0800 61 62 65 or at www.gse.auckland.ac.nz

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdLd	MEdLd	MProfStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓	✓			✓	EDCURRIC 714A	Exploring Mathematical Thinking	15	1	Epsom	Selected Thursdays (4:30-7:30pm): 7, 21 March; 11 April; 9, 23 May; 6 June	17
✓	✓	✓			✓	EDCURRIC 714B	Exploring Mathematical Thinking	15	2	Epsom	Selected Thursdays (4:30-7:30pm): 25 July; 8, 22 Aug; 5, 19 Sept; 17 Oct	17
✓	✓	✓			✓	EDCURRIC 715A	Understanding Difficulties in Number Learning	15	1	Epsom	Selected Thursdays (4:30-7:30pm): 14, 28 March; 18 April; 16, 30 May; 13 June	17
✓	✓	✓			✓	EDCURRIC 715B	Understanding Difficulties in Number Learning	15	2	Epsom	Selected Thursdays (4:30-7:30pm): 1, 15, 29 Aug; 12, 26 Sept; 24 Oct	17
✓	✓	✓			✓	EDCURRIC 717A	Development of Numeracy Practice	15	1	Epsom	Selected Wednesdays (4:30-7:30pm): 6, 20 March; 3, 17 April; 15 May; 5 June	17
✓	✓	✓			✓	EDCURRIC 717B	Development of Numeracy Practice	15	2	Epsom	Selected Wednesdays (4:30-7:30pm): 24 Jul; 7, 28 Aug; 11, 25 Sept; 16 Oct	17
✓	✓	✓			✓	EDCURRIC 724	Technological Literacy	30	1	Epsom	Selected Mondays (4:30-7:30pm): 11, 18 March; 8, 15 April; 6, 20, 27 May + Sat 23 March and Sat 20 April (9am - 4pm)	17
✓	✓	✓			✓	EDCURRIC 728	Special Topic: Researching in Curriculum Contexts	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 750	Special Topic: Arts Research: Innovative Practices	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 760	Special Topic: Critical Studies of Instructional Models	30	2	Tai Tokerau	Weekly lecture (Thursday 4.30-7.30pm)	17
✓	✓	✓			✓	EDCURRIC 763	Special Topic: School-Based Health Education	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	17
	✓			✓		EDCURRIC 796A	MEd Thesis	60	1, 2	Epsom		18
	✓			✓		EDCURRIC 796B	MEd Thesis	60	1, 2	Epsom		18
	✓			✓	✓	EDCURRIC 797	MEd Dissertation	60	1, 2	Epsom		18
	✓			✓	✓	EDCURRIC 797A	MEd Dissertation	30	1, 2	Epsom		18
	✓			✓	✓	EDCURRIC 797B	MEd Dissertation	30	1, 2	Epsom		18
*						EDPRAC 701	Investigating Practice	60	1	Epsom	days/times to be discussed	18
*						EDPRAC 701A	Investigating Practice	30	1	Epsom	days/times to be discussed	18
*						EDPRAC 701B	Investigating Practice	30	2	Epsom	days/times to be discussed	18
✓	✓				✓	EDPRAC 751	Special Topic: Practitioner Inquiry	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	18
✓	✓				✓	EDPRAC 752	Special Topic: Using Evidence in Teaching Practice	30	Summer School	Manukau	Block (school holidays) (9am-4pm): Mon 14 - Fri 18 Jan; Sat 9 Feb	18

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

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdLd	MEdLd	MPraStds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓				✓	EDPROFM 700	Special Topic: Being Māori, Thinking Theory	30	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 14 - Fri 18 Jan	18
✓	✓				✓	EDPROFM 700	Special Topic: Being Māori, Thinking Theory	30	1	Manukau	Block (9am-3pm): Fri 5 - Sun 7 April; Fri 10 - Sun 12 May	18
✓	✓				✓	EDPROFM 701	Special Topic: Using Data to Measure Equity in Schools	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	18
✓	✓	✓			✓	EDPROFM 702	Special Topic: Māori Language Teachers - Teaching Te Reo Māori	30	1	Epsom	Block (10am-4pm): Sat 6 - Sun 7 April; Sat 25 - Sun 26 May; Sat 22 - Sun 23 June	18
	✓			✓		EDPROFM 796A	MEd Thesis	60	1, 2	Epsom		18
	✓			✓		EDPROFM 796B	MEd Thesis	60	1, 2	Epsom		18
	✓			✓	✓	EDPROFM 797	MEd Dissertation	60	1, 2	Epsom		18
	✓			✓	✓	EDPROFM 797A	MEd Dissertation	30	1, 2	Epsom		18
	✓			✓	✓	EDPROFM 797B	MEd Dissertation	30	1, 2	Epsom		18
✓	✓				✓	EDPROFST 700A	Literacy Education: Research and Practice	15	1 Early Start	Online/Study guide	On-campus days: Mon 21 - Tues 22 Jan (9am-4pm); Wed 23rd Jan (9am-12:30pm)	20
✓	✓				✓	EDPROFST 700B	Literacy Education: Research and Practice	15	2	Online/Study guide	No on-campus days required	20
✓	✓				✓	EDPROFST 701	Issues in Literacy Education	30	2 Early Start	Online/Study guide	On-campus days: Wed 17 July (12.30-4pm); Thur 18 - Fri 19 July (9am-4pm)	20
✓	✓				✓	EDPROFST 702	Challenges of Literacy Difficulties	30	2 Early Start	Online/Study guide	On-campus days: Mon 15 - Tues 16 July (9am-4pm); Wed 17 July (9am - 12:30pm)	20
✓	✓				✓	EDPROFST 703A	The Inquiring Teacher: Literacy Education	15	1 Early Start	Online/Study guide	On-campus days: Wed 23 Jan (12.30-4.30pm); Thurs 24 - Fri 25 Jan (9am-4pm)	21
✓	✓				✓	EDPROFST 703B	The Inquiring Teacher: Literacy Education	15	2	Online/Study guide	No on-campus days required	21
✓	✓	✓			✓	EDPROFST 705	Issues in Literacy Teaching and Learning	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 706	Language Analysis for Teachers	30	Summer School	Epsom	Block (school holidays): Mon 14 - Fri 18 Jan (9am-4pm) + Sat 2 Feb (9am-1.30pm)	21
✓	✓	✓			✓	EDPROFST 707	Children's Literature in Education	30	1	Online/Study guide	No on-campus days required	21
✓	✓	✓			✓	EDPROFST 708	Language and Popular Media	30	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 14 - Fri 18 Jan; Sat 9 Feb	21
✓	✓	✓			✓	EDPROFST 711	Māori Language Revitalisation	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 714	e-Learning in Practice	30	2	Online/Study guide	No on-campus days required	21
✓	✓	✓	✓	✓	✓	EDPROFST 716	Early Years Pedagogy	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	21
✓	✓	✓	✓	✓	✓	EDPROFST 716	Early Years Pedagogy	30	2	Online/Study guide	No on-campus days required	21
✓	✓	✓			✓	EDPROFST 717	Learning and Teaching in the First Years	30	2	Tai Tokerau	Weekly lecture (Wednesday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 717	Learning and Teaching in the First Years	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 722	Dance and Drama in Education	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 725	Critical Issues in Music Education	30	2	Online/Study guide	On-campus day (9am-4pm): Sat 7 Sept	21
✓	✓	✓			✓	EDPROFST 727	Social Theory and Physical Education	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	21
✓	✓	✓			✓	EDPROFST 732	Education for Sustainability	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	21
✓	✓	✓	✓	✓	✓	EDPROFST 737	Education Law: Policy Implications	30	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 14 - Fri 18 Jan	21
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	1	Online/Study guide	On-campus day (8am-4pm): Sat 6 April	21
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm) + Sat 6 April (10am-4pm)	21
✓	✓		✓	✓	✓	EDPROFST 738	Educational Leadership	30	2	Manukau	Weekly lecture (Wednesday 4.30-7.30pm)	21
✓	✓		✓	✓	✓	EDPROFST 739	Educational Policy and Organisations	30	1	Tai Tokerau	Weekly lecture (Monday 4.30-7.30pm)	21
✓	✓		✓	✓	✓	EDPROFST 739	Educational Policy and Organisations	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	21
✓	✓		✓	✓	✓	EDPROFST 740	Educational Leadership in the Electronic Age	30	1	Online/Study guide	No on-campus days required	21
✓	✓				✓	EDPROFST 743	Family Counselling	15	1	Tāmaki	Weekly lecture (Wednesday 4.30-6.30pm)	21
✓	✓				✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Tāmaki	Selected Saturdays (9am-4pm): 9, 16 March; 6, 13 April	22

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdLd	MEdLd	MProfStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓				✓	EDPROFST 746A	The Counselling Process	15	1	Tāmaki	Weekly lecture (Tuesday 4.30-6.30pm)	22
✓	✓				✓	EDPROFST 746B	The Counselling Process	15	2	Tāmaki	Weekly lecture (Tuesday 4.30-6.30pm)	22
✓	✓				✓	EDPROFST 748	Cultural Issues in Counselling	15	2	Tāmaki	Weekly lecture (Tuesday 7-9pm)	22
✓	✓				✓	EDPROFST 749	Professional Issues in Counselling	15	1	Tāmaki	Weekly lecture (Tuesday 7-9pm)	22
✓	✓				✓	EDPROFST 750	Research and Counselling	15	2	Tāmaki	Weekly lecture (Wednesday 4.30-6.30pm)	22
✓	✓	✓	✓	✓	✓	EDPROFST 751	ECE Curriculum Issues	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 752	Assessment for Learning and Teaching	30	1	Manukau	Weekly lecture (Thursday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	Summer School	Epsom	Selected dates (school holidays) (9.30am-3pm): Mon 7, Wed 9, Mon 14, Wed 16, Mon21, Wed 23 Jan	22
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	1	Epsom	Selected Saturdays (9.30am-3pm): 9, 23 March; 6, 20 April; 11, 25 May	22
✓	✓	✓			✓	EDPROFST 754	Critical Research Methodologies in Education	30	2	Epsom	Selected Saturdays (9.30am-3pm): 27 July; 10, 24 Aug; 7, 21 Sept; 19 Oct	22
✓	✓	✓			✓	EDPROFST 755	The Inquiring Teacher	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 756	Researching Educational Settings	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 756	Researching Educational Settings	30	2	Online/Study guide	On-campus day (9am-3pm): Sat 14 Sept	22
✓	✓		✓	✓	✓	EDPROFST 757	Undertaking Research for School Improvement	30	1	Online/Study guide	On-campus days (9am-3pm): Sat 16 March; Sat 13 April; Sat 25 May	22
		✓				EDPROFST 759A	Research Portfolio BEd(Tchg)(Hons)	30	1, 2	Epsom		22
		✓				EDPROFST 759B	Research Portfolio BEd(Tchg)(Hons)	30	1, 2	Epsom		22
✓	✓		✓	✓	✓	EDPROFST 762A	Mentoring Teachers	15	1	Epsom	Selected Mondays (4.30-7.30pm): 4, 11, 25 March; 15 April; 6, 27 May; 17 June	22
✓	✓		✓	✓	✓	EDPROFST 762B	Mentoring Teachers	15	2	Epsom	Selected Mondays (4.30-7.30pm): 22 July; 5, 19 Aug; 23 Sept; 21 Oct	22
✓	✓	✓			✓	EDPROFST 763	New Teacher Development	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 764	Directions in Disability Policy and Practice	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	22
✓	✓	✓			✓	EDPROFST 765	Development in Early Years	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	22
✓	✓	✓	✓	✓	✓	EDPROFST 769	Special Topic: Developing Professional Expertise	30	2	Epsom	Selected dates: Sat 27 July; Fri 16 - Sat 17 Aug; Sat 28 Sept (9am-3.30pm) + Tues 10 Sept, Tues 8 Oct (4.30-7.30pm)	23
✓	✓	✓			✓	EDPROFST 773	An Advanced Study in Gifted Education	30	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 21 - Fri 25 Jan	23
✓	✓	✓	✓	✓	✓	EDPROFST 774	Education and Empowerment	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓	✓			✓	EDPROFST 777	Curriculum: Theory, Issues, Practice	30	Summer School	Epsom	Block (school holidays) (9am-4pm): Thurs 10 - Sat 12 Jan; Fri 18 - Sat 19 Jan	23
✓	✓	✓			✓	EDPROFST 777	Curriculum: Theory, Issues, Practice	30	1	Tai Tokerau	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	✓			✓	EDPROFST 779	The Culture and Politics of Teachers' Work	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	23
✓						EDPROFST 780	Special Topic: Learning and Educational Practice	30	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	23
✓	✓	✓	✓	✓	✓	EDPROFST 782	Educational Change	30	2	Online/Study guide	No on-campus days required	23
✓	✓	✓	✓	✓	✓	EDPROFST 782	Educational Change	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	23
✓	✓				✓	EDPROFST 783	Special Topic: Making Difference: Power, space and voice in tertiary education	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
		✓				EDPROFST 790	Dissertation	30	1, 2	Epsom		23
		✓				EDPROFST 790A	Dissertation	15	1, 2	Epsom		23
		✓				EDPROFST 790B	Dissertation	15	1, 2	Epsom		23
		✓				EDPROFST 790A	Dissertation (cohort students)	15	1, 2	Epsom	Selected Wednesdays (4.30-7.30pm): 6, 13, 20, 27 March; 3 April; 8, 15, 22 May; 5 June	23
		✓				EDPROFST 790B	Dissertation (cohort students)	15	1, 2	Epsom	Selected Wednesdays (4.30-7.30pm): 31 July; 7, 21 Aug; 12 Sept; 9 Oct	23
	✓			✓	✓	EDPROFST 793	MEd Dissertation	60	1, 2	Epsom		23
	✓			✓	✓	EDPROFST 793A	MEd Dissertation	30	1, 2	Epsom		23
	✓			✓	✓	EDPROFST 793B	MEd Dissertation	30	1, 2	Epsom		23

PGDipEd	MEd	BEd(Tchg)(Hons)	PGDipEdId	MEdId	MProfStuds in Education	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓			✓		EDPROFST 796A	MEd Thesis	60	1, 2	Epsom		23
	✓			✓		EDPROFST 796B	MEd Thesis	60	1, 2	Epsom		23
✓	✓	✓			✓	EDUC 702	Historical Research in Educational Settings	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 705	Education and Development Policy	30	2	City	Weekly lecture (Monday 4-7pm)	23
✓	✓	✓			✓	EDUC 712	Race, Ethnicity and Education	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 713	Childhood and Globalisation	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	23
✓	✓	✓			✓	EDUC 741	Educational Psychology	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	24
✓	✓	✓			✓	EDUC 742	Developmental Psychology	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	24
✓	✓	✓			✓	EDUC 747	Issues in Adolescent Development	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	24
✓	✓	✓			✓	EDUC 750	Special Topic: Māori Education Research Topic	30	1, 2	Epsom	Non-timetabled	24
		✓				EDUC 766	Education and the Development Process	15	2	City	Weekly lecture (Monday 4-7pm)	24
		✓				EDUC 767	Special Topic: Analysing Quantitative Data in Educational Research	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	24
						EDUC 769	Special Topic: Counselling and Spirituality	15	2 Early Start	Tāmaki	Selected dates (9am-4pm): Fri 14, Sat 22 June; Sat 6, Sat 13 July	24
✓	✓	✓			✓	EDUC 774	Research Methods in Education	15	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	24
✓	✓	✓				EDUC 776	Education, Culture and Identity	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	24
✓	✓	✓	✓	✓	✓	EDUC 787	Research Methodologies in Māori Education	30	2	Tai Tokerau	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	✓	✓	✓	✓	EDUC 787	Research Methodologies in Māori Education	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	✓	✓	✓	✓	EDUC 787	Research Methodologies in Māori Education	30	2	Manukau	Weekly lecture (Thursday 4.30-7.30pm)	24

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

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

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

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

BA(Hons) in Education	MA in Education	Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
✓	✓	EDUC 702	Historical Research in Educational Settings	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	EDUC 705	Education and Development Policy	30	2	City	Weekly lecture (Monday 4-7pm)	23
✓	✓	EDUC 712	Race, Ethnicity and Education	30	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	23
✓	✓	EDUC 713	Childhood and Globalisation	30	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	23
✓	✓	EDUC 741	Educational Psychology	30	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	24
✓	✓	EDUC 742	Developmental Psychology	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	24
✓	✓	EDUC 747	Issues in Adolescent Development	30	1	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	24
✓	✓	EDUC 750	Special Topic: Māori Education Research Topic	30	1, 2	Epsom		24
✓	✓	EDUC 766	Education and the Development Process	15	2	City	Weekly lecture (Monday 4-7pm)	24
✓	✓	EDUC 767	Special Topic: Analysing Quantitative Data in Education Research	30	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	24
✓	✓	EDUC 769	Special Topic: Counselling and Spirituality	15	2 Early Start	Tāmaki	Selected dates (9am-4pm): Fri 14, Sat 22 June; Sat 6, Sat 13 July	24
✓	✓	EDUC 774	Research Methods in Education	15	2	Epsom	Weekly lecture (Tuesday 4.30-7.30pm)	24
✓	✓	EDUC 776	Education, Culture and Identity	30	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	24

BA(Hons) in Education	MA in Education	Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
✓	✓	EDUC 787	Research Methodologies in Māori Education	30	2	Tai Tokerau	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	EDUC 787	Research Methodologies in Māori Education	30	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	24
✓	✓	EDUC 787	Research Methodologies in Māori Education	30	2	Manukau	Weekly lecture (Thursday 4.30-7.30pm)	24
✓	✓	EDUC 790	Dissertation	30	1, 2	Epsom		24
✓	✓	EDUC 790A	Dissertation	15	1, 2	Epsom		24
✓	✓	EDUC 790B	Dissertation	15	1, 2	Epsom		24
	✓	EDUC 796A	Thesis	60	1, 2	Epsom		24
	✓	EDUC 796B	Thesis	60	1, 2	Epsom		24

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 except for EDPROFST 220, 226 which can only be studied in the Graduate Diploma in Education.

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

Some courses in the programme structures for these two programmes may be timetabled in 2013 in another programme (eg, Bachelor of Physical Education or Graduate Diploma in Teaching (Secondary)). To enquire if these courses are scheduled, please contact the Education Student Centre.

Course Code	Course Title	Points	Semester	Delivery	Timetable	Contextual focus: A = Adult-Educators E = ECE P = Primary S = Secondary	For course prescription - refer page:
EDCURRIC 338	Enhancing Teaching Through Science	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Wed 9 - Fri 11 Jan; Mon 14 - Tues 15 Jan	E, P	16
EDCURRIC 343	Indigenous Issues in Social Studies	15	2	Epsom	Weekly lecture (Monday 4.30-7.30pm)	P, S	16
EDCURRIC 345	Literacy in the Primary School	15	1	Epsom	Block (school holidays) (9am-3pm): Sat 23 March; Mon 22 - Wed 24 April; Fri 26 April; Sat 18 May	P	16
EDCURRIC 347A	Helping Children Succeed in Maths	7.5	1	Epsom	Selected Wednesdays (4.30-7.30pm): 6 March; 3 April; 15 May	P, S	16
EDCURRIC 347B	Helping Children Succeed in Maths	7.5	2	Epsom	Selected Wednesdays (4.30-7.30pm): 24 July; 28 Aug; 25 Sept	P, S	16
EDCURRIC 349A	Understanding and Extending Mathematical Thinking	7.5	1	Online/Study guide	On-campus days (9am-12pm): Sat 27 April; Sat 15 June	P	16
EDCURRIC 349B	Understanding and Extending Mathematical Thinking	7.5	2	Online/Study guide	On-campus days (9am-12pm): Sat 7 Sept; Sat 19 Oct	P	16
EDCURRIC 350	Using Investigative Approaches	15	Summer School	Epsom	Block (school holidays): Mon 21 - Fri 25 Jan (9am-3pm); Sat 2 Feb (9am-12pm); Sat 9 Feb (9am-12pm)	A, E, P, S	16
EDCURRIC 356	Teaching and Learning in the Visual Arts	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 21 - Fri 25 Jan	E, P	16
EDCURRIC 358	Learning Through Dance	15	2	Epsom	Block (school holidays): Mon 7 - Thu 10 Oct (9am-4pm); Fri 1 Nov (4.30-6.30pm); Sat 2 Nov (9am-4pm)	P, S	17
EDCURRIC 360	Teaching and Planning in Technology	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	E, P	17
EDCURRIC 361	The Performance Arts in Education	15	Summer School	Epsom	Block (school holidays) (9am-4.30pm): Mon 14 - Fri 18 Jan	A, P, S (possible E)	17
EDCURRIC 363	Drama Studies	15	2	Epsom	Block (school holidays) (9am-4pm): Mon 30 Sept - Fri 4 Oct	A, P, S (possible E)	17
EDCURRIC 367	Teaching Children's Literature	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)		17
EDCURRIC 368	Initiating and Supporting Learning in Music	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 21 - Fri 25 Jan	P	17
EDCURRIC 369A	Mathematical Literacy for Lower-achieving students	7.5	1	Online/Study guide	On-campus days (9am-12pm): Sat 20 April; Sat 8 June	P, S	17
EDCURRIC 369B	Mathematical Literacy for Lower-achieving students	7.5	2	Online/Study guide	On-campus days (9am-12pm): Sat 31 Aug; Sat 12 Oct	P, S	17

Course Code	Course Title	Points	Semester	Delivery	Timetable	Contextual focus: A = Adult Educators E = ECE P = Primary S = Secondary	For course prescription - refer page:
EDCURRM 301	Teaching and Te Reo Māori	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	E, P	18
EDPROFST 220**	Introduction to Samoan Language for Teaching**	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Sat 19 Jan; Mon 21 - Thurs 24 Jan + Sat 26 Jan (9am-12.30pm)	E, P, S	18
EDPROFST 222	Reporting Student Achievement	15	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	P	18
EDPROFST 226**	Introduction to Bilingual Education**	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 15 - Thurs 18 July; Sat 17 Aug; Sat 7 Sept	E, P, S	19
EDPROFST 316	Understanding Research for Practitioners	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Tues 15, Thurs 17, Tues 22, Thurs 24 Jan; Sat 9 Feb	A, E, P, S	19
EDPROFST 316	Understanding Research for Practitioners	15	1	Online/Study guide	No on-campus days required	A, E, P, S	19
EDPROFST 319	Teaching Gifted and Talented Students	15	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	P	19
EDPROFST 324	Advanced Group Skills	15	2 Early Start	Epsom	Block (school holidays) (9am-3pm): Mon 15 - Sat 20 July		19
EDPROFST 325	Introduction to Leadership in Education	15	2	Online/Study guide	No on-campus days required		19
EDPROFST 340	Pasifika Research and Practice	15	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)	A, E, P, S	19
EDPROFST 341	Pasifika Languages for Teaching	15	2	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	E, P, S	19
EDPROFST 344	Sport, Games and Play	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Mon 21 - Fri 25 Jan		19
EDPROFST 350	Assessment for Learning	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)	A, P, S, E	19
EDPROFST 355	The Politics of Education	15	1	Epsom	Weekly lecture (Monday 4.30-7.30pm)		19
EDPROFST 357	Reflective Practice for Teachers	15	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)		19
EDPROFST 357	Reflective Practice for Teachers	15	2	Online/Study guide	On-campus days: Sat 27 July (9am-4pm); Sat 21 Sept (9am-1pm)		19
EDPROFST 358	Refining Professional Performance	15	1	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)		19
EDPROFST 358	Refining Professional Performance	15	2	Online/Study guide	On-campus days (9am-4pm): Sat 27 July; Sat 2 Nov		19
EDPROFST 359	Supervising Professional Performance	15	2	Epsom	Weekly lecture (Wednesday 4.30-7.30pm)		19
EDPROFST 360	Teaching Languages in Schools	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	P, S	19
EDPROFST 361	Issues in Technology	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	A, E, P, S	19
EDPROFST 363	Environmental Education: An Introduction	15	Summer School	Epsom	Block (school holidays) (9am-3pm): Mon 7 - Tues 8 Jan; Mon 21- Tues 22 Jan; Sat 16 Feb	A, E, P, S	19
EDPROFST 365	Beyond Special Needs: Inclusive Education	15	1	Online/Study guide	On-campus day (9am-4pm): Sat 9 March	P	20
EDPROFST 366	Perspectives on Learning and Development: Infants and Toddlers	15	1	Online/Study guide	On-campus days (10am-1pm): Sat 9 March; Sat 8 June	E	20
EDPROFST 376	Bilingual Education: Models and Theories	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	E, P, S	20
EDPROFST 377	Bilingual Education: Curriculum and Pedagogy	15	2	Epsom	Block (school holidays) (9am-4pm): Sat 21 Sept; Mon 7 - Thurs 10 Oct; Sat 2 Nov	E, P, S	20
EDPROFST 378	Critical Approaches to Literacy	15	1	Epsom	Block (school holidays) (9am-4pm): Sat 6 April; Mon 22 - Wed 24 April; Fri 26 April; Sat 25 May	P, S	20
EDPROFST 700A	Literacy Education: Research and Practice	15	1 Early Start	Online/Study guide	On-campus days: Mon 21 - Tues 22 Jan (9am-4pm); Wed 23rd Jan (9am-12:30pm)	E, P, S	20
EDPROFST 700B	Literacy Education: Research and Practice	15	2	Online/Study guide	No on-campus days required	E, P, S	20
EDPROFST 701	Issues in Literacy Education	30	2 Early Start	Online/Study guide	On-campus days: Wed 17 July (12.30-4pm); Thur 18 - Fri 19 July (9am-4pm)	E, P, S	20
EDPROFST 702	Challenges of Literacy Difficulties	30	2 Early Start	Online/Study guide	On-campus days: Mon 15 - Tues 16 July (9am-4pm); Wed 17 July (9am - 12:30pm)	E, P, S (emphasis P)	20
EDPROFST 703A	The Inquiring Teacher: Literacy Education	15	1 Early Start	Online/Study guide	On-campus days: Wed 23 Jan (12.30-4pm); Thurs 24 - Fri 25 Jan (9am-4pm)	E, P, S	21
EDPROFST 703B	The Inquiring Teacher: Literacy Education	15	2	Online/Study guide	No on-campus days required	E, P, S	21
Note: The following course will be offered in 2013 and may be able to be taken as part of a GradDipEd or BEd(Tchg) - Teachers' specialisation (as a concession)							
EDUC 319	Special Topic: Origins of NZ Schools	15	Summer School	City	Block (9am-3pm): Mon 7 - Wed 9 Jan; Mon 14 - Wed 16 Jan; Sat 19 Jan		23

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

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

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

Course type	Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
Elective	EDCURRIC 345	Literacy in the Primary School	15	1	Epsom	Block (school holidays) (9am-3pm): Sat 23 March; Mon 22 - Wed 24 April; Fri 26 April; Sat 18 May	16
Elective	EDCURRM 301	Teaching and Te Reo Māori	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	18
Elective	EDPROFST 220	Introduction to Samoan Language for Teaching	15	Summer School	Epsom	Block (school holidays) (9am-4pm): Sat 19 Jan; Mon 21 - Thurs 24 Jan + Sat 26 Jan (9am - 12.30pm)	18
Core elective	EDPROFST 226	Introduction to Bilingual Education	15	2 Early Start	Epsom	Block (school holidays) (9am-4pm): Mon 15 - Thurs 18 July; Sat 17 Aug; Sat 7 Sept	19
Core	EDPROFST 227	TESSOL: Language Learning Needs	15	1	Epsom	Thurs 7 March (9am-4pm) followed by weekly workshops (4.30pm-7.30pm): Select either Tues or Thurs	19
Core	EDPROFST 372	TESSOL: Language Learning through Tasks	15	2	Epsom	Weekly lecture (4.30pm-7.30pm): Select either Tues or Thurs	20
Core	EDPROFST 373	TESSOL: Language Learning in the New Zealand Context	15	1	Epsom	Fri 8 March (9am-4pm) followed by weekly workshops (4.30-7.30pm): Select either Mon, Tues or Wed	20
Core	EDPROFST 374	TESSOL: Language Focused Curriculum	15	2	Epsom	Weekly lecture (4:30-7:30pm): Select either Mon, Tues or Wed	20
Core elective	EDPROFST 375	TESSOL: Assessment	15	2	Epsom	Block (school holidays) (9am-4pm): Mon 22 - Wed 24 July; Sat 10 Aug; Sat 31 Aug; Sat 7 Sept	20
Core elective	EDPROFST 376	Bilingual Education: Models and Theories	15	1	Epsom	Weekly lecture (Thursday 4.30-7.30pm)	20
Core elective	EDPROFST 377	Bilingual Education: Curriculum and Pedagogy	15	2	Epsom	Block (school holidays) (9am-4pm): Sat 21 Sept; Mon 7 - Thurs 10 Oct; Sat 2 Nov	20
Core elective	EDPROFST 378	Critical Approaches to Literacy	15	1	Epsom	Block (school holidays) (9am-4pm): Sat 6 April; Mon 22 - Wed 24 April; Fri 26 April; Sat 25 May	20
Core elective	EDPROFST 379	TESSOL: Materials Design	15	2 Early Start	Epsom	Block (school holidays): Mon 15 - Wed 17 July (9am-4pm) + selected dates: Thurs 8 Aug (4:30-7:30pm); Thurs 22 Aug (4:30-7:30pm); Sat 14 Sept (9am-4pm); Sat 5 Oct (9am-4pm)	20

Postgraduate Certificate in Academic Practice

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

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

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

Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
ACADPRAC 701A	Learning, Teaching and Assessment	15	1	City	Fridays fortnightly (1-4pm)	16
ACADPRAC 701B	Learning, Teaching and Assessment	15	2	City	Fridays fortnightly (1-4pm)	16
ACADPRAC 702	Academic Citizenship and Professionalism	15	2	City	Fridays fortnightly (1-4pm)	16
ACADPRAC 703	Special Topic: eLearning in University Education	15	1	City	Fridays fortnightly (1-4pm)	16
ACADPRAC 704	Special Topic: Writing and Research Productivity	15	1	City	Fridays fortnightly (1-4pm)	16
ACADPRAC 706	Independent Project	15	1, 2	City		16

Master of Social Work

Postgraduate Diploma in Social Work

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

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

PGDipSW	MSW	Course code	Course title	Points	Semester	Delivery	Timetable	For course prescription refer to page:
✓	✓	EDPROFST 743	Family Counselling	15	1	Tāmaki	Weekly lecture (Wednesday 4:30-6:30pm)	21
✓	✓	EDPROFST 744	Pastoral Care and Counselling in Schools	15	1	Tāmaki	Selected Saturdays (9am-4pm): 9, 16 March; 6, 13 April	22
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 12 - Weds 13 March; Tues 16 - Wed 17 April; Tues 21 - Wed 22 May	25
✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 30 - Wed 31 July; Tues 27 - Wed 28 Aug; Tues 1 - Wed 2 Oct	25
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 5 - Wed 6 March; Tues 9 - Wed 10 April; Tues 14 - Wed 15 May	25
✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 23 - Wed 24 July; Tues 20 - Wed 21 Aug; Tues 17 - Wed 18 Sept	25
✓	✓	PROFSUPV 710	Stress and Trauma in Health and Human Services	30	2	Epsom	Block (9am-4pm): Thurs 8 - Fri 9 Aug; Thurs 10 - Fri 11 Oct	25
✓	✓	PROFSUPV 712	Reflective Practice	30	2	Epsom	Block (9am-4pm): Thurs 1 - Fri 2 Aug; Thurs 26 - Fri 27 Sept; Fri 18 Oct	25
✓	✓	PROFSUPV 715	Special Topic: Practice Teaching and Learning	30	1	Epsom	Block (9am-4pm): Wed 20 - Fri 22 March; Thurs 2 - Fri 3 May	25
✓	✓	SOCCHFAM 731	Child and Adolescent Mental Health Issues	15	2	Epsom	Block (9am-3pm): Mon 22 - Wed 24 July; Tues 12 Nov	25
✓	✓	SOCCHFAM 734	Issues in Child Welfare and Protection	30	1	Epsom	Block (9am-4pm): Thurs 11 - Fri 12 April; Thurs 30 - Fri 31 May	25
✓	✓	SOCHLTH 732	Working with Grief and Loss	15	2	Epsom	Block (9am-3pm): Tues 30 July - Thurs 1 Aug; Wed 13 Nov	25
✓	✓	SOCHLTH 751	Interpersonal and Family Violence	15	2	Epsom	Block (9am-4pm): Thurs 1 - Fri 2 Aug; Thurs 3 - Fri 4 Oct	25
✓	✓	SOCHLTH 753	Health Social Work: Identity and Theory	15	1	Epsom	Block (9am - 4pm): Thurs 14 - Fri 15 March; Thurs 23 - Fri 24 May	25
✓	✓	SOCWORK 713	The Social Work Discourse	15	1	Epsom	Weekly lecture (Friday 1-3pm) + weekly tutorial (Friday 3-4pm)	26
✓	✓	SOCWORK 718	Applied Research in Social Services	30	1	Epsom	Block (9am-4pm): Thurs 14 - Fri 15 March; Thurs 9 - Fri 10 May; Mon 27 May	26
✓	✓	SOCWORK 718	Applied Research in Social Services	30	2	Epsom	Block (9am-4pm): Thurs 1 - Fri 2 Aug; Thurs 26 - Fri 27 Sept; Monday 14 Oct	26
	✓	SOCWORK 796A	Thesis	60	1	Epsom		26
	✓	SOCWORK 796B	Thesis	60	2	Epsom		26
	✓	SOCWORK 797A	Research Portfolio	45	1	Epsom		26
	✓	SOCWORK 797B	Research Portfolio	45	2	Epsom		26
✓	✓	SOCYOUTH 733	Youth Justice Issues and Strategies	15	2	Epsom	Block (9am-3pm): Thurs 25 - Fri 26 July, Mon 29 July; Mon 11 Nov	26

Master of Social Work (Professional)

Note: The MSW(Prof) is a masters level qualification to become a Social Worker. If you already hold a Bachelor of Social Work degree and are wanting to advance to a masters level qualification, you should refer to the Master of Social Work (MSW) on page 13.

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

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

Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page:
SOCCHFAM 731	Child and Adolescent Mental Health Issues	15	2	Epsom	Block (9am-3pm): Mon 22 - Wed 24 July; Tues 12 Nov	25
SOCHLTH 732	Working with Grief and Loss	15	2	Epsom	Block (9am-3pm): Tues 30 July - Thurs 1 Aug; Wed 13 Nov	25
SOCWORK 711	Social Work Interventions for Best Practice	15	1	Epsom	Weekly lecture (Thursday 10.30am-12.30pm) + weekly tutorial (Thursday 2-3pm)	26
SOCWORK 713	The Social Work Discourse	15	1	Epsom	Weekly lecture (Friday 1-3pm) + weekly tutorial (Friday 3-4pm)	26
SOCWORK 721A	Theories and Skills in Social Work Practice	15	1	Epsom	Weekly lecture (Wednesday 1-4pm)	26
SOCWORK 721B	Theories and Skills in Social Work Practice	15	2	Epsom	Block: Mon 5 - Thurs 8 Aug (9am-4pm); Fri 9 Aug (9am - 12.30pm)	26
SOCWORK 722	Developing Social Work Professional Identity	30	1	Epsom	Weekly lectures (Tuesday 10.30am-12.30pm and Tuesday 1-3pm)	26
SOCWORK 723	Social Work in the New Zealand Context	15	1	Epsom	Weekly lecture (Wednesday 9am-12pm)	26
SOCWORK 724	Applied Social Work Research Methods	15	2	Online/Study guide	On-campus introduction class (10:30am-12:30pm): Mon 22 July	26
SOCWORK 725	Supervised Field Placement I	30	2	Epsom	Block (9am-4pm): Mon 12 - Fri 16 Aug; Mon 23 Sept; Mon 21 Oct + Practicum: 2 Sept - 8 Nov + presentation Wed 6 Nov	26
SOCWORK 734A	Professional Social Work Research in Practice	15	1	Epsom	Block (9am-3pm): Mon 4 - Tues 5 March; Mon 11 - Tues 12 March	26
SOCWORK 734B	Professional Social Work Research in Practice	15	2	Epsom	Block (9am-3pm): Thurs 8 - Fri 9 Aug; Thurs 15 - Fri 16 Aug	26
SOCWORK 735	Supervised Field Placement II	30	2 Early Start	Epsom	Presentation (9am-12pm): Mon 22 April + practicum: 6 May - 18 Oct (3 days a week) + on-campus lectures (1-4pm): Thurs 20 June; Thurs 1 Aug; Thurs 12 Sept	26
SOCWORK 739	Integration Portfolio	15	2	Epsom	Selected Thursdays (9am-12pm): 1, 29 August; 3 Oct	26
SOCYOUTH 733	Youth Justice Issues and Strategies	15	2	Epsom	Block (9am-3pm): Thurs 25 - Fri 26 July, Mon 29 July; Mon 11 Nov	26

Master of Counselling Postgraduate Diploma in Counselling Theory

Please note: The courses EDPFST 700-757, 760-788, EDUC 702-764 are also elective options within these programmes. Refer to pages 7-9 of the Master of Education section for timetable information.

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

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.

PGDipCounTh	MCouns	Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page.
✓	✓	EDPFST 743	Family Counselling	15	1	Tāmaki	Weekly lecture (Wednesday 4:30-6:30pm)	21
✓	✓	EDPFST 744	Pastoral Care and Counselling in Schools	15	1	Tāmaki	Selected Saturdays (9am-4pm): 9, 16 March; 6, 13 April	22
✓	✓	EDPFST 746A	The Counselling Process	15	1	Tāmaki	Weekly lecture (Tuesday 4:30-6:30pm)	22
✓	✓	EDPFST 746B	The Counselling Process	15	2	Tāmaki	Weekly lecture (Tuesday 4:30-6:30pm)	22
✓	✓	EDPFST 748	Cultural Issues in Counselling	15	2	Tāmaki	Weekly lecture (Tuesday 7-9pm)	22
✓	✓	EDPFST 749	Professional Issues in Counselling	15	1	Tāmaki	Weekly lecture (Tuesday 7-9pm)	22
✓	✓	EDPFST 750	Research and Counselling	15	2	Tāmaki	Weekly lecture (Wednesday 4:30-6:30pm)	22
✓	✓	PROFCOUN 701A	Counselling Laboratory	7.5	1	Tāmaki	Days and times negotiated	24
✓	✓	PROFCOUN 701B	Counselling Laboratory	7.5	2	Tāmaki	Days and times negotiated	24
✓	✓	PROFCOUN 707	Specialist Counselling Skills and Approaches	15	2	Tāmaki	Block (9am-4pm): Fri 2 - Sat 3 Aug; Fri 27 - Sat 28 Sept	24
	✓	PROFCOUN 797A	Research Portfolio	60	1, 2	Tāmaki	Days and times negotiated	24
	✓	PROFCOUN 797B	Research Portfolio	60	2	Tāmaki	Days and times negotiated	24
✓	✓	PROFSUPV 704	Counselling Supervision: Relationship and Process	15	2	Epsom	Block (9am-4pm): Sat 20 July; Fri 16 - Sat 17 Aug; Sat 21 Sept	25
Note: The following course will be offered in 2013 and may be able to be taken as part of a PGDipCounTh or MCouns (as a concession).								
		EDUC 769	Special Topic: Counselling and Spirituality	15	2 Early Start	Tāmaki	Selected dates (9am-4pm): Fri 14, Sat 22 June; Sat 6, Sat 13 July	24

Postgraduate Diploma in Professional Supervision, Postgraduate Certificate in Professional Supervision

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

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.

Core Course	PGCertProSup	PGDipProSup	Course Code	Course Title	Points	Semester	Delivery	Timetable	For course prescription - refer page.
✓	✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 12 - Wed 13 March; Tues 16 - Wed 17 April; Tues 21 - Wed 22 May	25
✓	✓	✓	PROFSUPV 700	The Practice of Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 30 - Wed 31 July; Tues 27 - Wed 28 Aug; Tues 1 - Wed 2 Oct	25
✓	✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	1	Epsom	Block (9am-4pm): Tues 5 - Wed 6 March; , Tues 9 - Wed 10 April; Tues 14 - Wed 15 May	25
✓	✓	✓	PROFSUPV 701	Advanced Approaches in Professional Supervision	30	2	Epsom	Block (9am-4pm): Tues 23 - Wed 24 July; Tues 20 - Wed 21 Aug; Tues 17 - Wed 18 Sept	25
		✓	PROFSUPV 707	Supervision Folio	30	1	Epsom	Includes on-campus session (10am-1:30pm): Mon 11 March	25
		✓	PROFSUPV 707	Supervision Folio	30	2	Epsom	Includes on-campus session (10am-1:30pm): Thurs 25 July	25
		✓	PROFSUPV 712	Reflective Practice	30	2	Epsom	Block (9am-4pm): Thurs 1 - Fri 2 Aug; Thurs 26 - Fri 27 Sept; Fri 18 Oct	25
		✓	PROFSUPV 715	Special Topic: Practice Teaching and Learning	30	1	Epsom	Block (9am-4pm): Wed 20 - Fri 22 March; Thurs 2 - Fri 3 May	25
Note: The following course will be offered in 2013 and may be able to be taken as part of a PGDipProSup (as a concession).									
		✓	PROFSUPV 710	Stress and Trauma in Health and Human Services	30	2	Epsom	Block (9am-4pm): Thurs 8 - Fri 9 Aug; Thurs 10 - Fri 11 Oct	25

Course prescriptions

Courses prescriptions for postgraduate courses offered in 2013 by the Faculty of Education are listed below. Where a course is marked A and B, you must complete both A and B parts of the course. For some courses you will be required to have access to compulsory texts. You will be advised in your first lecture of the resources and texts required, or you can contact the course coordinator if you would like to discuss these requirements in advance. Details of the course coordinator/lecturer will be updated online at www.education.auckland.ac.nz/pg-study-options

Courses are assessed by 100% coursework unless otherwise indicated.

(Please note that the "Prerequisite: 225 points passed in the BEd(Tchg) Primary specialisation" for the courses EDCURRIC 338, 350, 360, 368, EDCURRM 301, EDPROFST 316, 319, 344, 360, 365 is only for those crediting the course to the BEd(Tchg) – Primary specialisation. It does not apply to the BEd(Tchg) – Teachers' specialisation or GradDipEd and has therefore not been noted in the course prescriptions below.)

Academic Practice

ACADPRAC 701A 15 Points

ACADPRAC 701B 15 Points

Learning, Teaching and Assessment

Participants will become familiar with theoretically informed scholarly literature on tertiary learning and teaching, including the educational literature of their own disciplines, and they will test pedagogical theory against practice. All assignments and assessments will be integrated as closely as possible with the participants' current teaching activities.

To complete this course students must enrol in ACADPRAC 701 A and B, or ACADPRAC 701

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 tertiary elearning environment; 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: Writing and Research Productivity

For academics who want to become more engaging and productive writers, whatever their

research field. Participants will interrogate their own writing practices and explore strategies for communicating effectively with both academic and non-academic audiences. All assignments and assessments will dovetail closely with participants' current research activities.

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 343 15 Points

Indigenous Issues in Social Studies

An examination of indigenous issues and perspectives as they relate to the teaching and learning of Social Studies.

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Restriction: ACE 926.701

EDCURRIC 345 15 Points

Literacy in the Primary School

An exploration of a variety of literacy processes, approaches, strategies and resources relevant to literacy learning and teaching in the New Zealand

primary school curriculum. The emphasis will be on the place of reading and its relationship to oral, written and visual language.

Restriction: ACE 798.702

EDCURRIC 347A 7.5 Points

EDCURRIC 347B 7.5 Points

Helping Children Succeed in Maths

The development of a theoretical base for analysing children's mathematics understanding and associated pedagogies.

Restriction: ACE 795.706

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

EDCURRIC 349A 7.5 Points

EDCURRIC 349B 7.5 Points

Understanding and Extending Mathematical Thinking

An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners' naive conceptions and subsequent planning for teaching thinking strategies.

Restriction: ACE 796.709

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

EDCURRIC 350 15 Points

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 356 15 Points

Teaching and Learning in the Visual Arts

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

Restriction: ACE 922.704

EDCURRIC 358 **15 Points**
Learning Through Dance
 An exploration of the theoretical and practical underpinnings of the practice of dance and movement. Arts collaboration and cross-curricular programmes in movement and dance will be investigated.

Restriction: ACE 796.704

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 363 **15 Points**
Drama Studies
 An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.

Restriction: ACE 795.704

EDCURRIC 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 349

To complete this course students must enrol in EDCURRIC 369 A and B

EDCURRIC 714A **15 Points**
EDCURRIC 714B **15 Points**
Exploring Mathematical Thinking

Provides an opportunity for teachers to critique historical number systems as a way of illuminating theoretical issues, and informing their teaching practice, around learning number and place value concepts.

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

EDCURRIC 715A **15 Points**
EDCURRIC 715B **15 Points**
Understanding Difficulties in Number Learning

Critically examines how conceptual early number learning proceeds, and the key difficulties in learning number concepts and generalisations considered from a psychological perspective. There is an emphasis on the link between the language, symbols, and place-value used for instruction and the conceptual underpinnings of the mathematics to be learnt.

Prerequisite: EDCURRIC 349 or EDCURRIC 714

To complete this course students must enrol in EDCURRIC 715 A and B

EDCURRIC 717A **15 Points**
EDCURRIC 717B **15 Points**
Development of Numeracy Practice

A critical examination of the following themes: theories of learning and models of teaching of numeracy and their effects on students' mathematics learning; New Zealand government policy on mathematics education since 1950 and its influences on teaching numeracy; the influence of central government on curriculum materials in selected countries.

Restriction: ACE 821.806, EDPROFST 719

To complete this course students must enrol in EDCURRIC 717 A and B, or EDCURRIC 717

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

Participants will critically examine a range of research approaches and techniques in relation to the philosophical underpinnings of curricular/ disciplines. Participants will be able to focus on a curriculum area of interest.

To complete this course students must enrol in EDCURRIC 728 A and B, or EDCURRIC 728

EDCURRIC 750 **30 Points**
Special Topic: Arts Research: Innovative Practices

The course offers a critical exploration of emerging visions and theoretical concepts that broaden research practices in the Arts. Emphasis will be on how innovative Arts practices move attention from not just what is researched, but to how the research can be conducted and reported in creative ways. Topics include approaches such as narrative, autobiography, performative ethnography, reader's theatre, poetic enquiry, and a/r/tography.

EDCURRIC 760 **30 Points**
Special Topic: Critical Studies of Instructional Models

Students in the course will critique, analyse, and evaluate selected pedagogical models; such as Cooperative Learning, Peer Teaching, Teaching Personal and Social Responsibility, Adventure Based Learning, and Teaching as Inquiry. Physical Education and Health will provide the curriculum framework for open conversation and group discussion of pedagogical issues that apply to all areas of instruction. The course will interest professionals in primary, secondary, tertiary, and community based educational settings.

EDCURRIC 763 **30 Points**
Special Topic: School-based Health Education

Through investigation of underpinning concepts that inform school-based health education, and analysis of common discourses and pedagogies of the subject, this course allows for critical exploration of cultural meanings and tensions inherent in health education curriculum. Implications for the education, health and wellbeing of diverse learners, with particular consideration for Māori and Pacific Island children and young people, are examined.

EDCURRIC 796A **60 Points**
EDCURRIC 796B **60 Points**
MEd Thesis

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

EDCURRIC 797 **60 Points**
EDCURRIC 797A **30 Points**
EDCURRIC 797B **30 Points**
MEd Dissertation

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

Education Curriculum Māori

EDCURRM 301 **15 Points**
Teaching and Te Reo Māori

Integrates curriculum content with approaches to planning, teaching and assessing Te Reo Māori up to year 10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies, approaches and resources maximise student motivation and language acquisition in Te Reo Māori?

Restriction: ACE 902.702, EDCURR 606, 630, EDCURRM 320, EDPROFST 353, EDCURSEC 678

Education Practice

EDPRAC 701 **60 Points**
EDPRAC 701A **30 Points**
EDPRAC 701B **30 Points**
Investigating Practice

Focuses on beginning teacher learning through the development of a portfolio of professional practice that reflects advanced knowledge, understandings and skills of critical inquiry developed during the course. Includes a supervised investigation of a selected aspect of professional practice.

Prerequisite: 30 points from EDUC 774, 787, EDPRAC 751, EDPROFST 750, 756, 757, 758

To complete this course students must enrol in EDPRAC 701 A and B, or EDPRAC 701

EDPRAC 751 **30 Points**
Special Topic: Practitioner Inquiry

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

EDPRAC 752 **30 Points**
Special Topic: Using Evidence in Teaching Practice

Course participants will explore meanings of evidence-based teaching, and examine and critique the literature regarding the efficacy of evidence-based practice. They will then investigate the collection and use of quality evidence in practice settings in order to problem-solve effectively in their own professional practice.

Education Professional Studies Māori

EDPROFM 700 **30 Points**
Special Topic: Being Māori, Thinking Theory

The course will provide an exploration of theory through a Kaupapa Māori framework. The paper draws upon te reo, tikanga and matauranga Māori as the foundation for articulating Kaupapa Māori theory as a contemporary theoretical framework of analysis in education.

EDPROFM 701 **30 Points**
Special Topic: Using Data to Measure Equity in Schools

The course examines the use of data to address one of Aotearoa New Zealand's most enduring educational challenges: equity in schools. Māori student and school performance is the focus of the course, which draws on recent evidence-based research and development. It considers the implications for both school systems and classroom practices in aiming for equality of outcomes for Māori students.

EDPROFM 702 **30 Points**
Special Topic: Māori Language Teachers: Teaching Te Reo Māori

Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, the course will enable critical reflection on current Te Reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one's own Te Reo Māori teaching practice. The course will be taught in Te Reo Māori.

EDPROFM 796A **60 Points**
EDPROFM 796B **60 Points**
MEd Thesis

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

EDPROFM 797 **60 Points**
EDPROFM 797A **30 Points**
EDPROFM 797B **30 Points**
MEd Dissertation

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

Education Professional Studies

EDPROFST 220 **15 Points**
Introduction to Samoan Language for Teaching

Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.

Restriction: ACE B33.10

Assessment: 60% coursework, 40% test

EDPROFST 222 **15 Points**
Reporting Student Achievement

Develops understanding about assessment of learning with particular emphasis on principles underpinning the gathering of robust summative information, the making of defensible judgements and decisions and reporting student achievement. Policy requirements related to assessment of learning will be critiqued and implications for practice considered.

Restriction: ACE B10.10

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

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

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

EDPROFST 319 15 Points
Teaching Gifted and Talented Students
 Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
Restriction:ACE B06.23, 903.703A, EDPROFST 223, 371

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

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

EDPROFST 340 15 Points
Pasifika Research and Practice
 A detailed study of educational issues and practices relating to Pasifika education research and the impact of research on Pasifika students and communities.
Restriction:ACE 901.701

EDPROFST 341 15 Points
Pasifika Languages for Teaching
 A systematic investigation of a selected topic related to Pasifika languages education. The impact of the teaching and learning of Pasifika languages on work with Pasifika people and communities will be explored.
Restriction:ACE 796.703

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

EDPROFST 350 15 Points
Assessment for Learning
 Understandings about the nature and purpose of Assessment for Learning (AFL) will be developed. Emphasis will be placed on strategies associated with AFL and the formative use of information. Policy requirements related to AFL and implications for teachers' practice and students' learning will be examined.
Restriction:ACE C10.11

EDPROFST 355 15 Points
The Politics of Education
 The use of critical theory and discourse analysis to examine the politics of education. Historical and contemporary policy formation, implementation and effect will be examined. The impact of policy on teachers' work and influence on policy processes will be explored.
Restriction:ACE 903.702

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

EDPROFST 358 15 Points
Refining Professional Performance
 Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate.
 For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student's professional practice will be undertaken.
Restriction:ACE 912.703

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

EDPROFST 360 15 Points
Teaching Languages in Schools
 Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.
Restriction:ACE 920.704, EDUC 318

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.
Prerequisite:225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite:225 points passed in the BEd(Tchg) Primary Specialisation
Restriction:ACE 930.702

EDPROFST 365 15 Points
Beyond Special Needs: Inclusive Education

Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.

Restriction: ACE 930.737, 931.722

EDPROFST 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 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 379 15 Points
TESSOL: Materials Design

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

Prerequisite: Either EDPROFST 227, 372, 373, or ACE 797.601, 797.701, 797.702

Corequisite: EDPROFST 374

Restriction: ACE 797.707

EDPROFST 700A 15 Points
EDPROFST 700B 15 Points

Literacy Education: Research and Practice

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

Restriction: ACE 820.891, 720.791, EDCURRIC 315, 364

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

EDPROFST 701 30 Points
Issues in Literacy Education

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

Restriction: ACE 820.893, 720.793

EDPROFST 702 30 Points
Challenges of Literacy Difficulties

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

Restriction: ACE 820.894, 720.794, EDCURRIC 365, 366

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

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

Restriction: ACE 830.897, 730.797, EDPROFST 310, 371

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

EDPROFST 705 30 Points
Issues in Literacy Teaching and Learning

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

Restriction: ACE 820.805

EDPROFST 706 30 Points
Language Analysis for Teachers

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

Restriction: ACE 820.801

EDPROFST 707 30 Points
Children's Literature in Education

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

Restriction: ACE 820.802

EDPROFST 708 30 Points
Language and Popular Media

A critical investigation of the theory and practice of teaching media and media language in New Zealand educational contexts. An examination and critical evaluation of current media education curriculum initiatives in New Zealand

Restriction: ACE 820.803

EDPROFST 711 30 Points
Māori Language Revitalisation

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

Restriction: ACE 802.802

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 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 727 30 Points
Social Theory and Physical Education

An advanced examination of the contemporary beliefs, thoughts and actions that represent current practices in physical education

Restriction: ACE 823.801

EDPROFST 732 30 Points
Education for Sustainability

An advanced study of the nature and purpose of environmental education including an examination of sustainability as a contested notion. Theories and pedagogical practices within environmental education in educational settings will be critically analysed in order to enhance professional practice.

EDPROFST 737 30 Points
Education Law: Policy Implications

An examination, critique and analysis of legislation relevant to education. Policies which give rise to legislation and case law decisions will be analysed and the impact of legislation and case law on policies and administration will be considered.

Restriction: ACE 828.801

EDPROFST 738 30 Points
Educational Leadership

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

Restriction: EDPROF 770

EDPROFST 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: EDPROF 743

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

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

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

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

EDPROFST 750 **15 Points**
Research and Counselling
 An introduction to principles of critical analysis as applied to theory and practice in counselling, and to basic methodology in research with particular reference to research in counselling.
Restriction:EDPROF 750

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

EDPROFST 752 **30 Points**
Assessment for Learning and Teaching
 A critical examination of the relationship between assessment, teaching and learning. The notion of Assessment for Learning will be explored in relation to educational policy, relevant literature and contemporary research. Implications for practice and factors affecting implementation will be explored in detail.
Restriction:ACE 840.801

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

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

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

EDPROFST 757 **30 Points**
Undertaking Research for School Improvement
 Students will learn how to design research that contributes to the understanding and improvement of educational practice. They will develop an understanding of practitioner based research methods and produce a detailed research proposal that includes a clearly defined, and justified, research design and methodology aimed at studying a specific educational problem.
Restriction:EDPROF 772

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

EDPROFST 762A **15 Points**
EDPROFST 762B **15 Points**
Mentoring Teachers
 Approaches to mentoring and reflections on issues and practices associated with mentoring teachers. Emphasis will be placed upon the mentor-teacher relationship including the way this develops over time, issues associated with promoting teacher self-evaluation, and assessment of school-based practice.
Restriction:EDPROF 731
To complete this course students must enrol in EDPROFST 762 A and B

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

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

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

EDPROFST 769 30 Points
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, which includes an analysis of specific curriculum models and critique of relevant policy initiatives. Students will be encouraged to critically analyse evidence-based research and make links to their own experience and practice.

EDPROFST 774 30 Points
Education and Empowerment

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

EDPROFST 777 30 Points
Curriculum: Theory, Issues, Practice

A critical examination of curriculum using a range of educational theories with an emphasis on sociological theory. Importance will be placed on contemporary curriculum issues, and the links between theory, policy and practice. Understandings will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.

Restriction: ACE 803.801, 803.901

EDPROFST 779 30 Points
The Culture and Politics of Teachers' Work

An analysis and informed appreciation of the socially constructed and political nature of educators' work. The concept of the professional and professional work will be critically interpreted through selected social theory frameworks.

Restriction: ACE 803.802, 803.902

EDPROFST 780 30 Points
Special Topic: Learning and Educational Practice

The 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.

Restriction: ACE 500.801

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 783 30 Points
Special Topic: Making Difference: Power, space and voice in tertiary education

Examines the dynamic relations between teacher, student, curriculum and space, alongside considering issues such as 'empowerment', 'student voice', and 'equal educational opportunity', in the context of everyday practices and significant change within tertiary education.

EDPROFST 790 30 Points
EDPROFST 790A 15 Points
EDPROFST 790B 15 Points

Dissertation

Restriction: EDPROF 790, 796, EDPROFST 796

EDPROFST 793 60 Points
EDPROFST 793A 30 Points
EDPROFST 793B 30 Points

MEd Dissertation

Restriction: ACE 830.909

To complete this course students must enrol in EDPROFST 793 A and B, or EDPROFST 793

EDPROFST 796A 60 Points
EDPROFST 796B 60 Points
MEd Thesis

Restriction: ACE 830.908, EDPROF 796

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

Education

EDUC 319 15 Points
Special Topic: Origins of NZ Schools

The course examines stories of the first school in Aotearoa-New Zealand. Māori-Pākehā relationships are at the heart of the course, which studies the archival evidence of Māori interest in writing and in schools in the early 19th century. It considers the applicability today of lessons learned 200 years ago, particularly with regard to Māori-Pākehā educational and research relationships.

Prerequisite: Any 45 points passed at Stage II

EDUC 702 30 Points
Historical Research in Educational Settings

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

EDUC 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 712 30 Points
Race, Ethnicity and Education

An examination of discourses of race and theories of ethnicity in bicultural and multicultural educational contexts in Aotearoa New Zealand.

EDUC 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 development.

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

EDUC 750 **30 Points**
Special Topic: Māori Education Research Topic
 A programme of study on an approved research topic in Māori Education. This supervised individual study provides an opportunity for in-depth reading and research on a topic selected by the student and supervisor. Students in this programme of study may carry out a pilot project in preparation for a thesis or dissertation.

EDUC 766 **15 Points**
Education and the Development Process
 Examines the role of education within the process of economic, political, social and cultural change within the 'developing' world, with a particular focus on the small island states of the Pacific. Theories, concepts and models of 'development' and how these influence educational policy and practice are explored.
Restriction: EDUC 705

EDUC 767 **30 Points**
Special Topic: Analysing Quantitative Data in Education Research
 The course deals with the methods and strategies for analysing quantitative data. Students will be introduced to the various statistical techniques/ approaches using SPSS to work with data that are typically collected in educational research. These will include both parametric and non-parametric methods. Emphasis will be given to the practical exercises designed to enable students to achieve mastery in analysing quantitative data.

EDUC 769 **15 Points**
Special Topic: Counselling and Spirituality
 Wellbeing and holistic health include the process of meaning-making in clients' mental, physical, volitional, relational, vocational, and spiritual sense of self. This intensive course will focus on defining spiritual wellbeing, in its broadest sense, and the counsellor's role in working with spiritual issues. Some people understand religion and spirituality to be interchangeable terms; this course will take the position that being religious is only one way of being spiritual. Spirituality will be defined in line with Irvin D. Yalom's seminal book, *Existential Psychotherapy* (1980), focusing on ways that people live out their spirituality within larger communities of nurture. Ways in which a counsellor can support clients in spiritual growth and integration will be explored.

EDUC 774 **15 Points**
Research Methods in Education
 A detailed examination of the controversy over the evidence required to establish causal claims in educational research within both experimental and qualitative methodological frameworks; bias control in observations and judgments; research synthesis (meta-analysis); and objectivity in evaluative research.

EDUC 776 **30 Points**
Education, Culture and Identity
 An examination of sociological theories concerning the role of culture in identity formation within educational settings. The course is framed around questions such as: How have globalised forces influenced identity and cultural movements in New Zealand education since the 1970s? How do identity/culture movements influence educational policies and professional practices?
Restriction: ACE 803.804, ACE 803.904, 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 790 A and B, or EDUC 790

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

Professional Counselling

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

PROFCOUN 707 **15 Points**
Specialist Counselling Skills and Approaches
 An advanced examination of the specialist counselling skills and knowledge required to work effectively with clients from a wide range of contexts and experiences. Topics may include working with sexual abuse, family violence, trauma, anxiety, depression, self-harm, suicidality, and loss and grief. The course will focus on the integration of theory, research and practice, and the development of working models to facilitate effective counselling.

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

Professional Supervision

PROFSUPV 700 30 Points

The Practice of Professional Supervision

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

PROFSUPV 701 30 Points

Advanced Approaches in Professional Supervision

A critical examination of a range of theoretical and practical approaches to professional supervision. An in-depth exploration of the models of supervision for health, counselling and human service contexts, will include the development of anti-oppressive supervision practice and an integration of advanced knowledge, skills and values of supervision.

Prerequisite: PROFSUPV 700

PROFSUPV 704 15 Points

Counselling Supervision: Relationship and Process

A critical examination of the nature of the supervisory relationship in the context of counselling supervision and the facilitation of supervisory process. Topics include an in-depth exploration of the dynamics of supervisory relationships, the roles of supervisors and supervisees, and the integration of theory and practice in developing skills for facilitating supervisory process.

PROFSUPV 707 30 Points

Supervision Folio

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

Prerequisite: PROFSUPV 700, 701

PROFSUPV 710 30 Points **Stress and Trauma in Health and Human Services**

Explores the complex dimensions of stress and trauma encountered by health and human services workers. The historical, cultural and conceptual basis for an understanding of the impact of stress and trauma on both clients and workers is considered. Critically explores research-led strategies to address personal, professional and organisational responses to stressful environments.

PROFSUPV 712 30 Points **Reflective Practice**

A critical exploration of contemporary theories of professional learning for reflective practice in health, counselling and human services workplaces. A critical examination of strategies for ongoing professional development, including reflective practice, critical reflection, communities of practice, reflective practice and the learning organisation.

Restriction: PROFSUPV 703

PROFSUPV 715 30 Points

Special Topic: Practice Teaching and Learning

Explores the teaching and learning strategies required in the provision of high quality field education. Critically examines theoretical and evidence informed pedagogies for student practice learning.

Social Work Child and Family Practice

SOCCHFAM 731 15 Points **Child and Adolescent Mental Health Issues**

An in-depth examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on contemporary literature and evidence informed practice with children and young people within Aotearoa New Zealand.

Restriction: SOCCHFAM 431

SOCCHFAM 734 30 Points

Issues in Child Welfare and Protection

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

Social Work Health Practice

SOCHLTH 732 15 Points

Working with Grief and Loss

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

Restriction: ACE 990.601, SOCHLTH 432

SOCHLTH 751 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

SOCHLTH 753 15 Points

Health Social Work: Identity and Theory

A critical examination of contemporary literature, research and cutting edge strategies in health social work. Changes in the meaning of health and the impact on identity and practice will be explored with reference to professional borders and boundaries and interprofessional collaboration.

Restriction: POPLPRAC 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.

To complete this course students must enrol in SOCWORK 721 A and B

SOCWORK 722 30 Points **Developing Social Work Professional Identity**

Examines contemporary and historical social work cultural identity, language and discourse as a global profession. Socialisation to the profession and its values is explored through a defined range of practice fields, premised on a human rights and social justice framework. Systemic models of practice are reviewed. Inter-professional practice, professional ethics, anti-oppressive and bicultural practice and registration are analysed in the New Zealand setting.

SOCWORK 723 15 Points **Social Work in the New Zealand Context**

Examines the history, policy, law, social patterns, trends and issues that contribute to the working environment for bicultural social work practice in Aotearoa New Zealand. Content will encourage an understanding of the organisational, statutory and community context of social services, professional practice and the reflective social worker operating in settings that can be examined, challenged and changed.

SOCWORK 724 15 Points **Applied Social Work Research Methods**

Examines the professional and ethical mandate for research which aims to enhance the growth of all forms of knowledge that inform effective social work practice. Students are introduced, as research consumers and practitioners, to the principles, theories, ethics and approaches that inform social research as applied in social work contexts.

SOCWORK 725 30 Points **Supervised Field Placement I**

A first practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills. A significant part of this course includes a period of a minimum of 50 days of supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.

Prerequisite: SOCWORK 721, 722, 723

Corequisite: SOCWORK 724 SOCWORK 734A 15 Points

SOCWORK 734A 15 Points

SOCWORK 734B 15 Points

Professional Social Work Research in Practice

Following the logic of social work practice and evidence-informed interventions, students will examine relevant social work research literature and common approaches. They will critically apply ethical research and practice principles to problem definition, literature review, research

strategies, proposals and design, and evaluation of evidence, culminating in a robust evidence-based approach to practice.

Prerequisite: SOCWORK 721–725

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

SOCWORK 735 30 Points **Supervised Field Placement II**

An advanced practicum course which includes a critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice. Includes a minimum of 70 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and concurrent coursework

Prerequisite: SOCWORK 721–725

SOCWORK 739 15 Points **Integration Portfolio**

An integrative summary with critical reflection on student development as a social work practitioner. The portfolio demonstrates an understanding of the student's professional and skills development within the context of their academic programme and practice learning.

Prerequisite: SOCWORK 721–725

SOCWORK 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 Scholarships

The University of Auckland has a wide range of scholarships and awards available to students at all levels of postgraduate study. These include:

University of Auckland Masters/Honours/Postgraduate Diploma Scholarship

Next closing date: 1 November 2012

To assist and encourage students to pursue Masters, Honours and Postgraduate Diploma courses at The University of Auckland.

University of Auckland Māori and Pacific Graduate Scholarships (Masters/Honours/Postgraduate Diploma)

Next closing date: 1 November 2012

To assist and encourage Māori and Pacific students to pursue Masters, Honours and Postgraduate Diploma courses at The University of Auckland.

Ralph & Eve Seelye PG Scholarships

Next closing date: 1 November 2012

To assist postgraduate level Honours, Masters or Postgraduate Diploma students who have completed their qualifying degrees at another New Zealand University and are now intending to enrol full-time at The University of Auckland.

Kate Edger Educational Charitable Trust - Postgraduate Diploma Award

Next closing date: 16 December 2012

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

Kate Edger Educational Charitable Trust - Masters Degree Award

Next closing date: 20 January 2013

To assist women for a year of study for a Masters degree that includes either coursework and/or a research component.

University of Auckland Partnership Appeal Awards

Next closing date: 30 April 2013

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

Doctoral Completion Awards

To support students in the period following submission of their theses for examination and enable them to prepare their research for eventual publication. All students registered for doctoral degrees with theses of at least 120 points and which were included in The University of Auckland's PBRF doctoral degree completion returns are eligible for these Awards.

University of Auckland Commonwealth Scholarships

One Scholarship shall be available annually to a student to be enrolled at The University of Auckland and who has paid the fees, or arranged to pay the fees, for the Degree of Doctor of Philosophy, or another approved Doctorate.

University of Auckland Doctoral Scholarship

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

University of Auckland Fulbright Scholarships

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

University of Auckland Universitas 21 Joint PhD Programme Scholarships

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

Visit the Scholarships and Financial Support Office website www.auckland.ac.nz/scholarships for more information. The Scholarships Office can also provide access to a comprehensive database of external scholarships that you may be eligible to apply for. It pays to investigate funding possibilities as early as possible so you know what you may be eligible for and when applications are due.

Faculty of Education Scholarships and Study Awards

In addition to the scholarships and awards offered by The University of Auckland, there are also a selection of scholarships and study awards available only to Faculty of Education postgraduate students. These include:

Woolf Fisher Lead Teacher Masters Scholarships

Next closing date: 1 September 2013

Value: Up to \$70,000

Number of awards: Up to 4 per year

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

Learning Media Scholarship for Research into Literacy Learning

Closing date for 2013: 30 September 2012

Value: \$10,000

The scholarship will be awarded to a PhD, EdD or masters thesis candidate in the Faculty of Education who is undertaking research into teaching materials that support literacy learning. The basis of selection will be academic merit and the relevance of the proposed research on the use of teaching materials that support literacy learning.

Pearson Scholarship for the Postgraduate Diploma in Education – Literacy Education specialisation

Next Closing date: 18 January 2013

Value: \$2,000

The purpose of the scholarship is to support the course fees of literacy teachers enrolled in the PGDipEd – Literacy Education specialisation. For scholarship information contact the Head of School of Curriculum and Pedagogy.

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

School-specific Scholarships and Awards

The following scholarships and awards are proposed for 2013 and are offered by various Schools within the Faculty of Education for postgraduate students who are studying in areas the Schools specialise in.

School of Curriculum and Pedagogy Postgraduate Award for Research into Early Childhood and/or Mathematics Education

Closing date: 30 November 2012

Value: \$3,500

Awards: 3

The purpose of the award is to acknowledge the importance of postgraduate research study in the School of Curriculum and Pedagogy into Early Childhood Education and/or Mathematics Education.

The University of Auckland Learning, Development and Professional Practice Doctoral Scholarship

Closing date: 1 May 2013

Value: \$3,000

Awards: 2

The purpose of the scholarship is to recognise and support outstanding international and domestic doctoral candidates in postgraduate research to promote a culture of research within the School of Learning, Development and Professional Practice.

The University of Auckland Learning, Development and Professional Practice Masters Scholarship

Closing date: 1 May 2013

Value: \$2,000

Awards: 2

The purpose of the scholarship is to recognise and support outstanding international and domestic masters students in postgraduate research to promote a culture of research within the School of Learning, Development and Professional Practice.

Postgraduate Research Awards in the School of Critical Studies in Education (CRSTIE):

CRSTIE Doctoral Award

Value: \$2,000

Awards: 1

To support a student who is within six months of commencement of their doctoral study at the beginning of 2013 who is undertaking research in an area that looks at an education issue through a critical lens and whose principal supervisor is located in CRSTIE.

CRSTIE Masters Awards

Value: \$1,000

Awards: 2

For students undertaking an MA or MEd thesis researching an education issue through a critical lens and whose principal supervisor is located in CRSTIE.

CRSTIE Transition to Postgraduate Study Awards

Value: \$500

Awards: 2

For exemplary students in a CRSTIE 300 level paper (eg, EDUC 321) who subsequently enrol in EDPROFST 754: Critical Research Methodologies in Education, in 2013.

Visit www.education.auckland.ac.nz/scholarships-and-awards for updated information.

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 2013 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

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

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.

**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.*

2013 Academic year and key dates

Faculty of Education, The University of Auckland

Summer School 2013	
Summer School begins	Friday 4 January 2013
Auckland Anniversary Day	Monday 28 January 2013
Waitangi Day	Wednesday 6 February 2013
Summer School ends	Wednesday 20 February 2013
Semester One 2013	
Faculty of Education Postgraduate Orientation Welcome	Thursday 28 February 2013
Semester One begins	Monday 4 March 2013
Easter break	Friday 29 March–Tuesday 2 April 2013
Mid-semester break	Monday 22 April–Saturday 27 April 2013
ANZAC Day	Thursday 25 April 2013
Graduation	Monday 6 May, Wednesday 8 May, Friday 10 May 2013
Queen's Birthday	Monday 3 June 2013
Semester One ends	Monday 1 July 2013
Inter-semester break	Tuesday 2 July–Saturday 20 July 2013
Semester Two 2013	
Faculty of Education Postgraduate Orientation Welcome	Thursday 18 July 2013
Semester Two begins	Monday 22 July 2013
Mid-semester break	Monday 2 September–Friday 13 September 2013
Graduation	Tuesday 24 September 2013
Lectures end	Friday 25 October 2013
Study break, Exams	Saturday 26 October–Monday 18 November 2013
Labour Day	Monday 28 October 2013
Semester Two ends	Monday 18 November 2013
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 2013 courses

Open 5 November 2012

Summer School 2013 course enrolments

Close 22 December 2012

No late enrolments will be accepted.

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

Close 14 February 2013*

Semester Two course enrolments

Close 4 July 2013*

**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 2013

Semester One course additions/deletions

15 March 2013

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

29 March 2013

Semester Two course additions/deletions

2 August 2013

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 2012.

How to apply

Choose your programme

Visit www.education.auckland.ac.nz/programmes or contact us for any information you need.



Check the application closing dates and entry requirements

Visit www.auckland.ac.nz/admission



Apply for a place in a programme

- Go to www.apply.auckland.ac.nz
- Sign up for a new account (unless you already have an account).
- Complete the Application for Admission.

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

We'll also send you a Student ID number. You can use this to sign into your Application for Admission, check your application status and see the documentation you need to provide.

You will also need to complete a Supplementary Information Form (SIF). You can download this from the Application for Admission.



Submit your supporting documents

Once we receive your completed SIF and certified documents we can then assess your application.

Please be aware that documents can take three to four weeks to process during peak admission periods. If you have sent in all your admission documents at one time, some will take longer to process and be updated in the system than others.



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 if selected for an interview.



Offer of place

If your application is successful, we'll email you an offer of place.

You can check the status of your Application for Admission at any time by signing in using your Student ID and password. Go to www.apply.auckland.ac.nz

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



Accept your offer of place

Sign into your Application for Admission (www.apply.auckland.ac.nz) and accept or decline your offer of place.



Enrol in your courses

Enrolments for 2013 courses open from 5 November 2012. Consult the 2013 Faculty of Education Postgraduate Course Handbook for information on the courses offered for your programme and the course timetable for 2013. This information and Handbook will be available from mid-September 2012. Once available you can:

- Go to www.education.auckland.ac.nz/pg-study-options to search courses or to download the Handbook.
- Call 0800 61 62 65 to be sent out a copy of the Handbook or pick a copy up from the Education Student Centre at Epsom Campus (available from mid-September 2012).

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.

When you are successfully enrolled, you will find your class timetable on Student Services Online (www.studentservices.auckland.ac.nz).



Pay your fees

You will find your invoice on Student Services Online (www.studentservices.auckland.ac.nz).

You can pay your fees online by internet banking, credit card, direct credit, EFTPOS, personal cheque, bank cheque, student loan or scholarship.

Visit www.auckland.ac.nz/fees



Need help?

AskAuckland has answers to frequently asked questions 24 hours a day, 7 days a week.

Visit www.askauckland.ac.nz.

If you need more specific help, call us on 0800 61 62 65 or email education@auckland.ac.nz

Applying for PhD or EdD doctoral degree

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

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

Closing dates for applications for admission in 2013

Counselling programmes:

1 November 2012

All other Faculty of Education postgraduate programmes:

8 December 2012

If a Semester Two 2013 start is offered for your chosen programme, the application and enrolment closing date is 4 July 2013.

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



**THE UNIVERSITY
OF AUCKLAND**
FACULTY OF EDUCATION

Faculty of Education

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Tai Tokerau Campus

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Cnr Merton and Morrin Roads
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