



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Postgraduate Studies in Education Handbook

Faculty of Education

Te Kura Toi Tangata



2012

Welcome to Waikato

Welcome to the University of Waikato. I hope you make the most of your time here and the opportunities that will present themselves during the course of your study.

You have come to an excellent university that is ranked top in 10 subjects under the Government's Performance Based Research Fund. We are also internationally connected; we have research connections and student exchanges with some of the world's top universities. I urge you to consider taking part in these while you are with us.

Here at the University of Waikato, you will be taught by lecturers who are leaders in their fields of research and who win national teaching awards. We are proud of our academic quality and the fact that we turn out sought-after graduates who go on to take up important roles in all parts of the world.

You will already have noticed our beautiful campus which is set in 68 hectares of gardens, green space and lakes. At the heart of it all is the new Student Centre, which was completed in 2011. With its accessible areas, Library services and multitude of facilities, it is a place for students to study or just gather together and we are very proud of this building.

In 2011 we celebrated 10 years of another important building, the Gallagher Academy of Performing Arts. This world-class facility was the vision of a group of driven Waikato people. It quickly became a focal point in the campus and continues to be an important venue for the performing arts community.

I encourage you to experience all our facilities during your study at Waikato. We are heading towards our 50th anniversary in 2014; you are benefitting from many years of planning, hard work and vision.

I sincerely hope you enjoy your time at the University of Waikato; I urge you to make the most of the excellent education, the beautiful setting and the top facilities and then head out into the world as alumni and ambassadors for us.

Roy Crawford

VICE-CHANCELLOR
UNIVERSITY OF WAIKATO



Welcome to the Faculty of Education

Kia ora koutou katoa.

A warm welcome to all of you who are considering postgraduate study in Education, Human Development, Counselling or Sport and Leisure Studies, at the University of Waikato. We extend a special welcome to our international students and we value the unique contribution each of you makes to the postgraduate community in our Faculty.

Many of our postgraduate papers are practice-related and designed for professionals, and we acknowledge the experience and expertise that our students bring to their academic studies. The majority of our postgraduate students are completing their qualifications part-time and we are mindful of the particular challenges associated with this way of studying and the need to provide for these through flexible delivery options, including online papers.

The staff who teach our postgraduate papers are active researchers themselves, so you can be confident that the content is relevant and up-to-date. At the postgraduate level the papers and programmes are designed to prepare you as a researcher and I hope many of you will continue your studies by undertaking a Masters thesis.

I trust you will find postgraduate study at the University of Waikato a stimulating, challenging, and enriching experience.

Professor Roger Moltzen

ACTING DEAN
FACULTY OF EDUCATION



Welcome to Postgraduate Studies in Education

From the Postgraduate Co-ordinator

As the Co-ordinator of postgraduate programmes, I'd like to welcome you and offer my support to help you choose a course of study that matches your interests and will help you to achieve your goals. There is an extensive offering of different types of programmes at this level – honours, the Postgraduate Diploma in Education, and the specialised postgraduate diplomas. The different programmes give you a lot of choices. The honours programme and the specialised diplomas are more prescribed, while the Postgraduate Diploma in Education programme has a lot of flexibility.

The courses in the programmes endeavour to create a positive and collaborative learning environment whether they are online or face-to-face. You should think of these programmes as a supportive context in which you can develop your skills of inquiry, critique, synthesis and evaluation. You will also develop your information literacy skills – locating sources of reading independently and making use of the extensive resources our library offers. These skills will stand you in good stead if you wish to continue to do a Master of Education degree.

I wish you well in your studies.

Dr Margaret Franken

POSTGRADUATE STUDIES CO-ORDINATOR
CENTRE FOR POSTGRADUATE STUDIES

Phone: 07 838 4500 extn 6360
Email: franken@waikato.ac.nz
Office: Faculty of Education TC2.59



From the Postgraduate Studies Administrator

A warm welcome to all of you who are considering postgraduate study at the Faculty of Education. As the Administrator for the Graduate/Postgraduate Studies, I oversee and support students enrolling in the Graduate Diploma, Postgraduate Diploma, honours, masters and doctoral programmes. I am here to help and advise you on all the different programmes and papers we offer, and support you with any queries you may have as you prepare to enrol and through to the point when you are ready to graduate. Please feel free to contact me for any information and advice at any stage of your study.

Best wishes for your future studies.

Sylwia Rutkowska

POSTGRADUATE STUDIES ADMINISTRATOR
CENTRE FOR POSTGRADUATE STUDIES

Phone: 07 838 4500 extn 7725
Email: educ_grad@waikato.ac.nz
Office: Faculty of Education TC2.43a



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Contacts for Enquiries

The Centre for Postgraduate Studies

For those people interested in postgraduate study, the Faculty of Education's Centre for Postgraduate Studies is a good starting point. Staff in this office oversees programme approvals, student research, and support students enrolling in a graduate diploma, postgraduate diploma, honours, masters or doctoral programme.

Postgraduate Studies Administrators

Qualification or programme planning advice and first port of call for all postgraduate enquiries.

Sylwia Rutkowska TC2.43a educ_grad@waikato.ac.nz extn 7725

Qualification or programme planning advice for Sport and Leisure Studies and Educational Leadership at honours, postgraduate diploma and Masters levels.

Dr Damion Sturm TC2.44 damions@waikato.ac.nz extn 7721

Postgraduate Studies Co-ordinator

Academic advice for PGDip or honours and masters by coursework programmes.

Dr Margaret Franken TC2.59 franken@waikato.ac.nz extn 6360

Postgraduate Studies Director

Doctoral (PhD/EdD) programme co-ordination and academic advice for masters and doctoral study.

Associate Professor Lise Claiborne TT.5.03C claiboli@waikato.ac.nz extn 4901

(Please refer to the *Masters Handbook* downloadable at <http://education.waikato.ac.nz/handbooks>).

Co-ordinators

For specific academic advice about a specific area of interest contact the relevant postgraduate programme co-ordinator.

A themed programme can be tailored to meet your individual interests. To know more about a taught paper, contact directly the lecturer responsible for that paper. A list of staff members' research interests is available on the University's online *Experts File* (<http://research.waikato.ac.nz/experts/>).

Adult Literacy and Numeracy Education

Dr Judy Hunter TT.3.09A jmhunter@waikato.ac.nz extn 7712

Counsellor Education/Guidance and Pastoral Care

Dr Kathie Crocket TT.5.10A kcrocket@waikato.ac.nz extn 8462

Disability and Inclusion Studies

Associate Professor Lise Claiborne TT.5.30C claiboli@waikato.ac.nz extn 4901

Education

Dr Margaret Franken TC2.59 franken@waikato.ac.nz extn 6360

Early Childhood Education

Jeanette Clarkin-Phillips TC.2.63 jgcp@waikato.ac.nz extn 4875

Educational Leadership

Russell Yates TT.2.05 ryates@waikato.ac.nz extn 4753

Education Studies

Philippa Hunter TT.6.08 phunter@waikato.ac.nz extn 7817

Human Development

Associate Professor Monica Payne TT.5.07 monicap@waikato.ac.nz extn 8289

Language and Literacy Education

Associate Professor Terry Locke TC.3.29 locketj@waikato.ac.nz extn 7780

Māori Education

Professor Russell Bishop TW.G.12 rbishop@waikato.ac.nz extn 4991

Karaitiana Tamatea TT.3.06 mtamatea@waikato.ac.nz extn 7814

Mathematics Education

Associate Professor Jenny Young-Loveridge TL.4.11 educ2233@waikato.ac.nz extn 4353

Restorative Practices

Associate Professor Wendy Drewery TT5.01B w.drewery@waikato.ac.nz extn 8465

Science, Technology, Environmental Education

(Centre for Science & Technology Education Research)

Associate Professor John Williams K.P.G.28 jwilliams@waikato.ac.nz extn 4769

Special Education

Associate Professor Lise Claiborne TT.5.30C claiboli@waikato.ac.nz extn 4901

Sport and Leisure Studies

Dr Mike Brown TT.7.05 michaelb@waikato.ac.nz extn 6527

Faculty of Arts & Social Sciences

Students wanting to major in Education Studies and Human Development with a BA(Hons), BSocSc(Hons), MA or MSocSc need to consult staff in the Faculty of Arts & Social Sciences.

Faculty of Arts & Social Sciences

Freephone: 0800 800 145

Phone: +64 7 838 4080

Fax: +64 7 838 4636

Email: wfass@waikato.ac.nz

Postgraduate Study

Expectations

Postgraduate study offers opportunities for in-depth research and for expanding upon knowledge gained during undergraduate study. Postgraduate study involves working closely with academic staff and pursuing individual interests, resources and ideas independently. Postgraduate study can be intellectually challenging and enormously satisfying.

At the Faculty of Education, students study alongside leading researchers. In the latest Performance Based Research Funding Results we were named New Zealand's number one Faculty of Education, when colleges of education and university scores are combined.

At postgraduate level, topics are explored in much greater depth than at undergraduate level, classes are usually smaller and independence is promoted. Postgraduate students will confront a solid reading load and develop their information literacy skills. High standards of analysis, synthesis, and presentation in written work are also expected.

All programmes at postgraduate level may be taken either full or part-time. Most 30-point postgraduate papers are completed in a semester and require a time-commitment of up to 20 hours per week. A full-time programme of two papers per semester demands around 40 hours per week. Semester papers normally run for 12 teaching weeks, plus teaching recesses and an examination period. This time requirement is true of online papers as well. Summer School papers are more compressed, where it is expected that the normal 12+ weeks' work will be done in six weeks. The minimum expectation for a student's workload for a 500 level paper is approximately 200 hours.

Admission Requirements

Admission to postgraduate study, such as Education, Counselling or Sport and Leisure Studies normally requires a relevant undergraduate degree.

When ascertaining eligibility, please provide original or verified copies of earlier qualifications, which were not completed at the University of Waikato.

Entry into Faculty of Education postgraduate programmes such as a PGDip(Ed) normally requires at least:

- » A Bachelor of Education/Teaching, or
- » A degree in another subject plus a Graduate Diploma (Education), or
- » A degree in another subject plus a teaching qualification (GradDipT)
- » B grade average in 300 level papers.

In exceptional circumstances, based on academic merit and relevant experience, candidates who do not meet the required entry requirements may be required to take one or more undergraduate or postgraduate papers in the Faculty of Education. A B pass or higher in these papers will need to be attained before entering postgraduate study.

Entry from Other Disciplines

Candidates who have not previously studied Education will normally be required to complete a Graduate Diploma in Education (GradDipEd) before enrolling in a postgraduate qualification in Education.

International Students

Entry Regulations for International Students

The Faculty of Education's international student advisers help international students plan programmes of study. Each international student application is assessed on a case-by-case basis. Entry into a postgraduate programme requires a qualification acceptable to the University of Waikato, and the Faculty of Education.

To submit your application to enrol, go to the Waikato International website:
www.waikato.ac.nz/international

English Language Requirements

If English is not the applicant's first language, one of the following is needed as evidence of proficiency:

- » An IELTS score of 6.5 overall with no less than 6.0 in each band
- » A paper-based TOEFL score of 600 overall including a TWE of 5.0
- » A computer-based TOEFL score of 233 including a TWE of 5.0
- » An internet-based TOEFL score of 90 with a writing score of 22.

Note: Where international students have studied at University of Waikato Pathways College, a B pass on CAEL level 8 may be considered as evidence of proficiency. However, the Faculty of Education reserves the right to request an IELTS, TOEFL score or equivalent.

Candidates who have studied full-time at university level in English for two years or more may apply to have the above requirements waived. A waiver may be granted by candidates submitting an academic transcript clearly showing more than two years of full-time university study in English, and a letter of recommendation from an academic staff member who has taught them in English in the past two years.

International Student Support

The University of Waikato has agreed to observe and be bound by the Code of Practice for International Students. Copies of the Code are available on request from this institution or from the New Zealand Ministry of Education website (search International Education) (www.minedu.govt.nz).

Faculty of Education international students can receive pastoral and academic support from:

Dr Sue Dymock	TL.2.05	sdymock@waikato.ac.nz	extn 7717
Rosanna Luoni	TC.2.65	luoni@waikato.ac.nz	extn 4310

Design your Programme of Study

Staff in the Centre for Postgraduate Studies support candidates interested in pursuing postgraduate study. Refer to page 4.

Plan Ahead

Undergraduate students considering postgraduate study should begin planning early to ensure they meet the prerequisite entry requirements.

Prior to choosing postgraduate study decide upon:

- » The qualification
- » The subject area of interest
- » The internal coherence of your programme
- » Your professional needs
- » Ideas for future research
- » Your career goals and desired aspirations.

Remember to think about how this level of study fits into your life, and plan for success and enjoyment, not necessarily speed.

Taught Papers

A variety of taught papers are offered at postgraduate level and can count towards a postgraduate certificate, postgraduate diploma, honours or masters programme. These 500 level papers are worth 30 points each. The majority of postgraduate qualifications within the Faculty of Education are each worth a total of 120 points. Papers are usually offered in semesters and can be studied online (NET), in Hamilton (HAM) and in some cases in Tauranga (TGA). A number of papers are also offered in block (BLK) mode which means some of the course contact time is blocked together, for example, over several weekends.

To search for papers go to the online Timetable (<http://timetable.waikato.ac.nz/>) Refer to Paper Descriptions page 45.

Qualification Pathways

Choosing the best qualification to suit your needs requires careful planning. The following process indicates several possible pathways:

Qualification Pathways				
EXAMPLE 1	GradDip →	PGDip →	Masters →	Doctorate
EXAMPLE 2	Bachelors →	Bachelors with Honours →	Masters →	Doctorate
EXAMPLE 3	Bachelors →	PGDip →	Masters →	Doctorate

Generic – Postgraduate Diploma (Education)

The PGDip(Ed) is a generic and highly flexible qualification designed to suit an individual's background and objectives. Students intending to pursue research should include *Research Methods* in their PGDip(Ed). This paper can also be taken as part of a masters programme.

Example of a programme of study for a PGDip(Ed):

Interest Area	Recommended Paper 1	Paper 2	Paper 3	Paper 4
Curriculum Leadership	DSOE557 Research Methods	One paper from your curriculum subject	PCSS511	Leadership paper eg PROF502
Early Childhood		PROF510	PROF513	PROF516
Education Policy		PCSS501	PCSS508	PCSS511
Restorative Practices in Education		HDCO565	HDCO546	Leadership paper eg PROF504
Māori Education		PCSS502 (Instead of DSOE557)	PCSS503	MBED501

Specialisations

Prescribed programmes for specialisations are available, for example the PGDip(Ed) with a specialisation in Adult Literacy and Numeracy Education. The named specialisation will be recorded on the academic transcript.

Named Qualifications

A variety of areas can be studied at postgraduate level and some of these can be taken as a named qualification, for example the PGDip(Mathematics Education) or the Master of Educational Leadership.

Masters and Thesis Study

Refer to page 42.

Enrolment Process

Semester Start Dates

In general students can start their enrolments in three points of entry into taught papers during the calendar year:

- » Summer School (January)
- » Semester A (March) and
- » Semester B (July).

Application Process

Submit an online Application to Enrol through the University's website.

Website:	www.waikato.ac.nz/enrol
Phone:	+64 7 838 4007
Freephone:	0800 WAIKATO (0800 924 528)
Email:	recruitment@waikato.ac.nz

It is the individual candidates responsibility to ensure that they are enrolled in the correct papers. Full enrolment occurs when fees are paid. Search the online timetable (<http://papers.waikato.ac.nz>) for paper descriptions. Contact the Faculty of Education for specific paper advice.

Application Deadlines

- » December 1 for Summer School
- » End of January for Semester A
- » Beginning of June for Semester B

We do recommend submitting application to enrol as early as possible to ensure timely enrolment.

Once Enrolled

Enrolment and personal details can be checked online through your iWaikato student account (<http://i.waikato.ac.nz>).

Enrolled student receive a Student ID Card. You will need to access your Student ID Card to set up online access to your papers. This controls access to printing, library browsing and network user accounts.

Refer to pages 12-13.

Your lecturer will provide you with a paper outline. This will include lecture times, venues, study topics, study requirements, attendance requirements and assessment criteria. Class times and venues are also available on the online timetable (<http://timetable.waikato.ac.nz/>).

EdLinked and Moodle

EdLinked is the Faculty's electronic portal for both staff and students providing information about your enrolled papers, class notes, electronic resources, podcasts, etc. It also provides access to the University email and document collaboration environment (Gmail and Google Apps), course timetable, Moodle, iWaikato, timetable, and calendars (<http://edlinked.soe.waikato.ac.nz>).

Moodle is the University's online learning and content management system. Many papers have an online component.

Refer to Computer Requirements for Online Study page 13.

Change of Enrolment

Paper changes (adding or withdrawing) may be made through your iWaikato account for a limited time following the commencement of each paper. Change of enrolment requests can be submitted online (<http://i.waikato.ac.nz/>). Information about the periods when paper changes are possible and the procedures involved are to be found in the *University of Waikato Calendar* (<http://calendar.waikato.ac.nz/admission/changeofenrolment.html>).

Students are responsible for ensuring that the change of enrolment process is complete to register withdrawal from any paper. Failure to do so may cause an unnecessary 'IC' (Incomplete = fail) to be recorded on the student's academic record. It can also lead to a loss of allowances in future years. If fees are paid with a student loan and changes are made to a programme of study, it is the student's responsibility to notify Study Link of the change. Please be aware that changes may affect eligibility for a loan or allowance.

Campus Services, Resources and Facilities

The University and the Faculty of Education provides a wide variety of facilities, services and resources to postgraduate students.

Student Support

Some of the University's support services for students include a Student Learning Centre, a Student Health Service, Māori and Pacific Student Support Services, a Disability Support Service, a Student Job Search and Careers Office and a Citizens Advice Bureau. Counsellors, a chaplain, a priest, an accommodation adviser and a student financial adviser also offer support. For more information about university-wide support services consult the University website (<http://uwt.waikato.ac.nz/services/support.shtml>).

International Students – refer to page 7.

Libraries

Faculty of Education students can access the University's Central and Education Libraries. The libraries' collections include books, journals, maps, DVDs, videos, online books and journals. The Education Library caters specifically for education students providing a wide range of specialist books, professional journals and curriculum resources. Students studying at the Tauranga campus also have access to the Bay of Plenty Polytechnic Libraries.

Items that are in high demand are held in a Course Reserve collection. These items can only be used within the Library for a short period of time. Also available are computers, photocopiers, scanners, internet access, group study areas and individual study desks.

Librarians provide orientation tours, tutorials and ongoing support to students. Contact the subject librarian relevant to your area of study and arrange an appointment to discuss your research needs. For further information about the Library and its resources, see the Library website (www.waikato.ac.nz/library).

Wireless and Computer Access

Wireless coverage is available in all classrooms within the Faculty's buildings. The Faculty's Information Centre has computer facilities available for student and staff to access the internet, library databases, email plus document creation and printing. There is also a 24/7 computer lab available to Education students after hours, which is accessed via a swipe-card access system.

New students need to use their Student ID Card to activate their network account. This provides access to any computer facilities or services on the University network (including WiFi). Card activation is done online (<https://tools.its.waikato.ac.nz/cgi-bin/newuser/newuser>) or at the ID registration terminals on campus.

Lightwire provides access to the internet from computer labs and/or personal laptops and other mobile devices wirelessly. Students are allocated 1GB of data per month as part of their fees. New students must associate their new University network account with the Lightwire service. Once a student's ID card has been activated and a user account created, visit the Lightwire sign up page (www.lightwire.co.nz/manage/settings/setup.php), enter the requested details, and your University network account with the Lightwire administration page.

Refer to Edlinked and Moodle on page 11.

Printing

To print on campus, activate your Student ID Card and add money to your Unicash balance. Top-up your Unicash balance at a campus eftpos kiosks or cash autoloader machines. These are located in the Faculty's Information Centre and Library. Check your balance online in Edlinked.

Computer Requirements for Online Study

It is recommended that you have a computer capable of running the latest Apple OSX, Linux or Microsoft Windows operating systems. Additionally, your web browsers should be updated to the following versions or newer: Mozilla Firefox 4, Internet Explorer 8, Safari 4 or Chrome 11. Other free software that is highly recommended includes: Open Office v3.3, Zotero referencing plugin for Mozilla Firefox, iTunes 10 or newer, and Microsoft Security Essentials antivirus programme for computers running Microsoft Windows.

- » **Email:** The University students and staff are provided access to the Google Apps for Education which is a fully integrated communication and collaboration environment.
- » **Podcasts:** The University is a member of iTunes U and many papers will provide material via podcasts.
- » **Internet Access:** We recommend that students have a high-speed internet connection (broadband). If broadband is unavailable in your area then a dial-up connection is required.
- » **Virus or Malware Protection:** If using a computer with the Microsoft Windows operating system we strongly recommend installing a recent and up-to-date antivirus software and malware removal tools. Microsoft Security Essentials antivirus software is a downloadable software programme freely available on the internet (www.microsoft.com/en-nz/security_essentials/default.aspx). If you do not have an antivirus programme installed (such as Symantec, Kaspersky, McAfee, Avast, AVG, etc) on your computer Microsoft Security Essentials should be a top priority. The following malware removal tools are free and also highly recommended: Windows Malicious Software Removal Tool, Ad-Aware Free Internet Security.

Scholarships and Awards

Postgraduate students who are citizens or permanent residents of New Zealand may be eligible for a range of scholarships, including University of Waikato scholarships for postgraduate students. The main closing dates for scholarships are 30 April and 31 October annually. The University's Scholarships Office is located on the ground floor of the Gateway building or visit www.waikato.ac.nz/research/scholarships or visit the national scholarships database (www.fis.org.nz/BreakOut).

Other awards include:

Postgraduate Study Award for Associate Teachers

This study award is available to associate teachers in schools or early childhood services enrolled in at least one Faculty of Education 30-point 500 level taught paper. Each study award has a value of \$800 for each associate teacher. Visit www.waikato.ac.nz/education for an application form.

Postgraduate Study Award for Professional Supervisors

This study award is available to professional supervisors in community agencies and private practitioners who have enrolled in at least one Faculty of Education 30-point 500 level taught paper. Each study award has a value of \$800 for each professional supervisor.

A professional supervisor is defined as a counsellor/professional supervisor who provides professional supervision, or acts as the main source of professional support and guidance for student counsellors from the University of Waikato while they are on practicum placement in counselling agencies or schools. Visit www.waikato.ac.nz/education for an application form.

Adult Educator Literacy Grants

New students enrolling in a DipEd or a PGDip(Education) with a specialisation in Adult Literacy and Numeracy Education may apply for the Adult Educator Literacy Grants for partial fees support. Visit the Literacy and Numeracy for Adults website (www.literacyandnumeracyforadults.com). Visit www.waikato.ac.nz/education for an application form.

Ministry of Education/TeachNZ Study Awards

The Ministry of Education's website (www.minedu.govt.nz) lists information about literacy and numeracy fee subsidies for primary and intermediate teachers, study leave positions, study awards, sabbaticals and prestigious awards available to teachers, school managers and guidance counsellors in early childhood services and schools. (Search *Professional Learning for Teachers*).

TeachNZ (www.teachnz.govt.nz) administers financial support for study awards.

Māori Medium/Bilingual Education Study Award

New students enrolling in the PGDip(Education) Māori Medium Teaching – Te Rōpū Tohu Paerua may apply for this award. Applications close on 1 September. Visit (www.teachnz.govt.nz).

Qualifications and Teachers' Salary

For further information about teaching salaries search the Ministry of Education's website: www.minedu.govt.nz

Level 7 Qualifications

- » Graduate Diploma
- » Bachelor of Education/Teaching.

Level 8 Qualifications with Q3+/G3+

- » Postgraduate Diploma
- » Bachelor of Teaching (Honours).

Level 8/9 Qualifications with Q4/G4

- » Masters Degree.

Level 10 Qualifications with Q5/G5

- » Doctoral Degree.

Qualifications

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<i>Diploma in Sport and Leisure Studies</i>	19
<i>Graduate Certificate (Education Studies)</i>	20
<i>Graduate Certificate (Human Development)</i>	21
<i>Graduate Certificate (Sport and Leisure Studies)</i>	21
<i>Graduate Diploma (Adult Education and Training)</i>	22
<i>Graduate Diploma (Education) + Specialisation</i>	23
• <i>GradDip(Ed) Arts Education</i>	23
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<i>Postgraduate Certificate (Human Development)</i>	32
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Bridging Qualifications

Candidates who do not have a substantial component of a particular subject in their undergraduate degree can enrol in a bridging qualification to prepare them for future graduate study in that area. These include: the Dip(Ed), the GradCert, and the GradDip(Ed). Students wishing to use a bridging qualifications as a pathway to postgraduate study should consult the programme convenor before enrolling.

Diplomas

General Admission Requirements

- » University admission requirements.

Refer also to the regulations in the University Calendar.

General Programme Requirements

- » One year full-time or two or more years part-time
- » 120 points total at 100 Level or above, including 80 points at 200 Level or above in the papers required for the chosen Diploma.

Note: 100 level papers are usually worth 15 points. 200 and 300 level papers are usually worth 20 points.

Areas

- » Education + specialisation
 - Adult Literacy and Numeracy Education
- » Sport and Leisure Studies.

Qualification Pathway

Students wishing to use bridging qualifications as a pathway to postgraduate study should consult the programme convenor before enrolling.

For full paper descriptions refer to the *Online Timetable* at <http://timetable.waikato.ac.nz/>

Diploma (Education)

The Dip(Ed) is for graduates who have not included Education at an advanced level in their first degree and who want to prepare for graduate study in this area.

Specific Programme Requirements

- » 120 points total
- » Include at least 80 points at 200 level or above from:
 - ALED100, ALED140, PCSS101, SPLS106, SPLS107, ALED200, ALED202, ALED205, ALED240, DSOE291, HDCO210, MSTE240, PCSS201, PCSS202, PCSS204, PCSS205, PCSS206, PCSS231, PROF210, PROF211, SPLS205, SPLS209, SPLS213, TEAL226*, TEAL228, TEHD220, TEMB221, TEMS221, TEMS224, ALED300, ALED324, ALED390, HDCO320*, HDCO321, HDCO322, HDCO390, MSTE340, MSTE390, PCSS301, PCSS302, PCSS303, PCSS304*, PCSS305, PCSS330, PCSS390, PROF301, PROF310, PROF390, SPLS309, SPLS310, SPLS390, TEAL322, TEAL328, TEAL329, TEMB321, TEMS320, TEMS323, TEMS324, TEMS340, TEMS341 or TEPC320.

**Not offered in 2012.*

Qualification Pathway

- » Graduate Diploma (Education).

Dip(Ed)(Adult Literacy and Numeracy Education)

This Dip(Ed) specialisation provides professional practice, knowledge and theory to educators interested in improving the literacy and numeracy skills of adults. This qualification would suit educators working in Institutes of Technology, Polytechnics, Wānanga, Private Training Establishments, Industry Training Organisations and workplaces.

Specific Programme Requirements

- » 120 points total
- » Including at least 80 points at 200 level or above
- » Compulsory (15 points): ALED140
- » Include at least one of (or 20 points): ALED240, MSTE240
- » Include at least one of (or 20 points): ALED324, MSTE340
- » Choose remaining points from: HDCO100, HDCO201, HDCO210, PCSS231, ALED322, HDCO322 or PCSS330.

Qualification Pathway

- » Graduate Diploma (Education)

Refer to Adult Educator Literacy Grants on page 14.

Diploma (Sport and Leisure Studies)

The Dip(SpLS) is for graduates who have not included Sport and Leisure Studies at an advanced level in their first degree and who want to prepare for graduate study in this area.

Specific Programme Requirements

- » 120 points total
- » Include at least 80 points at 200 level or above from:
 - ALED100, SPLS101, SPLS102, SPLS103, SPLS104, SPLS105, SPLS106, SPLS107, TESP122, TESP147, TESP148, TIKA153, TIKA157, SPLS201, SPLS202, SPLS203, SPLS204, SPLS205, SPLS206, SPLS207, SPLS208*, SPLS209, SPLS210, SPLS212, SPLS213, SPLS214, TESP247, TIKA253, TIKA257, MCOM339, MKTG356, SPLS302, SPLS303, SPLS304, SPLS305, SPLS307, SPLS308, SPLS309, SPLS310, SPLS311, SPLS320, SPLS390 or SPLS399.

**Not offered in 2012.*

Qualification Pathway

- » Graduate Diploma (Sport and Leisure Studies).

Graduate Certificates

Candidates who do not have a substantial component of a particular subject in their undergraduate degree can enrol in a GradCert to prepare them for future graduate study in that area.

General Admission Requirements

- » Bachelors degree or recognised equivalent.

Refer also to the regulations in the University Calendar.

General Programme Requirements

- » One semester full-time or two or more semesters part-time
- » 60 points total at 100 level or above
- » Include at least 40 points at 300 level or above in the chosen GradCert subject.

Note: 100 level papers are usually worth 15 points. 200 and 300 level papers are usually worth 20 points.

Areas

- » Education Studies
- » Human Development
- » Sport and Leisure Studies.

For full paper descriptions refer to the *Online Timetable* at <http://timetable.waikato.ac.nz/>

Qualification Pathway

Students wishing to use a Graduate Certificate as a pathway to postgraduate study should consult the programme convenor before enrolling.

Graduate Certificate (Education Studies)

The GradCert(Education Studies) is for graduates who have not included Education Studies at an advanced level in their first degree and who want to pursue this area of study.

Specific Programme Requirements

- » 60 points total
- » Include at least 40 points at 300 level in PCSS papers or above from: HDCCO100, HIST107*, PCSS101, PHIL150, PSYC102, SMST102, SOCY101, TIKA163, TIKA164, HDCCO210, HIST206, PCSS201, PCSS202, PCSS204, PCSS205, PCSS206, PCSS231, SOCP206, SSRP202, WGST211, HDCCO301, LBST303, LBST331, PCSS301, PCSS302, PCSS303, PCSS304*, PCSS330 or PCSS390.

**Not offered in 2012.*

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathway

- » Graduate Diploma (Education Studies).

Graduate Certificate (Human Development)

The GradCert(HumDev) is for graduates who have not included Human Development at an advanced level in their first degree and who want to pursue this area of study.

Specific Programme Requirements

- » 60 points total
- » Include at least 40 points at 300 level in HDCCO papers or above from: HDCCO100, PCSS101, PSYC102, SOCP102, TEHD100, HDCCO200, HDCCO201, HDCCO202, HDCCO210, PCSS202, PCSS202, PCSS206, PSCC231, POPS201, PSYC228, SOCY222, SSRP202, TEHD220, WGST209, HDCCO300, HDCCO301, HDCCO302, HDCCO320, HDCCO321, HDCCO322, HDCCO340, HDCCO390.

**Not offered in 2012.*

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathway

- » Graduate Diploma (Human Development).

Graduate Certificate (Sport and Leisure Studies)

The GradCert(SpLS) is for graduates who have not included Sport and Leisure Studies at an advanced level in their first degree and who want to pursue this area of study.

Specific Programme Requirements

- » 60 points total
- » Include at least 40 points at 300 level in SPLS papers or above from: ALED100, SPLS101, SPLS102, SPLS103, SPLS104, SPLS105, SPLS106, SPLS107, TESP122, TESP147, TESP148, TIKA153, TIKA157, SPLS201, SPLS202, SPLS203, SPLS204, SPLS205, SPLS206, SPLS207, SPLS208*, SPLS209, SPLS210, SPLS212, SPLS213, SPLS214, TESP247, TIKA253, TIKA257, MCOM339, MKTG356, SPLS302, SPLS303, SPLS304, SPLS305, SPLS307, SPLS308, SPLS309, SPLS310, SPLS311, SPLS320, SPLS390 or SPLS399.

**Not offered in 2012.*

Refer to the Faculty of Education's Sport and Leisure Studies Handbook.

Qualification Pathway

- » Graduate Diploma (Sport and Leisure Studies).

Graduate Diplomas

Candidates who do not have a substantial component of a particular subject in their undergraduate degree can enrol in a GradDip to prepare them for postgraduate study in that subject.

Candidates who successfully complete the GradDip may then apply to continue in that subject at a higher level of study, such as the Postgraduate Diploma leading to a masters degree.

General Admission Requirements

Bachelors degree or recognised equivalent.

Refer also to the regulations in the University Calendar.

General Programme Requirements

- » One year full-time or two or more years part-time
- » 120 points total at 100 level or above
- » Include 80 points at 300 level or above in the chosen GradDip subject.

Note: 100 level papers are usually worth 15 points. 200 and 300 level papers are usually worth 20 points.

Areas

- » Adult Education and Training
- » Education + specialisation
 - Arts Education
- » Education Studies
- » Human Development
- » Sport and Leisure Studies.

For full paper descriptions refer to the *Online Timetable* at <http://timetable.waikato.ac.nz>

Graduate Diploma (Adult Education and Training)

The GradDip(AdEdT) is for graduates who want to broaden their knowledge and understanding of the adult education field. The programme develops skills in planning, learning and teaching with adults.

Specific Programme Requirements

- » 120 points total
- » Compulsory (40 points): PCSS231 and PCSS330
- » Include at least one of: HDCO201, HDCO210
- » Include remaining points from: LBST331, PCSS302, or an approved 500 level paper.

Qualification Pathway

- » Postgraduate Diploma (Education).

Graduate Diploma (Education)

The GradDip(Ed) is for graduates who have not included Education at an advanced level in their first degree and who want to prepare for graduate study in this area.

Specific Programme Requirements

- » 120 points total
- » Include at least 80 points at 300 level or above from:
ALED100, ALED140, PCSS101, SPLS106, SPLS107, ALED200, ALED205, ALED240, DSOE291, HDCO210, MSTE240, PCSS201, PCSS202, PCSS204, PCSS205, PCSS206, PCSS231, PROF210, PROF211, SPLS205, SPLS209, SPLS213, TEAL226*, TEAL228, TEHD220, TEMB221, TEMS221, TEMS224, ALED300, ALED324, ALED390, HDCO302, HDCO320*, HDCO321, HDCO322, HDCO390, MSTE340, MSTE390, PCSS301, PCSS302, PCSS303, PCSS304*, PCSS305, PCSS330, PCSS390, PROF301, PROF310, PROF390, SPLS309, SPLS310, SPLS390, TEAL322, TEAL328, TEAL329, TEMB321, TEMS320, TEMS323, TEMS324, TEMS340, TEMS341 or TEPC320.

**Not offered in 2012.*

Qualification Pathway

- » Postgraduate Diploma (Education).

GradDip(Education) with a Specialisation in Arts Education

This GradDip(Ed) specialisation is for bachelor degree graduates of any subject, interested in Arts Education. It is also for graduates who did not major in Education in their first degree and who want to pursue advanced study in Arts Education. This qualification particularly suits educators teaching the Arts. It focuses on arts experiences consisting of 200 and 300 level undergraduate papers and can be completed part-time during summer schools offered in both Tauranga and Hamilton or during the year. The content is informed by current research and intending teachers can select from art, music, drama and dance as well as a compulsory paper introducing contemporary issues affecting arts education.

Specific Programme Requirements

- » 120 points total
- » Compulsory (20 points): TEAL329
- » Include at least three (or 60 points) from: TEAL328, ALED300, ALED390, TEPS323, HDCO321 or SPLS308
- » Choose remaining points from: ALED110, ALED120, ALED200, ALED202, ALED205, ALED220*, ALED221, ALED225, TEAL226*, TEAL228 or DSOE291.

Qualification Pathways

- » Postgraduate Diploma (Education).

Graduate Diploma (Education Studies)

The GradDip(Education Studies) is for graduates who have not included Education Studies at an advanced level in their first degree and who want to pursue this area of study.

Specific Programme Requirements

- » 120 points total
- » Including at least 80 points at 300 level or above
- » Compulsory (15 points): PCSS101
- » Choose at least one (20 points) from: PCSS201, PCSS205 or PCSS231
- » Remaining points must be at 300 level in Education Studies papers, including at least 40 points from PCSS coded papers from: HDCCO301, LBST303, LBST331, PCSS301, PCSS302, PCSS303, PCSS304, PCSS330 or PCSS390.

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathways

- » Postgraduate Diploma (Education Studies).

Graduate Diploma (Human Development)

The GradDip(Human Development) is for graduates who have not included Human Development at an advanced level in their first degree and who want to pursue this area of study.

Specific Programme Requirements

- » 120 points total
- » Include at least 80 points at 300 level or above
- » Include at least one of from: HDCCO200, HDCCO201 or HDCCO202 and
- » Include at least one of from: HDCCO300, HDCCO301, HDCCO302, HDCCO321 and HDCCO340
- » Choose remaining points from: HDCCO100, PCSS101, PSYC102, SOCP102, TEHD100, HDCCO210, PCSS202, PCSS206, PCSS231, POPS201, PSYC228, SOCP206, SOCY222, SSRP202, TEHD200, WGST209, ALED322, HDCCO320*, HDCCO322, HDCCO390, PCSS301, PCSS302, PCSS304*, PCSS330, SOCP302 or SOCY311.

*Not offered in 2012.

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathways

- » Postgraduate Diploma (Human Development).

Graduate Diploma (Sport and Leisure Studies)

The GradDip(Sport and Leisure Studies) is for graduates who have not included Sport and Leisure Studies at an advanced level in their first degree and who want to prepare for graduate study in this area.

Specific Programme Requirements

- » 120 points total
- » Include at least 80 points at 300 level or above from SPSL papers: ALED100, SPSL101, SPSL102, SPSL103, SPSL104, SPSL105, SPSL106, SPSL107, TESP122, TESP147, TESP148, TIK153, TIK157, SPSL201, SPSL202, SPSL203, SPSL204, SPSL205, SPSL206, SPSL207, SPSL208*, SPSL209, SPSL210, SPSL212, SPSL213, SPSL214, TESP247, TIK253, TIK257, MCOM339, MKTG356, SPSL302, SPSL303, SPSL304, SPSL305, SPSL307, SPSL308, SPSL309, SPSL310, SPSL311, SPSL320, SPSL390 or SPSL399.

*Not offered in 2012.

Refer to the Faculty of Education's Sport and Leisure Studies Handbook.

Qualification Pathway

- » Postgraduate Diploma (Sport and Leisure Studies).

Bachelors with Honours

This qualification is for high performing bachelor degree graduates interested in advancing their understanding of the subject they studied at undergraduate level. Candidates who successfully complete an honours qualification may then apply to continue in that subject at a higher level of study, such as a masters degree.

The Bachelor of Teaching with Honours (BTchg(Hons)) and the Bachelor of Sport and Leisure Studies with Honours (BSpLS(Hons)) are the two Honours degrees offered by the Faculty of Education. The Bachelor of Arts with Honours majoring in Education Studies (BA(Hons)) and the Bachelor of Social Sciences with Honours majoring in Education Studies (BSocSc(Hons)) are offered by the Faculty of Arts & Social Sciences, but are taught in conjunction with the Faculty of Education staff.

General Admission Requirements

- » Bachelors degree or recognised equivalent, and
- » Satisfied the prerequisites for graduate study in the subject area of the proposed degree.

General Programme Requirements

- » One year full-time or two or more years part-time
- » 120 points total at 500 level
- » Students may take up to one paper (30 points) from outside the field of the degree.

Award of Honours

A bachelor with honours degree may be awarded with:

- » First class (75%+ average, A- and up)
- » Second class (first division) (68-74% average, B to B+)
- » Second class (second division) (60-67%, B- to B), or
- » Third class.

In order to be eligible for the award of a class of honours the requirements of the degree must be completed within 24 consecutive months of full-time study, or not more than four years of part-time study. The award of honours will normally be calculated on the basis of grades of the first 120 points completed while enrolled for the degree. Students who fail a paper may re-enrol in the same paper once only. Students who fail more than one paper or the same paper twice will not be permitted to continue with the degree. Candidates who fail a paper will not be eligible for the award of a class of honours.

Areas

- » Teaching
- » Sport and Leisure Studies
- » Arts majoring in Education Studies
- » Social Sciences majoring in Education Studies
- » Social Sciences majoring in Human Development.

Qualification Pathway

- » Masters degree.

Note: Students who completed the BTchg(Hons) degree with First Class Honours, may be eligible to apply for a direct entry into a doctoral programme.

Bachelor of Teaching with Honours

The BTchg(Hons) is for candidates such as high-performing BTchg graduates and teachers who want to enrich their professional practice through in-depth studies of various aspects of teaching. Students must include Research Methods paper (DSOE556) in their BTchg(Hons) programme.

Specific Admission Requirements

- » Entry into this programme is usually by invitation and is for BTchg graduates with at least a B+ average at 300 level
- » Practising teachers wishing to apply must submit a CV and an attestation about their teaching performance from a senior colleague.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (30 points): DSOE556
- » Choose at least one (or 30 points) from: PCSS511 or PROF510*
- » Choose two (or 60 points) from: ALED501, ALED502*, ALED504, ALED507*, ALED510, ALED511*, ALED515, DSOE557, HDCCO502, HDCCO510, HDCCO524*, MBED502, MBED503, MSTE501, MSTE502, PCSS502, PCSS504, PCSS506*, PROF503, PROF506, PROF510*, PROF521, PROF522, SPLS508, STER508, STER511 or STER513.

**Not offered in 2012.*

Note: The requirements of the degree must be completed within four consecutive years of first enrolling in the degree.

Qualification Pathway

- » Master of Education.

Bachelor of Sport and Leisure Studies with Honours

The BSpLS(Hons) is for high-performing BSpLS graduates who want to continue their studies in a specified area in Sport and Leisure Studies. Students who are intending to go on to a MSpLS must include an approved research methods paper in their BSpLS(Hons) programme.

Specific Admission Requirements

- » Bachelor of Sport and Leisure Studies degree with at least a B grade average, in the best three 300 level SPLS papers or in all undergraduate SPLS papers.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (or 30 points): DSOE557
- » Choose at least one (or 30 points) from: SPLS590, SPLS592, SPLS593
- » Choose remaining points from: SPLS501*, SPLS502, SPLS503, SPLS504*, SPLS505, SPLS507, SPLS508, HDCCO501*, MKTG556* or SPLS520.

**Not offered in 2012.*

Qualification Pathway

- » Masters of Sport and Leisure Studies.

Bachelor of Arts with Honours majoring in Education Studies

The BA(Hons) majoring in Education Studies is for high performing Bachelor of Arts graduates wanting to continue their studies in Education Studies at an advanced level.

Specific Admission Requirements

To be eligible to be considered for enrolment in the BA(Hons) majoring in Education Studies papers, a student should normally have at least a B average in either the best three of their 300 level Education Studies papers or all of their undergraduate Education Studies papers.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose at least three (or 90 points) from: DSOE589, DSOE590, LBST541*, LBST542*, PCSS501, PCSS503, PCSS506*, PCSS507*, PCSS508, PCSS511, PCSS513, PCSS530, PCSS551, PROF524, PROF525 or SOCP506*.
- » Choose one (or 30 points) from: PCSS502, PCSS591, DSOE557 or HIST502*, or both SSRP503 and SSRP504.

**Not offered in 2012.*

Qualification Pathway

- » Master of Arts majoring in Education Studies.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Bachelor of Social Sciences with Honours majoring in Education Studies

The BSocSc(Hons) majoring in Education Studies is for high performing BSocSc graduates wanting to continue their studies in Education Studies at an advanced level.

Specific Admission Requirements

To be eligible to be considered for enrolment in the BSocSc(Hons) majoring in Education Studies, a student should normally have at least a B average in either the best three of their 300 level Education Studies papers or all of their undergraduate Education Studies papers.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose at least three (or 90 points) from: DSOE589, DSOE590, LBST541*, LBST542*, PCSS501, PCSS503, PCSS506*, PCSS507*, PCSS508, PCSS511, PCSS513, PCSS530, PCSS551, PROF524, PROF525 or SOCP506*.
- » Choose one (or 30 points) from: PCSS502, PCSS591, DSOE557 or HIST502*, or both SSRP503 and SSRP504.

**Not offered in 2012.*

Qualification Pathway

- » Master of Social Sciences majoring in Education Studies.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Bachelor of Social Sciences with Honours majoring in Human Development

The BSocSc(Hons) majoring in Human Development is for high performing BSocSc graduates wanting to continue their studies in Human Development at an advanced level.

Specific Admission Requirements

To be eligible to be considered for enrolment in the BSocSc(Hons) in Human Development, a student should normally have majored in Human Development in their undergraduate degree and have at least a B average in the best three of their 300 level Human Development papers or all of their undergraduate Human Development papers. Students who have taken an undergraduate major in Psychology will normally be considered to meet the criteria for entry to postgraduate study in Human Development. Admission requirements vary, so students should consult the postgraduate administrator directly.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Include: HDCO591
- » Choose three (or 90 points) from: ALED520, DSOE589, DSOE590, HDCO501*, HDCO502, HDCO503, HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO551, HDCO565, HDCO592, MSTE502, PCSS530, POPS507 or POPS508.
- » Choose one (or 30 points) from: DSOE557 or PCSS502.

**Not offered in 2012.*

Qualification Pathway

- » Master of Social Sciences majoring in Human Development.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Postgraduate Certificates

Faculty of Education Postgraduate Certificates (PGCert) programmes are vocationally-oriented and are at postgraduate level and are often recommended to students if they have not had recent and sustained experience of academic work. The Postgraduate Certificate will be endorsed in the subject, in which it is gained.

General Admission Requirements

- » Bachelors degree or recognised equivalent
- » Satisfied the prerequisites for postgraduate study in the proposed postgraduate certificate subject.

Refer also to the regulations in the University Calendar.

General Programme Requirements

- » One semester full-time or two semesters part-time
- » 60 points total at 500 level in the chosen postgraduate certificate subject.

Areas

- » Counselling (Counselling Supervision/Family Counselling)
- » Education + Specialisations
 - Restorative Practices
- » Education Studies
- » Human Development
- » School Principalship
- » Sport and Leisure Studies
- » Tertiary Teaching.

Qualification Pathway

- » An academic pathway for a PGCert is usually a Postgraduate Diploma. A further 120 points (four 500 level papers) is required to complete a PGDip after graduating with a PGCert. Students may apply for a credit transfer of 60 points from their PGCert to a PGDip in the same area prior to having the PGCert conferred.

Note: The PGCerts in Counselling are academic pathways into the Master of Counselling.

Postgraduate Certificate in Counselling (Counselling Supervision)

The PGCertCouns (CounsSup) is for graduates and postgraduates who are experienced counselling practitioners who want to advance their education in supervision.

Apply before 31 October for the following academic year. For further enrolment information refer to the *Counsellor Education Handbook* available from the Department of Human Development and Counselling or at <http://education.waikato.ac.nz/handbooks>

Specific Programme Requirements

- » Two papers at 500 level (60 points total)
- » Compulsory (60 points): HDCO547 and HDCO548*.

**Not offered in 2012.*

Note: This programme is completed part-time over a two-year period.

Qualification Pathway

- » Master of Counselling.

Postgraduate Certificate in Counselling (Family Counselling) (Not offered in 2012)

The PGCertCouns(FamCouns) is for experienced counselling and social services practitioners who have already received professional education. There is a focus on the particular professional contexts of family and relationship counselling in Aotearoa/New Zealand. The programme aims to develop the skills and knowledge of practitioners who want to become more specialised in their work with families and couples, including work for the Family Court.

Apply before 31 October for the following academic year. For further enrolment information refer to the *Counsellor Education Handbook* available from the Department of Human Development and Counselling or at <http://education.waikato.ac.nz/handbooks>

Specific Programme Requirements

- » Two papers at 500 level (60 points total)
- » Compulsory (60 points): HDCO560* and HDCO561*.

**Not offered in 2012.*

Note: This programme is completed part-time over a two-year period.

Qualification Pathway

- » Master of Counselling.

Postgraduate Certificate (Education)

The PGCert(Ed) is for graduates who want to advance their understanding of Education.

Specific Admission Requirements

- » Bachelors degree in Education or recognised equivalent.

Specific Programme Requirements

- » Two papers at 500 level (60 points total)
- » Choose two (or 60 points) from:
 - ALED501, ALED502*, ALED503*, ALED504, ALED507*, ALED508, ALED509, ALED510, ALED511*, ALED512, ALED513*, ALED514, ALED515, ALED520, ALED521, ALED522, ALED523*, ALED524, ALED525, ALED551, DSOE557, DSOE590, DSOE592, GEOG504, HDCO501*, HDCO502, HDCO503, HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO551, HDCO565, MBED501, MBED502, MBED503, MSTE501, MSTE502, MSTE503, MSTE504, PCSS501, PCSS502, PCSS503, PCSS506*, PCSS507*, PCSS508, PCSS511, PCSS512, PCSS530, PCSS551, PROF500, PROF502, PROF503, PROF504, PROF505, PROF506, PROF507, PROF508, PROF509, PROF510*, PROF513*, PROF516*, PROF521, PROF522, PROF523, PROF524, PROF525, PROF531, PROF532, PROF551, PROF560, PROF561, PROF580, SPLS508, STER501, STER508, STER511, STER512, STER513, STER541*, STER543* or STER590.

**Not offered in 2012.*

Qualification Pathway

- » Postgraduate Diploma (Education).

Note: If you wish to study towards a masters degree, you should consider enrolling in a PGDip programme rather than a PGCert.

Postgraduate Certificate (Education) with a Specialisation in Restorative Practices

This PGCert(Ed) Specialisation is for graduates who want a specific qualification that will advance their understanding of the use of restorative practices in education. Restorative practice in educational contexts is an approach to relationships, pastoral care and behavioural management. It derives directly from the philosophy of restorative justice, which is based on respect and mediation with offenders and those offended against. This Specialisation will critically examine the theoretical ideas underpinning the practices, consider local and international research and outcomes, and thus enable students to ask useful questions about the practices. It will also offer an introduction to and interrogation of skills of facilitation of conferences and mediations using restorative principles and processes.

Specific Admission Requirements

- » Bachelors degree in Education or recognised equivalent.

Specific Programme Requirements

- » 60 points total at 500 level
- » Compulsory (or 60 points): HDCO546 and HDCO565.

Refer to PGDip(Ed) with a Specialisation in Restorative Practices page 38.

Qualification Pathway

- » Postgraduate Diploma (Education).

Postgraduate Certificate (Education Studies)

The PGCert(EdStudies) is for graduates who want to advance their understanding of Education Studies.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent.

Specific Programme Requirements

- » 60 points total at 500 level
- » Choose two (or 60 points) from:
DSOE557, DSOE589, DSOE590, HIST502*, LBST541*, LBST542*, PCSS501, PCSS502, PCSS503, PCSS506*, PCSS507*, PCSS508, PCSS511, PCSS530, PCSS551, PROF524, PROF525, SOCP506*, SSRP503 or SSRP504.

**Not offered in 2012.*

Qualification Pathway

At the completion of the Postgraduate Certificate (Education Studies) students may transfer to the Postgraduate Diploma (Education Studies), however a credit transfer fee will need to be paid.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Postgraduate Certificate (Human Development)

The PGCert(HumDev) is for graduates who want to advance their understanding of Human Development.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent.

Specific Programme Requirements

- » 60 points total at 500 level
- » Choose two (or 60 points) from:
ALED520, DSOE557, DSOE589, DSOE590, HDCO501*, HDCO502, HDCO503, HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO551, HDCO565, HDCO591, HDCO592, MSTE502, PCSS502, PCSS530, POPS507 or POPS508.

**Not offered in 2012.*

Qualification Pathway

At the completion of the Postgraduate Certificate (Human Development) students may transfer to the Postgraduate Diploma (Human Development), however a credit transfer fee will need to be paid.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Postgraduate Certificate (School Principalship)

The PGCert(SchPrinc) is for graduates who want to advance their educational leadership skills and knowledge.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent*
- » Three plus years of full-time (or equivalent part-time) teaching experience.

**Candidates without a degree, but with considerable leadership experience may be eligible.*

Specific Programme Requirements

- » 60 points total at 500 level
- » Compulsory (60 points): PROF502 and PROF508.

Qualification Pathway

- » Postgraduate Diploma (Educational Leadership).

Postgraduate Certificate (Sport and Leisure Studies)

The PGCert(SpLS) is for graduates who want to advance their understanding of Sport and Leisure.

Specific Admission Requirements

- » A Bachelor of Sport and Leisure Studies degree or recognised equivalent.

Specific Programme Requirements

- » 60 points total at 500 level
- » Choose two (or 60 points) from: SPLS501*, SPLS502, SPLS503, SPLS504*, SPLS505, SPLS507, SPLS508, SPLS520, SPLS590, DSOE557, HDCO501* or MKTG556*.

**Not offered in 2012.*

Qualification Pathway

- » Postgraduate Diploma (Sport and Leisure).

Postgraduate Certificate (Tertiary Teaching)

The PGCert(TertTchg) is for people such as tertiary teachers wanting to develop their teaching skills. This programme includes one-to-one supervision and builds on attendance at professional development workshops.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent*
- » Currently teaching in a tertiary institution
- » Two years plus of full-time (or equivalent part-time) tertiary teaching experience.

**Candidates without a degree but with significant tertiary teaching experience may be eligible to apply.*

Specific Programme Requirements

- » 60 points total at 500 level
- » Compulsory (60 points): PROF531 and PROF532.

**Not offered 2012.*

Qualification Pathway

- » Postgraduate Diploma (Education).

Postgraduate Diplomas

Candidates who successfully complete a postgraduate diploma may then apply to continue in that subject at a higher level of study, such as a masters degree. Candidates interested in completing a masters should choose postgraduate diploma papers that create a cumulative focus on an area of interest that will result in a meaningful topic for their future research project. **Candidates intending to complete a 120-point thesis for a masters degree should include an approved 30 point 500 level research methods paper in their postgraduate diploma such as DSOE557 or PCSS502.**

General Admission Requirements

Entry into a postgraduate diploma in the Faculty of Education normally requires a:

- » Bachelor of Teaching degree or equivalent, or a
- » Bachelors degree and a recognised teaching or professional qualification of at least one year's duration, or a
- » Bachelors degree plus a Graduate Diploma in Education, and at least a B average in 300 level papers.

Refer also to the regulations in the University Calendar.

Some postgraduate diplomas have special requirements.

General Programme Requirements

- » One year full-time or equivalent part-time
- » Four papers at 500 level (120 points total) with at least 90 points in the chosen postgraduate diploma subject, including any compulsory papers
- » Choice of substituting 30 points from an approved paper from another subject in place of those prescribed.

Areas

- » Education + Specialisations
 - Adult Literacy and Numeracy Education
 - eEducation
 - Guidance and Pastoral Care
 - In-Service Teacher Educator
 - Māori Medium Teaching – Te Rōpū Tohu Paerua
 - Middle Schooling
 - Music Education
 - Restorative Practices
- » Educational Leadership
- » Education Studies
- » Human Development
- » Language and Literacy Education
- » Mathematics Education
- » Science Education
- » Special Education
- » Sport and Leisure Studies
- » Technology Education.

Qualification Pathway

- » Masters degree.

Postgraduate Diploma (Education)

The PGDip(Ed) is for graduates who want a flexible postgraduate qualification in Education. A themed programme can be tailored to specific intellectual needs, interests and aspirations. Alternatively a prescribed programme of study in a specified subject can be taken.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose one (or 30 points) from: DSOE557, or PCSS502
- » Choose three (or 90 points) from: ALED501, ALED502*, ALED503*, ALED504, ALED507*, ALED508, ALED509, ALED510, ALED511*, ALED512, ALED513*, ALED514, ALED515, ALED520, ALED521, ALED522, ALED523*, ALED524, ALED525, ALED551, DSOE589, DSOE590, DSOE592, GEOG504, HDCCO501*, HDCCO502, HDCCO503, HDCCO504, HDCCO510, HDCCO521, HDCCO524*, HDCCO527, HDCCO540, HDCCO544, HDCCO546, HDCCO549, HDCCO551, HDCCO565, MBED501, MBED502, MBED503, MSTE501, MSTE502, MSTE503, MSTE504, PCSS501, PCSS503, PCSS506*, PCSS507*, PCSS508, PCSS511, PCSS512, PCSS513, PCSS530, PCSS551, PROF500, PROF502, PROF503, PROF504, PROF505, PROF506, PROF507, PROF508, PROF509, PROF510*, PROF513*, PROF516*, PROF521, PROF522, PROF523, PROF524, PROF525, PROF531, PROF532, PROF551, PROF560, PROF561, PROF580, SPLS508, STER501, STER508, STER511, STER512, STER513, STER541* or STER590.

**Not offered in 2012.*

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Education) with a Specialisation in Adult Literacy and Numeracy Education

This PGDip(Ed) Specialisation is for graduates who want to improve their knowledge and practice of adult education. This programme will particularly suit educators working in Institutes of Technology, Polytechnics, Wānanga, Private Training Establishments, Industry Training Organisations and workplaces.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (or 30 points): ALED525
- » Choose three (or 90 points) from: ALED504, ALED508, ALED524, ALED551, MSTE501, MSTE502 or MSTE504.

Qualification Pathway

- » Master of Education.

Refer to Adult Educator Literacy Grants page 14.

Postgraduate Diploma (Education) with a Specialisation in eEducation

This PGDip(Ed) Specialisation is for graduates who want to use information and communication technologies for teaching purposes. Access to the internet is essential, but no special experience using ICT or online technologies is required.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose one (or 30 points) from: DSOE557 or PCSS502
- » Choose three (or 90 points) from: PROF521, PROF522, PROF524, PROF525.

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Education) with a Specialisation in Guidance and Pastoral Care

This PGDip(Ed) Specialisation is for education graduates who see their future in the pastoral network of a school and who are keen to develop their skills and understanding in the practices of guidance and pastoral care.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose one (or 30 points) from: DSOE557 or PCSS502
- » Choose three (or 90 points) from: HDCO540, HDCO546, HDCO549 or HDCO565.

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Education) with a Specialisation in In-Service Teacher Educator

This PGDip(Ed) Specialisation is for graduates who want to gain professional practice knowledge and experience essential for the role of an in-service teacher educator.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose one (or 30 points) from: DSOE557 or PCSS502
- » Choose at least two (or 60 points) from: PROF507, DSOE590 or SPLS590
- » Choice of one 500 level paper (30 points).

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Education) with a Specialisation in Māori Medium Teaching – Te Rōpū Tohu Paerua

This PGDip(Ed) Specialisation is for teachers who want to adapt their classroom organisations and teaching styles to meet the needs of individuals and groups of students in kōhanga reo, kura kaupapa Māori, immersion Māori, and bilingual schools and units.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (120 points): MBED501, MBED502, MBED503 and PCSS502.

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Education) with a Specialisation in Middle Schooling

This PGDip(Ed) specialisation is for middle school teachers who want to explore issues specific to the year 7-10 age group (11-14 year olds). If there is sufficient interest the teaching of one postgraduate paper per semester will be carried out in cohorts in a school setting. One paper each semester will be available in a cohort model. Many papers will be delivered out of the school day, in block courses or online to give teachers easy access.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (or 60 points): PCSS512 and DSOE590
- » Choose two (or 60 points) from: ALED501, ALED504, ALED507, ALED509, ALED522, MSTE502, MSTE504 or DSOE557.

Postgraduate Diploma (Education) with a Specialisation in Music Education (Orff-Schulwerk)

This PGDip(Ed) Specialisation is for graduates who want to gain a broad and critical understanding of a range of theories and issues related to music education in the New Zealand and global settings. Candidates will also apply and critically reflect on the music education pedagogy Orff-Schulwerk.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (or 60 points): ALED512 and ALED513*
- » Choose two (or 60 points) from: ALED510, ALED511* or ALED514.

**Not offered in 2012.*

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Education) with a Specialisation in Restorative Practices

This PGDip(Ed) Specialisation is for graduates interested in focusing their postgraduate study on the use of restorative practices in education. Restorative practice in educational contexts is an approach to relationships, pastoral care and behavioural management. It derives directly from the philosophy of restorative justice, which is based on respect and mediation with offenders and those offended against. This Specialisation will critically examine the theoretical ideas underpinning the practices, consider local and international research and outcomes, and thus enable students to ask useful questions about the practices. It will also offer an introduction to and interrogation of skills of facilitation of conferences and mediations using restorative principles and processes. Students will develop their research skills and undertake a small research project in Restorative Practice.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (90 points): HDCO546, HDCO565 and DSOE557
- » Choose one 500 level paper (30 points) in Education (See PGDipEd).

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Educational Leadership)

The PGDip(EdLeadership) is for aspiring or current educational leaders who want to develop their leadership skills and knowledge.

Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (60 points): PROF500 and PROF502
- » Choose one (or 30 points) from: DSOE557 or PCSS502
- » Choose one (or 30 points) from: HDCO565, PROF504, PROF505, PROF507, PROF508, PROF509, PROF523, PROF580 or any other approved 500 level paper.

Qualification Pathway

- » Master of Educational Leadership
- » Master of Education.

Postgraduate Diploma (Education Studies)

The PGDip(EdStudies) is available to meet the needs of graduates who wish to broaden and deepen their knowledge in the subject they studies at undergraduate level.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose three (or 90 points) from: DSOE589, DSOE590, HIST502*, LBST541*, LBST542*, PCSS501, PCSS503, PCSS506*, PCSS507*, PCSS508, PCSS511, PCSS513, PCSS530, PCSS551, PROF524, PROF525, SOCP506*, SSRP503 or SSRP504
- » Choose one (or 30 points) from: PCSS591, DSOE557, PCSS502 or HIST502*, or both SSRP503 and SSRP504.

**Not offered in 2012.*

Qualification Pathway

- » Masters of Arts majoring in Education Studies
- » Master of Social Sciences majoring in Education Studies.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Postgraduate Diploma (Human Development)

The PGDip(HumDev) is available to meet the needs of graduates who wish to broaden and deepen their knowledge in the subject they studies at undergraduate level.

Specific Admission Requirements

- » Bachelors degree or recognised equivalent.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose three (or 90 points) from: ALED520, DSOE589, DSOE590, HDCO501*, HDCO502, HDCO503, HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO551, HDCO565, HDCO591, HDCO592, MSTE502, PCSS530, POPS507 or POPS508
- » Choose one (or 30 points) from: DSOE557 or PCSS502.

**Not offered in 2012.*

Qualification Pathway

- » Master of Social Sciences majoring in Human Development.

Refer to the Faculty of Arts & Social Sciences Graduate Handbook.

Postgraduate Diploma (Language and Literacy Education)

The PGDip(LangLitEd) is for graduates who want to advance their academic and professional understanding of language and literacy education. It is appropriate for those who work in all areas of language and literacy education, including school-based literacy education, adult literacy, TESOL, and bilingual education.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification, or a
- » Bachelors degree plus three years plus appropriate work experience in a language and literacy related field.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Compulsory (30 points): ALED501
- » Choose one (or 30 points) from: DSOE557 or PCSS502
- » Choose two (or 60 points) from: ALED502*, ALED503*, ALED504, ALED507*, ALED508, ALED509, ALED520, ALED521, ALED522, ALED523*, ALED524, ALED525, ALED551 or one approved 500 level paper (30 points).

**Not offered in 2012.*

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Mathematics Education)

The PGDip(MathsEd) is for candidates who want to advance their academic and professional understanding of mathematics education.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose one (or 30 points) from: DSOE557, DSOE590 or PCSS502
- » Choose at least two (or 60 points) from: MSTE501, MSTE502, MSTE503 or MSTE504
- » Choice of one approved 500 level paper (or 30 points) in Education (see PGDipEd).

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Science Education)

The PGDip(ScEd) is for graduates who want to advance their academic and professional understanding of science or environmental education.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose one (or 30 points) from: STER541*, DSOE557, DSOE590 or PCSS502
- » Choose at least two (or 60 points) from: STER508, STER511, STER512, STER513, STER543*, STER590
- » Choice of one approved 500 level paper (or 30 points) in Education.

**Not offered in 2012.*

Qualification Pathway

- » Master of Education.

Postgraduate Diploma (Special Education) (Not offered in 2012)

Although not offered, the following papers in Special Education may be taken towards a Postgraduate Diploma in Education: HDCO504, HDCO521, HDCO524*, PROF513*, PROF523.

**Not offered in 2012.*

Note: *This subject will be renamed Disability and Inclusion Studies, approval pending.*

Postgraduate Diploma (Sport and Leisure Studies)

The PGDip(SpLS) is for BSpLS graduates who want to advance their academic and professional understanding of sport and leisure. This programme aims to foster an understanding that derives from latest research in sport and leisure, ultimately promoting future professional leadership in this industry. Candidates interested in completing a 120 point thesis for their Master of Sport and Leisure Studies should include an approved 30 point 500 level research methods paper in their PGDip.

Specific Admission Requirements

- » Bachelor of Sport and Leisure Studies degree or recognised equivalent.

Specific Programme Requirements

- » Four papers at 500 level (120 points total)
- » Choose three (or 90 points) from: SPLS501*, SPLS502, SPLS503, SPLS504*, SPLS505, SPLS507, SPLS508, SPLS520, SPLS590, HDCO501* or MKTG556*
- » Choose one (or 30 points) from: DSOE557 or PCSS502.

**Not offered in 2012.*

Qualification Pathway

- » Master of Sport and Leisure Studies.

Postgraduate Diploma (Technology Education)

The PGDip(TechEd) is for graduates who want to advance their academic and professional understanding of technology education.

Specific Admission Requirements

- » Bachelors degree in Education, or a
- » Bachelors degree and teaching qualification.

Specific Programme Requirements

- » 120 points total at 500 level
- » Choose one (or 30 points) from: STER541*, DSOE557, DSOE590 or PCSS502
- » Choose at least two (or 60 points) from: STER508, STER511, STER512, STER513, STER543*, STER590.
- » Choice of one approved 500 level paper (or 30 points) in Education.

**Not offered in 2012.*

Qualification Pathway

- » Master of Education.

Masters and Higher Degrees

Faculty of Education masters degrees include:

- » Master of Counselling
- » Master of Education
- » Master of Educational Leadership
- » Master of Special Education (to be renamed Disability and Inclusion Studies, subject to approval)
- » Master of Sport and Leisure Studies.

The MCouns offers professional education in counselling, and can be completed by coursework alone or by thesis. For further information about the programme, including selection processes, refer to the *Counsellor Education Handbook*, available from the Department of Human Development and Counselling or visit (<http://education.waikato.ac.nz/handbooks>).

Other Faculty of Education masters degrees are usually completed by thesis. However, in some circumstances it is also possible to complete a masters by coursework alone. To proceed with this option, students must complete a waiver form available from the Faculty's website. Students completing a masters without a research component are unlikely to be eligible for entry into the doctoral programme.

Higher degrees completed by thesis provide graduates with the opportunity to make an original contribution to knowledge while extending research skills. The Postgraduate Studies Committee oversees the administration of higher degrees.

Students considering to apply for admission into one of our Masters degree programmes, can request the *Masters Handbook*, which is available from the Postgraduate Studies Administrator or visit (<http://education.waikato.ac.nz/handbooks>).

For further information about our Masters degrees visit the Faculty of Education website www.waikato.ac.nz/education or contact the Centre for Postgraduate Studies.

Refer to pages 68-69.

Paper Descriptions

The 500 level papers offered in the Faculty of Education postgraduate programmes are listed below in alpha-numeric order. Please see the previous section of this handbook for information on the papers required for specific programmes. For descriptions of undergraduate papers (100-300 level) consult the online Timetable (<http://timetable.waikato.ac.nz/>).

Unless otherwise stated, all papers are options for postgraduate diploma and masters programmes in the Faculty of Education. Students from other Faculties who meet the prerequisites may apply to enrol in these papers.

Credit Points: Except where specifically stated, papers at postgraduate level in the Faculty of Education are worth 30 points. To complete 120 points would take one year of full-time study.

Understanding Paper Codes

The code for each paper contains information about the subject, level, year, the period of teaching, and the general location.

Example: PROF510-12B (HAM)

Subject	Level	Paper	Year	Semester	Location
PROF	5	10	12	B	(HAM)

Subject Indicators

ALED	Arts and Language Education – Language and Literacy Education
DSOE	Education Research
GEOG*	Geography
HDCO	Human Development and Counselling, Special Education
HIST*	History
LBST*	Labour Studies
MBED	Māori and Bilingual Education
MKTG	Marketing
MSTE	Mathematics Education
PCSS	Education Studies
PROF	Professional Studies in Education – eEducation, Educational Leadership, Special Education, Education, Tertiary Teaching
SPLS	Sport and Leisure Studies
SOCP*	Social Policy
SSRP*	Social Science Research
STER	Science and Technology Education

*Offered through the Faculty of Arts & Social Sciences.

Period Indicators

A	First Semester:	February/March – June, weeks 10-26
B	Second Semester:	July – November, weeks 29-45
C	An atypical teaching period	
D	Self-paced	
S	Summer School:	January – February, weeks 2-8
Y	Academic Year:	March – November, weeks 10-45

Location Indicators

BLK	Paper has some block face-to-face teaching period(s)	
HAM	Paper taught in Hamilton	
TGA	Paper taught in Tauranga	
NET	Online paper	

Papers Taught Online

NET	Online paper	
FO	Fully online (no face-to-face attendance is required, although in some cases this could be optional)	
PO	Partially online (some face-to-face attendance is required)	
SO	Supported online (the course is mainly face-to-face, but components of the course are made available online)	
NO	Not online (the paper is taught solely face-to-face)	

Other Papers

For 500 level paper descriptions regarding the following papers below refer to the Online Timetable (<http://timetable.waikato.ac.nz/>):

GEOG504-12A (NET) – Geographies of Education

HIST502 – Historical Research Methodologies (Not offered 2012)

LBST541 – Labour, Education and Training 1: Issues and Policies (Not offered 2012)

LBST542 – Labour, Education and Training 2: Applied Research Project (Not offered 2012)

SOCP506 – Social Policy: Comparative Approaches (Not offered 2012)

SSRP503-12B (HAM) – The Conduct of Social Science Research: Qualitative Research

SSRP504-12A (HAM) – The Conduct of Social Science Research: Survey Research

SSRP505 – Issues in Social Science Research (Not offered 2012)

500 Level Papers (30 points)

ALED501-12A (NET) (FO); 12A (BLK) (PO) – Literacy Education: Approaches and Perspectives

This paper critically examines theories, research, policies, and resources in literacy education. Students are expected to investigate an aspect of literacy that is of particular interest or concern, and to present the results of this research. This paper is the core/compulsory paper for the PGDip(LangLitEd).

Weeks taught: 10-26

Lecturer: Professor Terry Locke extn 7780

Email: loketj@waikato.ac.nz

ALED502 – Developing the Critically Literate English/Literacy Teacher (Not offered in 2012)

This paper offers participants the opportunity to develop a set of critical lenses through which to view: their own and others' literacy practices, teaching and learning practices in relationship to literacy and the way in which literacy is unpinned by ideology in various policy and official documents.

Required text: Hilary Janks (2010). *Literacy and power*. New York/London: Routledge.

There will also be a book of required readings.

ALED503 – Bilingual Education: Research and Policy Issues (Not offered in 2012)

This paper provides a critical examination of the common types of bilingual education, and the educational and linguistic theories underpinning them. Implications for educational policy and practice will also be explored.

ALED504-12C (BLK) (PO) – Reading Difficulties

This paper provides a critical examination of theoretical models of the reading process, and the utility of associated procedures designed to evaluate, diagnose, and remediate reading problems.

Required text: Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.) NY: Guilford Press

Weeks taught: 28-42

Lecturer: Dr Sue Dymock extn 7717

Email: sdymock@waikato.ac.nz

ALED507 – Second Language Learners and Learning in Mainstream Classrooms (Not offered in 2012)

This paper will provide an introduction to second language acquisition theory, examine significant pedagogical developments, and assess how these may impact on the teaching and learning of both language and literacy in mainstream classroom contexts.

ALED508-12B (NET) (FO) – Adult Literacy at Work

This paper critically examines workplace-based adult literacy programmes, the policy context within which they are provided in Aotearoa/New Zealand and more widely, and the theoretical and research bases underpinning them. It enables an exploration of changing literacy practices within workplaces and the challenges of providing programmes, which address these practices.

Weeks taught: 29-45

Lecturer: Dr Judy Hunter extn 7712

Email: jmhunter@waikato.ac.nz

ALED509-12A (NET) (FO) – Literacy and Technology: Implications for Education

This paper enables students to explore the relationship between technology and literacy. Participants will evaluate critically changing textual practices under the impact of digital technologies and the implications of this for literacy education.

Weeks taught: 10-26

Lecturer: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

Lecturer: Wendy Carss extn 7862

Email: wcarss@waikato.ac.nz

ALED510-12C (BLK) (PO) – Contemporary Themes in Arts Education

This paper gives participants a deep, critical understanding of a range of key, contemporary Arts Education issues especially as these are reflected in current research literature and invites them to adopt a number of ways of investigating these issues independently.

Weeks taught: 13-31

Co-ordinator: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

ALED511 – The Arts and the Integrated Curriculum (Not offered in 2012)

This paper offers participants the opportunity to critically examine integrated and interdisciplinary approaches to the Arts and their application within the classroom. Theory will be informed by practice as participants are immersed in practical experiences related to Arts idea development.

ALED512-12C (BLK) (PO) – Orff Music Education: Theory and Practice

This paper offers participants the opportunity to critically examine the essential principles of Orff-Schulwerk (as a music education pedagogy) in relationship to its historical and the contemporary context. Theory will be informed by practice as participants develop a range of competencies in Orff-Schulwerk.

Weeks taught: 3-23

Lecturer: Christoph Maubach extn 4620

Email: cmaubach@waikato.ac.nz

ALED513 – Orff Music Education: Theory and Practice 2 (Not offered in 2012)

This paper offers participants the opportunity to critically examine issues raised by the dispersion of Orff-Schulwerk globally, in particular issues raised by its application in New Zealand settings, to explore Orff principles and practices in relation to integrated curricula, and to develop a range of second-level competencies in Orff-Schulwerk.

ALED514-12C (BLK) (PO) – Orff Music Education: Theory and Practice 3

This paper offers participants the opportunity to critically examine the principles and practices of Orff-Schulwerk in relation to a range of concepts and issues, including: learning, theory and theories of human development; concepts of creativity; programme design (including curriculum integration); and working with(in) the constraints of a mandated curriculum.

Prerequisite(s): ALED512 and ALED513* (One or other of these can be waived in exceptional circumstances by the Chairperson of Arts and Language Education)

Weeks taught: 27-42

Lecturer: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

Lecturer: Christoph Maubach extn 4620

Email: cmaubach@waikato.ac.nz

*Not offered 2012.

ALED515-12C (TGA) (PO) – Drama as Pedagogy: The Mantle of the Expert

This paper gives students with a specialisation in drama education the opportunity to research, critique, implement and theorise programmes of learning using drama based pedagogy. In particular, students will research the methodologies, philosophies and practices associated with Dorothy Heathcote's 'Mantle of the Expert' approach to learning. Students will design and implement learning programmes in a variety of classroom settings, working with increasing independence and developing their ability to align drama pedagogy with current educational theory.

Weeks taught: 2-23

Lecturer: Dr Viv Aitken extn 7751

Email: viva@waikato.ac.nz

ALED520-12B (NET) (FO) – Literacy, Cognition, and Neuroscience

This paper provides opportunities for in-depth examination of research, issues and practice related to the literate brain from cognitive and neuropsychological perspectives.

Weeks taught: 29-45

Lecturer: Dr David Whitehead extn 7868

Email: davidw@waikato.ac.nz

ALED521-12A (HAM) (PO) – Academic Literacy

This paper looks at selected aspects of literacy from a theoretical and research point of view, particularly in relation to teaching and learning in the tertiary context. These aspects include genre, contrastive rhetoric, using source material, argumentation and vocabulary. Activities and contexts associated with academic literacy such as tutorial interaction and online learning will also be explored.

Weeks taught: 10-26

Lecturer: Dr Margaret Franken extn 6360

Email: franken@waikato.ac.nz

ALED522-12A (NET) (FO) – Best Practice in the Writing Classroom

This paper offers students a range of theoretical perspectives to critically examine and acquire a range of classroom practices related to the teaching and learning of writing.

Weeks taught: 10-26

Lecturer: Stephanie Dix extn 7853

Email: stephd@waikato.ac.nz

ALED523 – Developing the Literature Teacher (Not offered in 2012)

This paper offers participants a range of theoretical perspectives to critically examine the way literary texts are read and composed at both primary and secondary levels of schooling.

ALED524-12C (BLK) (PO) – Language Knowledge for Teachers and Learners

This paper begins by rehearsing long-standing controversies over the place of grammatical knowledge in the primary and secondary classroom and in particular the relationship between the overt linguistic knowledge of both teachers and students and the effectiveness of reading and writing instruction. The focus of the paper is the teachers' language knowledge and how this relates to effective literacy learning. Students will gain experience in applying this language knowledge and will become familiar with research literature in these areas and ways in which this knowledge can be used in the classroom. Students will be required to focus on one area of language knowledge in depth and relate it to an application, which is relevant to their classroom practice or to a future research project.

Required text: Moats, L.C. (2000). *Speech to Print: Language Essentials for Teachers*. Baltimore, MD: Paul H. Brookes Publishing.

Weeks taught: 3-26

Lecturer: Dr Nicola Daly extn 4298

Email: nicolad@waikato.ac.nz

ALED525-12A (NET) (FO) – The Context of Adult Literacy and Numeracy

This paper supports adult literacy educators to critically evaluate current approaches and policies in adult literacy in New Zealand/Aotearoa and internationally, with a view to becoming a reflective practitioner and change agent in their institutions.

Weeks taught: 10-26

Lecturer: Dr Margaret Franken extn 6360

Email: franken@waikato.ac.nz

ALED551-12B (NET) Special Topic: Bilingual and Multilingual Education: Classroom Practice and Policy Directions

This paper aims to help educators to understand what it means to be a bilingual or multilingual learner in a variety of classroom learning contexts in Aotearoa/New Zealand, and elsewhere. The learning contexts that will be explored include immersion, bilingual, multilingual, and English only classrooms. The paper looks at ways in which bilingual and biliteracy development can be supported by teachers and programmes. It also examines how contemporary policy affords and constrains opportunities for learners to develop in such ways.

Weeks taught: 29-45

Lecturer: Dr Margaret Franken extn 6360

Email: franken@waikato.ac.nz

Lecturer: Dr Richard Hill extn 7818

Email: rihara@waikato.ac.nz

DSOE556-12A (HAM) (PO) – Research Methods for Teachers (BTchg(Hons) only)

Students will explore what it means to do research and scrutinise the merits and limitations of various types of research. This paper also focuses on how research findings can improve teaching and learning. This paper is only for BTchg(Hons) students.

Weeks taught: 10-26

Lecturer: Associate Professor Jenny Young-Loveridge extn 4353

Email: educ2233@waikato.ac.nz

DSOE557-12A (HAM) (SO); 12B (NET) (FO); 12C (HAM) (PO) – Research Methods

This paper introduces students to the major educational research paradigms, methodologies appropriate to collecting data in schools (including interviews, observations, surveys, case studies), action research, literature reviews, critiquing research, and report writing. It includes consideration of ethical issues in research.

Required text: C.Mutch. (2005). *Doing Educational Research: A Practitioner's Guide to Getting Started*. NZCER Press.

Weeks taught: A(HAM) 10-26; B(NET) 29-45; C(HAM) 2-16

Co-ordinator: Associate Professor Linda Mitchell (A HAM and C HAM) extn 7734

Email: lindamit@waikato.ac.nz

Co-ordinator: Associate Professor Beverley Bell (B NET) extn 4101

Email: beebell@waikato.ac.nz

Refer to Research Papers page 67.

DSOE589-12A (HAM) (PO); 12C (NET) (FO) – Global Processes: Critical Pedagogy and New Media Cultures

Using recent critical work and research on new media, this course uses both online and face-to-face pedagogies so students critically examine the new media that have rapidly impacted on the lives of youth throughout the world. Students will develop a sound theoretical understanding of the media, its critical relationship to education and popular culture, and its crucial relevance and significance to understanding digital youth and for the classroom.

Recommended texts: Hammer, R. & Kellner, D. (Eds) (2009) *Media/Cultural Studies: Critical Approaches*. New York: Peter Lang.

Shariff, S. (2009). *Cyber-Bullying: Issues and solutions for the school, classroom and the home*. London & New York: Routledge.

Weeks taught: 10-26 (12A), 9-26 (12C)

Lecturer: Professor A.C. (Tina) Besley extn 6246

Email: t.besley@waikato.ac.nz

DSOE590-12C (HAM) (NO); 12C (NET) (FO); 12D (HAM) (NO); 12D (NET) (FO) – Directed Study

This paper provides an opportunity for a student to pursue a specific interest, under the guidance of a suitable supervisor. The Directed Study does not normally involve participants in a research project. Entry to this paper is by special arrangement with the lecturer, the Department Chairperson, and the Postgraduate Studies Co-ordinator.

Weeks taught: C(HAM) 10-36; C(NET) 10-36; D(HAM) D(NET) self-paced.

Co-ordinator: Dr Margaret Franken extn 6360

Email: franken@waikato.ac.nz

DSOE592-12C (HAM) (NO) Dissertation (60 points)

This paper provides an opportunity for a student to pursue a specific interest, under the guidance of a suitable supervisor. The Dissertation may involve participants to conduct a research project. Entry to this paper is by special arrangement with a lecturer, a Department Chairperson, and the Postgraduate Studies Co-ordinator.

Weeks taught: Self-paced

Contact: Dr Margaret Franken extn 6360

Email: franken@waikato.ac.nz

DSOE593-12C (HAM) (NO) Education Thesis (90 points)

A 90-point thesis may be completed full-time over 12 months or part-time over 18 months or 24 months.

Please refer to *Research Papers page 68* or the *Faculty of Education Masters Handbook*.

DSOE594-12C (HAM) (NO) Education Thesis (120 points)

A 120-point thesis may be completed full-time over 12 months or part-time over 24 months.

Please refer to *Research Papers page 68* or the *Faculty of Education Masters Handbook*.

GEOG504-12A (NET) (FO) – Geographies of Education

This is a paper for those interested in the teaching and learning of geography. It critically examines current and likely future trends in geography and geography education. There is a particular focus on the way in which recent curriculum, assessment, and technological developments relate to the learning and teaching of geography in school classrooms. This includes a critical examination of the implications of the "new" 2007 school curriculum for geography education in New Zealand.

Weeks taught: 10-26

Lecturer: Lex Chalmers extn 4436

Email: geog7061@waikato.ac.nz

Lecturer: Paul Keown extn 7841

Email: paulk@waikato.ac.nz

HDCO501 – Ageing and Society (Not offered in 2012)

This paper requires students to critically examine the concept of ageing and adult development at both an individual and societal level. Such an analysis will draw on a variety of theoretical perspectives and research to critically examine current policies, sociocultural trends and practices that influence the way older adults grow and develop in contemporary society. In so doing we will examine the way ageing has been constituted at the level of social, political and economic discourse, and consider the influences on changing lifestyles and experiences of older people.

HDCO502-12B (NET) (FO) – Educational Transitions: Changing Roles and Changing Contexts

From infants and young children entering early childhood services to adults at university, educational transitions occur throughout our lives. In recent years "successful transitions" (especially those relating to school entry) have featured in many strategic plans and government policies. This paper considers the complexity of transition experiences through a critical exploration of individual, social and contextual issues associated with moving within and across educational settings.

Weeks taught: 29-45

Lecturer: Dr Sally Peters extn 8386

Email: speters@waikato.ac.nz

HDCO503-12A (HAM) (SO) – Young People in Contemporary New Zealand Society

This paper provides a multi-disciplinary forum for interrogating ways of thinking about young people within familial, educational, and broader social contexts in contemporary Aotearoa/New Zealand.

Weeks taught: 10-26

Lecturer: Associate Professor Monica Payne extn 8289

Email: monicap@waikato.ac.nz

HDCO504-12B (HAM) (PO) – Difference and Diversity in Human Development

This paper explores critical perspectives on difference and diversity for selected issues in lifespan development. It examines recent cultural, feminist, environmental and post-structural questions that have been raised for contemporary, psychological and educational practice.

Weeks taught: 29-45

Lecturer: Associate Professor Lise Claiborne extn 4901

Email: l.claiborne@waikato.ac.nz

HDCO510-12A (HAM) (NO) – Advancing Learning

This paper provides advanced study in human behaviour and experience in relation to learning. A range of learning theories will be critically examined related to effective teaching, creativity, the nature of wisdom, and collaborative learning.

Weeks taught: 10-26

Lecturer: Associate Professor Deborah Fraser extn 7726

Email: deborah@waikato.ac.nz

HDCO521-12A (HAM) (PO) – Contemporary Issues in Disability and Inclusion Studies

This paper examines the historical and contemporary context that drives the bio-medical and social justice models of inclusive social and educational practice. It will also consider how a disability advocacy focus affects the practice of academic research.

Weeks taught: 10-26

Lecturer: Dr Carol Hamilton extn 8578

Email: hamiltca@waikato.ac.nz

HDCO522 – Practicum in Special Education (Not offered in 2012)

This paper explores in practice, many of the concepts, principles, and practices that have been examined in HDCO521. It is available only to students completing the PGDip(Disability and Inclusive Practice).

HDCO524 – Intelligence, Creativity and the Development of Talent (Not offered in 2012)

This paper involves an in-depth examination of historical and contemporary models of intelligence, creativity, giftedness, and talent, and how these different interpretations impact on policy and practice in education.

HDCO527-12B (NET) (FO) – Risk and Resilience in Childhood and Adolescence

This paper examines theory, research and current practice in the human development field of risk and resilience. It includes lessons from children and youth who 'beat the odds' for human competence and adaptation.

Weeks taught: 29-45

Lecturer: To be advised

HDCO540-12B (BLK) (PO) – Working with Groups

This paper explores the nature of group processes with selected groups. Students will be given an opportunity to develop group membership and leadership skills through observation, participation and evaluation during an on-campus workshop. A narrative perspective features strongly in the paper.

Note: This paper is taught partially online and includes a compulsory five-day block period on-campus in Hamilton. It is an optional paper for the MCouns and is also open to other graduates who demonstrate relevant background and experience. For further information email: counsellor.ed@waikato.ac.nz

Weeks taught: 29-45

Lecturer: Paul Flanagan extn 7728

Email: paulf@waikato.ac.nz

HDCO541-12C (BLK) (PO) – Counselling Skills (MCouns only)

This paper provides the opportunity for students to develop competence in basic relational and conversational skills of counselling within a narrative perspective. Students will develop a repertoire of counselling skills, which are relevant in a variety of contexts. Video feedback and peer supervision will be used.

Note: This paper is taught partially online. It is a compulsory paper for the MCouns and is available only to students enrolled in this programme. Students must arrange their own practicum placement in order to meet course requirements. The arrangements must be approved by the Director of Counsellor Education.

Weeks taught: 8-47

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO542-12C (HAM) (PO) – Counselling Practicum (MCouns only)

This paper requires 450 counselling hours in an agency, organisation or school.

Note: This paper is taught partially online. It is a compulsory paper for the MCouns and is available only to students enrolled in this programme. Students must arrange their own practicum placement in order to meet course requirements. The arrangements must be approved by the Director of Counsellor Education.

Weeks taught: 7-46

Lecturer: Dr Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO543-12B (BLK) (PO) – Counselling Young People and Families

This paper extends the narrative skills taught in HDCO541. Its particular focus is counselling children, young people, families and couples.

Note: This paper is taught partially online. It is an optional paper for the MCouns.

Weeks taught: 29-45

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO544-12C (BLK) (PO) – Discourse and Counselling Psychologies

This paper offers a constructionist perspective on counselling, and includes consideration of psychological theories, which have influenced counselling practice. Students will be introduced to concepts, which enable analysis of therapeutic conversations.

Note: This paper is taught partially online and includes an on-campus workshop and a five-day noho marae. It is a compulsory paper for the MCouns and is also open to other graduates who demonstrate relevant background and experience.

Weeks taught: 8-26

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO545-12C (BLK) (PO) – Professional Practice of Counselling (MCouns only)

This paper is designed to bring together the narrative theory and practice issues arising in HDCO542. Students will meet on-campus at regular intervals throughout the year to present examples of their work with clients, to participate in peer consultation and to address common problems related concerns that are present in their counselling work.

Note: This paper is taught partially online. It is a compulsory paper for the MCouns and is available only to students enrolled in this programme.

Weeks taught: 7-46

Lecturer: Dr Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO546-12B (BLK) (PO) – Conflict Resolution: Restorative Approaches

This paper develops the skills of facilitating conflict resolution using mediation, conferencing and other types of restorative and generative conversations in families, schools and other contexts. A narrative perspective on conflict resolution features strongly in the paper.

Note: This paper is taught partially online and includes a compulsory five-day block period on-campus in Hamilton. It is an optional paper for the MCouns and a required paper for the PGCertEd and PGDipEd with a specialisation in Restorative Practices.

Weeks taught: 29-45

Lecturer: Dr John Winslade extn 4031

Email: jmeduc@waikato.ac.nz

HDCO547-12Y (BLK) (PO) – Counselling Supervision

This paper is an introduction to, and critical examination of, the theory of counselling supervision. Particular attention will be paid to supervision approaches produced in relation with postmodern therapies.

Weeks taught: 10-45

Co-ordinator: Dr Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO548 – Supervision Practice (Not offered in 2012)

This paper is an introduction to the practices of counselling supervision from a narrative perspective.

HDCO549-12S (BLK) (PO) – Counselling and Contexts

This paper provides an overview of counselling practice and its contexts including optional modules focusing on primary and secondary schools. It teaches the skills of a generic problem-solving approach alongside an introduction to narrative practice.

Note: This paper is taught partially online and includes a compulsory five-day block period on-campus in Hamilton. It is open to other graduates who are preparing for work in a professional context and is also an optional paper for the MCouns. Students may be advised or required to complete this paper before enrolling in HDCO541. Enquiries to counsellor.ed@waikato.ac.nz

Weeks taught: 2-8

Lecturer: Dr Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO560 – Advanced Relationship and Family Counselling I (Not offered in 2012)

An application of social constructionist theory to concepts of family and relationship and the development of associated counselling practices. Practice will be linked with the legislative and regulatory context of family counselling in New Zealand.

HDCO561 – Advanced Relationship and Family Counselling II (Not offered in 2012)

Family and relationship counselling practice in context, with particular emphasis on working with children and adolescents, and family group and restorative conferences.

HDCO565-12A (NET) (FO) – Restorative Practices in Education

This paper examines restorative practices and considers their role in education settings. It is taught fully online.

Weeks taught: 10-26

Lecturer: Associate Professor Wendy Drewery extn 8465

Email: w.drewery@waikato.ac.nz

HDCO591-12C (HAM) (NO) Dissertation (30 points)**HDCO592-12C (HAM) (NO) Dissertation (60 points)****HDCO593-12C (HAM) (NO) Human Development Thesis (90 points)****HDCO594-12C (HAM) (NO) Human Development Thesis (120 points)**

Refer to *Research Papers page 69*.

MBED501-12A (HAM) (PO) – Mātauranga Reo Māori

A critical examination of theories of second language learning, teaching and assessment, and the appropriateness and application of these theories to the teaching of te reo Māori as a second language. A range of issues will be introduced from a socio-cultural perspective.

Weeks taught: 10-26

Lecturer: Karaitiana Tamatea extn 7814

Email: mtamatea@waikato.ac.nz

MBED502-12C (HAM) (PO) – Tirohanga Whakahaere

This paper examines leadership in the context of Māori medium education in Aotearoa/New Zealand. It explores the influence of social, cultural and political developments in the national and international sector on the development of Māori medium education policy and practice.

Weeks taught: 29-40

Lecturer: Pare Kana extn 7732

Email: parekana@waikato.ac.nz

MBED503-12A (HAM) (PO) – Te Whakaora Reo: Mātauranga Rumaki

This paper examines indigenous theory and practice, indigenous language revival and indigenous language revitalisation. It also looks at Māori immersion education initiatives alongside other indigenous languages initiatives. Also included is an exploration of the way immersion education in overseas contexts can strengthen Māori immersion education in Aotearoa/New Zealand.

Weeks taught: 10-26

Lecturer: Kim Williams extn 7904

Email: wkim@waikato.ac.nz

MKTG556 – Marketing through the Sports Media (Not offered in 2012)

In this paper students will develop the skills needed to understand, manage and critique interactions with the sports media from a marketing perspective. These include an understanding of sport in the global economy, how the media works in a sport context, strategic and tactical decisions in the use of sports media, how media coverage influences audiences and consumers, and the ability to apply principles of media management to a sport context.

MSTE501-12B (NET) (PO) – Mathematics Education

This paper is designed to enable teachers to develop their mathematics teaching with learners of all ages. It combines a mixture of University workshops and guided classroom based research. The paper will involve discussion of mathematical activities and pedagogical issues arising from them. The paper also surveys a range of alternative research perspectives in mathematics education and seeks to connect themes from this research to issues being encountered by teachers in their everyday work. A particular theme will address issues of communication in mathematics with an emphasis on making mathematics a fully inclusive activity that can be enjoyed by all learners.

Weeks taught: 29-45

Lecturer: Dr Sashi Sharma extn 6298

Email: sashi@waikato.ac.nz

MSTE502-12A (HAM) (PO); 12A (TGA) (PO) – Acquiring Numeracy: How Children's Thinking Develops

This paper looks at how students' thinking becomes increasingly sophisticated as their mathematical understanding grows. A particular focus of the paper is in the Numeracy Development Projects and the use of diagnostic interviews to explore various aspects of students' mathematical thinking and understanding.

Weeks taught: 10-26

Lecturer: Associate Professor Jenny Young-Loveridge extn 4353 (Hamilton)

Email: educ2233@waikato.ac.nz

Lecturer: Dr Nigel Calder 07 377 512 (Tauranga)

Email: ncalder@waikato.ac.nz

MSTE503-12C (BLK) (NO); 12D (BLK) (NO) – Numeracy in the Classroom: Issues and Practice

This paper complements the Numeracy Development Project (NDP) professional development programme. The paper provides an in-depth focus on: understanding students' learning and thinking strategies in mathematics; the number framework for developing students' number knowledge and strategies; formative assessment tools to enhance quality mathematics teaching; and national and international developments in mathematics education. There will be an emphasis on personal mathematics content knowledge and pedagogical content knowledge in mathematics. The paper is an approved course for the fee subsidy offered by the Ministry of Education to practising teachers.

Weeks taught: C(BLK) C(NO) 13-40; D(BLK) D(NO) 10-40

Lecturer: Associate Professor Jenny Young-Loveridge (Hamilton) extn 4353

Email: educ2233@waikato.ac.nz

Lecturer: Judith Mills (Tauranga) extn 7872

Email: judith@waikato.ac.nz

MSTE504-12C (BLK) (PO) – Numeracy Difficulties: Issues and Practice

This paper is for numeracy educators and those working with learners of all ages experiencing difficulties in numeracy/mathematics. The paper critically examines research and theory on the causes of these difficulties, as well as focusing on the assessment, diagnosis and remediation. The paper considers broader contextual issues within which the practice of diagnosing and remediating numeracy difficulties sit.

Weeks taught: 27-45

Lecturer: Associate Professor Jenny Young-Loveridge extn 4353

Email: educ2233@waikato.ac.nz

PCSS502-12B (HAM) (PO); 12C (BLK) (PO) – Kaupapa Māori Research

Emphasis in this paper is on the student undertaking research within a supportive, critical whānau of interest that will examine how issues of initiation, benefits, representation, legitimation, and accountability can be addressed when researching in Māori contexts.

Note: 12C (BLK) occurrence is for PGDipEd (Te Rōpū Tohu Paerua) students only.

Weeks taught: 29-40

Lecturer: Professor Russell Bishop extn 4991

Email: rbishop@waikato.ac.nz

Lecturer: Rangimarie Mahuika extn 6789

Email: marie@waikato.ac.nz

PCSS503-12A (HAM) (SO) – Indigenous and Post-Colonial Perspectives in Education

This paper provides graduates with the opportunity to pursue further in-depth study of contemporary issues relating to bicultural education and cultural theory. Students can not only examine topics such as local school-based research, current education institutions, Treaty of Waitangi issues, and theories of education and learning as they are produced by and/or affect Māori, but are expected to become cognisant of cultural, ethical, and moral issues and theories of doing research in this area. Analysis of these issues within a wider, global setting is encouraged.

Weeks taught: 10-26

Lecturer: Carl Mika extn 6151

Email: mika@waikato.ac.nz

PCSS506 – Contemporary Perspectives in Social Sciences Education (Not offered in 2012)

This paper critically examines current and likely future trends in social sciences education. There is a focus on the way in which recent research and evidence-based practice conceptualises social sciences education for 21st century school learners, and how this is enacted in policy and practice.

PCSS507 – International and Comparative Education (Not offered in 2012)

This paper develops insights into the influence of global and national contexts on the school systems of New Zealand, England, Japan and the USA. This is an ideal paper for those interested in education policy or planning to teach overseas.

PCSS508-12B (HAM) (SO) – Educational Policy

A critical analysis of educational policies and practices, with particular references to New Zealand.

Weeks taught: 29-45

Co-ordinator: Martin Thrupp extn 4907

Email: thrupp@waikato.ac.nz

PCSS511-12A (NET) (SO) – Curriculum Policy and Possibilities

This paper provides a critical theory and practice underpinning for participants interested in issues of curriculum policy and implementation, curriculum leadership, and teacher professional development in the schooling curriculum. Participants engage with discourses embedded in curriculum policies that play out in the enacted schooling curriculum. Possibilities for reconceptualised curriculum are examined within a range of educational contexts. Through the paper's assessment programme, participants research contexts of interest that relate to curriculum issues and initiatives in Aotearoa/New Zealand's national curriculum, or in national curriculum in other settings.

Weeks taught: 10-26

Lecturer: Philippa Hunter extn 7817

Email: phunter@waikato.ac.nz

PCSS512-12B (HAM) (BLK) (PO) Teaching and Learning in Middle Schooling Contexts

This paper offers participants the opportunity to critically examine research evidence to inform their thinking about teaching early adolescents. The paper supports participants to interpret and reflexively evaluate their pedagogy through research processes. Participants will develop their awareness of the developmental, learning needs, and capabilities of early adolescents in middle schooling contexts.

Weeks taught: 29-45

Co-ordinator: Logan Moss extn 4354

Email: lmeduc@waikato.ac.nz

PCSS513-12B (BLK) (PO) – Philosophy of Education

This paper aims to interrogate philosophical ideas, values and beliefs by examining their relationship to key concepts in educational practice.

Note: This paper carries on the pathway of the two undergraduate philosophy papers PCSS205-12B (HAM) and PCSS30-12B (HAM). However, PCSS513 suits any postgraduate student wishing to explore philosophical ideas in education.

Weeks taught: 29-45

Lecturer: Carl Mika extn 6151

Email: mika@waikato.ac.nz

Lecturer: Dr Jayne White extn 6696

Email: whiteej@waikato.ac.nz

PCSS530-12A (HAM) (SO) – Issues in Adult and Tertiary Education

This paper will investigate issues in current theory, policy and practices in adult and tertiary education locally and internationally. In the course of this enquiry, students will be expected to critique multiple perspectives, develop a coherent philosophical base and a research design to address a specific issue.

Weeks taught: 10-26

Lecturer: Professor Brian Findsen extn 5613

Email: bfindsen@waikato.ac.nz

PCSS551-12A (HAM) (PO); 12C (NET) (FO) – Special Topic: Education for the Future

This course draws on recent critical work on education in the 'knowledge economy' to provide an introduction to the political economy of emerging knowledge ecologies, focusing on theories of postindustrialism, neoliberalism and cognitive capitalism. In this theoretical context, the course examines themes of creativity, openness, social entrepreneurship, and leadership in higher education and schools.

Note: This paper has the same code as PCSS551-12B, however differs slightly in content.

Recommended texts: Peters, M.A. & Bulut, E. (Eds.) *Education, Cognitive Capitalism and Digital Labor*. New York; Peter Lang, 2011.
Peters, M.A., Murphy, P. & Marginson, S. *Creativity and the Global Knowledge Economy*. New York, Peter Lang, 2009.

Weeks taught: 10-26 (12A); 9-26 (12C)
Lecturer: Professor Michael A. Peters extn 7841
Email: mpeters@waikato.ac.nz

PCSS551-12B (BLK) (PO) – Special Topic: The Future of Schools in Aotearoa/New Zealand

This paper looks at how and why schools need to be different in the 'knowledge societies' of the 21st century, and explores what this might look like in practice. There is a focus on curriculum; on student (and teacher) learning; and on student-teacher relationships. Drawing on thinking from a range of sources (some in educational history, philosophy and sociology, and others from outside the education disciplines) it will be of interest to teachers and others who want to contribute to the development of a 21st century public education system.

Weeks taught: 29-45
Lecturer: Dr Jane Gilbert
Email: Jane.Gilbert@nzcer.org.nz

PCSS591-12C (HAM) (NO) – Dissertation (30 points)**PCSS592-12C (HAM) (NO) – Dissertation (60 points)****PCSS593-12C (HAM) (NO) – Education Studies Thesis (90 points)****PCSS594-13C (HAM) (NO) – Education Studies Thesis (120 points)**

Refer to *Research Papers* page 69.

PROF500-12B (BLK) (PO); 12B (NET) (FO) – Educational Leadership: Organisational Development

This paper explores theories of change management in educational contexts, and includes strategies for planning and the operationalisation of such education plans. It critically examines public policy issues, and the impact of these and other issues on organisational review and development.

Weeks taught: 29-45
Lecturer: Jeremy Kedian extn 6192
Email: kedian@waikato.ac.nz

PROF502-12A (HAM) (PO); 12A (NET) (FO) – Educational Leadership: Issues and Perspectives

Reflective practitioners are introduced to theories and practices of educational leadership in this paper. Major theorists and researchers are critically considered with an emphasis on relating these to the realities of education settings. A critical examination of one's own leadership practice is an important component of this course.

Weeks taught: 10-26
Lecturer: Michele Morrison extn 7875
Email: mmorris@waikato.ac.nz

PROF503-12A (NET) (FO) – Theorising Teaching

This paper is designed for practicing classroom teachers who wish to think about why they teach the way they do. It provides an overview for classroom teachers to articulate, critique and explain their teaching practices using the socio-cultural perspectives in the research literature. It is suitable for beginning teachers, experienced classroom teachers, associate teachers working with student teachers on practicum, teachers who are mentoring beginning teachers, and specialist classroom teachers.

Weeks taught: 10-26
Lecturer: Associate Professor Beverley Bell extn 4101
Email: beebell@waikato.ac.nz

PROF504-12B (BLK) (PO) – Educational Leadership and Community

This paper critically examines the contextual and relational nature of educational leadership in community contexts. Understandings of leadership practice in community will be examined along with developmental strategies such as Appreciative Inquiry and Action Research. The paper will enhance the educational leader's ability to work with their community in terms of the development of individuals and the relationships that exist collectively.

Weeks taught: 29-45
Lecturer: Frances Edwards extn 6170
Email: frances@waikato.ac.nz

PROF505-12A (NET) (FO) – Educational Leadership for Social Justice

This paper critically examines theory and practice in New Zealand, the Pacific and elsewhere related to social justice in education and the implications for educational leadership.

Weeks taught: 10-26
Lecturer: Dr Rachel McNae extn 7731
Email: rachs@waikato.ac.nz

PROF506-12B (NET) (FO) – Educational Assessment

This paper provides an opportunity to develop in-depth knowledge and critical awareness of the theoretical issues and practical implications associated with improving learning and teaching through the implementation of a broad model of educational assessment. It is appropriate for practitioners at all levels of education: early childhood to tertiary.

Weeks taught: 29-45
Lecturer: Bill Ussher extn 4534
Email: bussher@waikato.ac.nz

PROF507-12A (BLK) (SO) – Developing Educational Leadership: Coaching and Mentoring

This paper critically examines theories and models of continuing leadership development such as mentoring and coaching, as well as studying the interpersonal skills and knowledge necessary for developing leaders in a variety of educational settings. Paper assessment will include a practical component. The development of present and future leaders, who possess the capacity for critical reflection and development, is a major goal of this paper.

Weeks taught: A(BLK) 10-26

Lecturer: Jenny Ferrier-Kerr extn 6665

Email: jfk@waikato.ac.nz

Lecturer: Michele Morrison extn 7875

Email: mmorris@waikato.ac.nz

PROF508-12B (NET) (FO) – Developing Effective Principalship

This paper is for aspiring and practising principals who want to advance their study and qualifications for the principalship in New Zealand schools. It involves a critical examination of the responsibilities, legislative, and compliance requirements. Involvement in the paper will help participants to build school-community partnerships and develop a shared vision. The paper will encourage school leaders to further their reflective practice and extend their leadership skills as well as provide support in their development for the role of principal.

Weeks taught: 29-45

Corresponding: PROF501

Lecturer: Jeremy Kedian extn 6192

Email: kedian@waikato.ac.nz

PROF509-12B (BLK) (SO) – Educational Leadership: Advanced Coaching and Mentoring

This paper advances the conceptual, theoretical and practical understandings of coaching and mentoring introduced in PROF507. It expands the interpersonal skills and knowledge essential for effective coaching and mentoring in educational contexts and continues the emphasis on critical reflection on practice. Participants will develop an evidence-based personal practice portfolio.

Weeks taught: 29-45

Lecturer: Jenny Ferrier-Kerr extn 6665

Email: jfk@waikato.ac.nz

Lecturer: Michele Morrison extn 7875

Email: mmorris@waikato.ac.nz

PROF510 – Assessment as Pedagogy in the Early Years: Narrative Approaches (Not offered in 2012)

This paper will critically examine narratives as formative assessments and pedagogy. Discussions of theory and practice will centre on examples from early childhood settings and primary schools where the curriculum documents now specify learning dispositions and key competencies as educational outcomes.

PROF513 – Early Intervention for Young Children With Special Needs (Not offered 2012)

This paper is intended to enable students to understand the philosophical and developmental justification for early intervention programmes for young children with special needs and their families. The focus will be on early intervention carried out in a range of contexts. The paper content will include: concepts of disability models and design of early intervention programmes; assessment; curriculum; parent partnerships and evaluation of processes.

PROF516 – ICT and Multi Literacies in the Early Years (Not offered in 2012)

This paper critically examines a range of detailed studies of theory and research relevant to multi literacies in the early years with particular emphasis on ICT. It identifies a range of strategies to provide an 'ICT rich' environment which offers young children opportunities for becoming competent with multiple literacies. It also explores any ethical considerations in the use of ICT in the early years. The paper will enable students to critically analyse future developments in multi literacies in the early years and also gain an understanding of the pedagogies that underpin multiple literacies.

PROF521-12A (NET) (FO) – Correspondence to eEducation: Historical and Contemporary Perspectives

An examination of the nature of eLearning, the historical role of technology in distance education from correspondence to eLearning, and the affordances and challenges this presents for teachers and educational institutions.

Weeks taught: 10-26

Lecturer: Kerry Earl extn 4506

Email: kearl@waikato.ac.nz

PROF522-12B (NET) (FO) – The Professional Practice of eTeaching

This paper integrates eEducation research and development while exploring the role of eTeachers, and the planning, preparation, use, and evaluation of a range of online learning environments.

Weeks taught: 29-45

Lecturer: Dr Garry Falloon extn 6553

Email: falloong@waikato.ac.nz

PROF523-12A (NET) (FO) – The Development of Te Kotahitanga

This paper examines the historical and contemporary politics, policies and practices that have contributed to the current education disparities that affect Māori people and New Zealand. This paper considers historical and contemporary programmes that have been developed to address these disparities and the conditions that are necessary to sustain and extend successful programmes.

Required text: Bishop, R., O'Sullivan, D and Berryman, M. (2008). *Sustaining and Extending Education Reform*. Wellington: NZCER Press.

Weeks taught: 10-26

Lecturer: Dr Mere Berryman extn 4632

Email: mere@waikato.ac.nz

PROF524-12B (NET) (FO) – Learning and Leadership in the Communication Age

This paper is designed for teachers and others interested in the use of new technologies for teaching and learning, the issues around this use and leadership in this area. Critical insight into cyber-safety, informational literacy, ethics and professional practice in the 21st century will be developed.

Weeks taught: 29-45

Lecturer: Dianne Forbes extn 7844

Email: dforbes@waikato.ac.nz

PROF525-12A (NET) (FO) – eLearning Policy to Practice in the New Zealand Context

This paper critically reviews arguments for the inclusion of eLearning technologies (ICTs) in New Zealand educational contexts and how this is represented and supported through official policy and strategy documents. It aims to help educators achieve better-informed and more effective integration of eLearning technologies in their school or other educational context.

Weeks taught: 29-45

Lecturer: Dr Garry Falloon extn 6553

Email: falloong@waikato.ac.nz

PROF531-12B (HAM) (PO) – Tertiary Teaching: Research and Development

This paper is designed for teachers who have at least two to three-years experience of teaching in tertiary institutions. It applies research and reflection skills to improve teaching practice and student learning, and evaluates aspects of students' teaching practice. It is taught through individual supervision.

Weeks taught: 29-45

Lecturer: Dorothy Spiller extn 8697

Email: dorothy@waikato.ac.nz

PROF532-12C (HAM) (PO) – The Professional Practice of Tertiary Teaching

This paper aims to develop a critical appreciation of theory and research findings concerning tertiary teaching and learning, and to this end the repertoire of teaching and assessment methods, skills, and tools that tertiary teachers can use thoughtfully or competently. It is available for teachers who have at least two to three-years experience of teaching in a tertiary institution.

Weeks taught: 6-46

Lecturer: Dorothy Spiller extn 8697

Email: dorothy@waikato.ac.nz

PROF551-12A (HAM) (NO) – Special Topic

Weeks taught: 10-26

PROF580-12C (HAM) (PO); 12B (BLK) (PO); 12C (BLK) (PO); 12Y (BLK) (PO) – Professional Education Seminar

This paper provides a collegial forum for education professionals who are enrolled in the PGDip(Education Leadership) or MEdLeadership. It aims to develop students' research questions concerning aspects of their professional lives and activities. If student numbers warrant it, membership of the groups will be determined by the interests of the students. It is anticipated that seminar groups could be formed around each of the following themes: educational leadership; early childhood education; curriculum theory and development; international education; adult, community, and tertiary education. The International Leadership Institute in the second week of March is part of this paper.

Weeks taught: 12C(HAM) 7-26; 12B(BLK) 29-45; 12C(BLK) 31-42; 12Y(BLK) 10-45

Lecturer: Jeremy Kedian extn 6192

Email: kedian@waikato.ac.nz

SPLS501 – Researching Sport and Leisure (Not offered in 2012)

An advanced study of theoretical and philosophical understandings of research.

SPLS502-12A (NET) (FO) – Health Related Fitness: Contemporary Issues

An increasing proportion of the population find deliberately engaging in physical activity a social, psychological and physical challenge and therefore tend to adopt a more sedentary lifestyle. This paper will critique the literature that examines the concept of health and fitness, campaigns and programmes intended to promote active living, and strategies used to prescribe and manage specialised physical activity regimes.

Weeks taught: 10-26

Lecturer: Brett Smith extn 7863

Email: brett@waikato.ac.nz

SPLS503-12B (NET) (FO) – Education Outdoors

Individual's experiences of leisure and adventure in the outdoors varies, as do the locations, outcomes and opportunities. By extension, the role of outdoor adventure and leisure professionals changes in accordance with the context in which they operate. This paper provides the opportunity to explore some core issues confronting managers and leaders of outdoor programmes by drawing on conceptual understandings of current concerns from social, philosophical, theoretical and applied perspectives.

Weeks taught: 29-45

Lecturer: Dr Mike Brown extn 6527

Email: michaelb@waikato.ac.nz

SPLS504 – Sport and Communities (Not offered in 2012)

This paper focuses on the experience and development of human potential within a range of organisational, community and leisure and sports settings.

SPLS505-12B (NET) (FO) – Youth Culture and Sport

The primary purpose of this paper is to critically examine youth and sport in both school and community. In particular, attention will be directed toward power relations between adult and youth regarding the meanings youth derive from their experiences. A focus will also be given to youth lifestyles including what outcomes they seek from sport and leisure, constraints they are sometimes faced with, and how they explore their identity through sport and leisure activities in contemporary society.

Weeks taught: 29-45

Lecturer: Dr Clive Pope extn 7838

Email: cpope@waikato.ac.nz

SPLS507-12B (NET) (FO) – Sporting Bodies and Movement Culture

This paper provides students with an opportunity to critically examine a variety of theoretical perspectives and research approaches in sport and exercise psychology, and consider how this research influences the practices of sport and exercise psychology.

Weeks taught: 29-45

Lecturer: Dr Holly Thorpe extn 6528

Email: hthorpe@waikato.ac.nz

SPLS508-12A (NET) (FO) – Health and Physical Education in Schools

This paper explores nature and meaning of Physical Education in schools and connects theories of teaching and practice with trends at a community and national level. Students will also examine how industrial, social, economic and political factors influence and shape what occurs in schools.

Weeks taught: 9-25

Lecturer: Dr Dawn Penney extn 7838

Email: d.penney@waikato.ac.nz

SPLS520-12A (HAM) (NO); 12B (HAM) (NO); 12Y (HAM) (NO) – Special Topic

Weeks taught: 12A(HAM) 10-26; 12B(HAM) 29-45; 12Y(HAM) 10-45

Contact: Dr Clive Pope extn 7838

Email: cpope@waikato.ac.nz

SPLS590-12C (NET) (FO) – Directed Study (30 points)

This paper allows the student to conduct an independent project in a topic suited to his/her interest and needs. The format for a directed study varies depending on the subject matter, and must be approved by the supervising staff member prior to commencing the project.

Weeks taught: 10-36 (self-paced)

Contact: Dr Mike Brown extn 6527

Email: michaelb@waikato.ac.nz

SPLS592-12C (NET) (FO) – Dissertation (60 points)**SPLS593-12C (NET) (FO) – Sport and Leisure Studies Thesis (90 points)****SPLS594-12C (NET) (FO) – Sport and Leisure Studies Thesis (120 points)**

Refer to Research Papers page 68.

STER508-12A (NET) (FO) – Science Education

This paper provides an overview of current research and development in learning, teaching, and assessment in science education, both in New Zealand and overseas. It includes an analysis of the origins, processes, and contexts of science, and their significance for science education current issues. Current issues in science education will be discussed.

Weeks taught: 10-26

Lecturer: Dr Kathrin Otrell-Cass extn 4512

Email: kathrino@waikato.ac.nz

STER511-12A (NET) (FO) – Technology Education

This paper aims to provide an understanding of current issues in technology education research and development. The paper consists of three modules: the nature of technology and technology education; learning and curriculum in technology education; and issues in technology education.

Weeks taught: 10-26

Lecturer: Dr Mike Forret extn 4481 or 7728

Email: mforret@waikato.ac.nz

STER512-12B (NET) (FO) – Innovations in Science, Technology or Environmental Education

This paper aims to help teachers of science, technology or environmental education to develop their knowledge of science, technology or the environment and to consider how this knowledge might be integrated into educational activities. Students will develop an understanding of the wider issues of curriculum and assessment innovation.

Weeks taught: 29-45

Lecturer: Dr Kathrin Otrell-Cass extn 4512

Email: kathrino@waikato.ac.nz

STER513-12C (HAM) (PO) – Environmental and Sustainability Education

This paper aims to provide a critical introduction to theory and practice in environmental education in schools and the community. It includes a one-week on-campus component followed by online supported study. Note this paper is limited to 20 students.

Weeks taught: 2-26

Lecturer: Dr Chris Eames extn 4357

Email: eames@waikato.ac.nz

STER541 – Research Methods in Science, Mathematics, and Technology Education (Not offered in 2012)

Refer to Research Papers page 67.

STER543 – Development Project (Not offered in 2012)

This paper is a directed development project on an approved topic in Science, Technology, Environmental or ICT education. The paper involves linking research with practice, and designing, implementing, and trialling a development project.

STER590-12C (HAM) (NO); 12D (HAM) (NO) – Directed Study

This is a small-scale research project on an approved topic related to science, technology, environmental education, or ICT education.

Weeks taught: 12C(HAM) 10-35; 12D(HAM) self-paced

Contact: Associate Professor John Williams extn 4769

Email: pj.williams@waikato.ac.nz

STER592-12C (HAM) (NO) – Dissertation (60 points)**STER593-12C (HAM) (NO) – Science and Technology Education Thesis (90 points)****STER594-12C (HAM) (NO) – Science and Technology Education Thesis (120 points)**

Refer to Research Papers page 69.

SSRP503-12B (HAM) (SO) – The Conduct of Social Science Research: Qualitative Research (15 points)

This paper provides an advanced investigation of the conduct of qualitative interviewing culminating in students undertaking their own tape-recorded in-depth interviews.

Weeks taught: 29-45

Lecturer: Dr John Paterson extn 8433

Email: johnp@waikato.ac.nz

SSRP504-12A (HAM) – The Conduct of Social Science Research: Survey Research (15 points)

This paper provides an advanced investigation of the conduct of survey research, from design and data collection through to analysis and reporting.

Weeks taught: 10-26

Lecturer: Dr Jo Barnes extn 6826

Email: jobar@waikato.ac.nz

Research Papers

Research Methods**DSOE557-12A (HAM) (SO); 12B (NET) (FO); 12C (HAM) (PO) – Educational Research Methods**

This paper introduces students to the major educational research paradigms, methodologies appropriate to collecting data in schools (including interviews, observations, surveys, case studies), action research, literature reviews, critiquing research, and report writing. It includes consideration of ethical issues in research.

Required text: C. Mutch. (2005). *Doing Educational Research: A Practitioner's Guide to Getting Started*. NZCER Press.

Weeks taught: A(HAM) 10-26; B(NET) 29-45; C(HAM) 2-16

Co-ordinator: Associate Professor Linda Mitchell (A HAM and C HAM) extn 7734

Email: lindamit@waikato.ac.nz

Co-ordinator: Associate Professor Beverley Bell (B NET) extn 4101

Email: beebell@waikato.ac.nz

STER541 – Research Methods in Science, Mathematics, and Technology Education (Not offered in 2012)

(These papers are numbered for Science and Technology students only, and are cognate with DSOE557). These cognate papers aim to develop the abilities of students to interrogate research in education and related fields. They also prepare students to undertake their own research project.

PCSS502-12B (HAM) (PO); 12C (BLK) (PO) – Kaupapa Māori Research

Emphasis in this paper is on the student undertaking research within a supportive, critical whānau of interest that will examine how issues of initiation, benefits, representation, legitimation, and accountability can be addressed when researching in Māori contexts.

Note: 12C (BLK) occurrence is for PGDipEd (Te Rōpū Tohu Paerua) students only.

Weeks taught: 29-40

Lecturer: Professor Russell Bishop extn 4991

Email: rbishop@waikato.ac.nz

Directed Studies, Dissertations and Theses

A directed study provides an opportunity for students to pursue a specific interest under the guidance of a suitable supervisor and does not normally involve any research that would require ethical approval.

Dissertations and theses consist of an original piece of research, completed under the guidance of a suitable academic supervisor. You should also consult the co-ordinator of your degree programme when considering enrolling in a directed study, thesis or dissertation.

A 90 point thesis may be offered part-time over 18 months or full-time over 12 months. A 120-point thesis may be offered part-time over 24 months or full-time over 12 months.

MEd, MEdLeadership, MSpEd

Entry to these papers is by arrangement with the Programme Co-ordinator, the supervisor, the Department Chairperson and the Postgraduate Studies Co-ordinator.

DSOE590-12C (HAM) (NO); 12C (NET) (FO); 12D (HAM) (NO); 12D (NET) (FO)
– Directed Study (30 points)

DSOE592-12C (HAM) (NO) – Dissertation (60 points)

DSOE593-12C (HAM) (NO) – Education Thesis (90 points)

DSOE594-12C (HAM) (NO) – Education Thesis (120 points)

MCouns (*Refer to Counsellor Education Handbook*)

HDCO540-12B (BLK) (PO) – Working with Groups (Optional)

HDCO541-12C (BLK) (PO) – Counselling Skills (Compulsory)

HDCO542-12C (BLK) (PO) – Counselling Practicum (Compulsory)

HDCO543-12B (BLK) (PO) – Counselling Young People and Families (Optional)

HDCO544-12C (BLK) (PO) – Discourse and Counselling Psychologies (Compulsory)

HDCO545-12C (BLK) (PO) – Professional Practice of Counselling (Compulsory)

HDCO546-12B (BLK) (PO) – Conflict Resolution: Restorative Approaches (Optional)

HDCO549-12S (BLK) (PO) – Counselling and Contexts (Optional)

MSpLS (*Refer to Sport and Leisure Studies Handbook*)

SPLS590-12C (NET) (FO); 12D (NET) (FO) – Directed Study (30 points)

SPLS592-12C (NET) (FO) – Dissertation (60 points)

SPLS593-12C (NET) (FO) – Sport and Leisure Studies Thesis (90 points)

SPLS594-12C (NET) (FO) – Sport and Leisure Studies Thesis (120 points)

MSocSc and MA

Entry into these papers is for Faculty of Arts & Social Sciences students who are completing their degree in either Education Studies or Human Development. Entry is by arrangement.

Refer to the Faculty of Arts & Social Sciences Handbook.

Education Studies

PCSS592-12C (HAM) (NO) – Dissertation (60 points)

PCSS593-12C (HAM) (NO) – Education Studies Thesis (90 points)

PCSS594-12C (HAM) (NO) – Education Studies Thesis (120 points)

Human Development

HDCO592-12C (HAM) (NO) – Dissertation (60 points)

HDCO593-12C (HAM) (NO) – Human Development Thesis (90 points)

HDCO594-12C (HAM) (NO) – Human Development Thesis (120 points)

Centre for Science and Technology Education Research

STER590-12C (HAM) (NO); 12D (HAM) (NO) – Directed Study (30 points)

STER592-12C (HAM) (NO) – Dissertation (60 points)

STER593-12C (HAM) (NO) – Science and Technology Education Thesis (90 points)

STER594-12C (HAM) (NO) – Science and Technology Education Thesis (120 points)

Doctoral Study

DSOE600 – MPhil (120 points)

DSOE900 – PhD (120 points)

STER600 – MPhil (120 points)

STER900 – PhD (120 points)

DSOE994 – EdD Thesis (120 points)

DSOE995 – EdD Research Portfolio (120 points)

For further details regarding MPhil, PhD, and EdD programmes, refer to the Faculty's *Thesis Guide for Students* available at <http://education.waikato.ac.nz/handbooks> or ask the Faculty of Education's Postgraduate Studies Administrator. The Director for the Centre for Postgraduate Studies should be consulted when considering enrolment into a doctoral degree (higher degree).

Refer to Contacts page 76.

Policies and Procedures

Relevant University Policies

Attention is drawn to the following policies and regulations that are contained in the *University Calendar* (<http://calendar.waikato.ac.nz>):

- » Assessment Regulations 2005
- » Computer Systems Regulations 2005
- » Ethical Conduct in Human Research and Related Activities Regulations 2008
- » Library Regulations 2007
- » Policy on the Use of Māori for Assessment
- » Student Complaints Policy
- » Student Discipline Regulations 2008
- » Student Research Regulations 2008.

Assignment Policies

Ethical Guidelines

The University of Waikato has a policy on the ethical conduct of assignments. The University policy states:

The University of Waikato Human Research Ethics Committee, supported by the Faculty of Education Research Ethics Committee, is responsible for carefully monitoring human research conducted by staff and students. Human research for these purposes is defined as:

"An activity in which a live human being or a group of live human beings who participate in research and/or related activities, whether by observation, questioning, participation in an experiment or by other means; it includes teaching that involves the participation of a human being or group of human beings for the demonstration of procedures or phenomena."

Students will be expected to pay close attention to ethical guidelines issued in connection with assignments and should clarify with lecturers/tutors any queries about the ethical conduct of an assignment in advance of undertaking that activity. In the course of university studies students must not take any individual initiatives to work with, or seek information from, children or adults without obtaining the approval of the lecturers/tutors in advance. Failure to adhere to these regulations may result in mandatory failure of an assignment.

Plagiarism

Plagiarism means presenting as one's own the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to assessment (as defined in the *Assessment Regulations 2005*) presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. Any form of plagiarism is a breach of the *Student Discipline Regulations 2008*. The standard cover sheet attached to each assignment, or the online declaration, requires a student declaration that plagiarism has not occurred.

Submitting Assignments

Presentation of Written Assignments

Written assignments should be presented in a legible form (preferably word-processed) and, except for online assignments, on one side of A4 paper. Assignments should be stapled in the top left-hand corner with the standard cover sheet. They should not be submitted in folders unless otherwise directed. The standard cover sheet attached to each assignment, or the online declaration, requires students to sign a declaration to say that this is their own work.

Style and Referencing Guidelines

The predominant method of referencing required in Faculty of Education papers is that used by the American Psychological Association (APA). However, there are several other recognised methods and in some papers the lecturer may require students to use one of these. Whatever method is used, students will be expected to adhere to its conventions. Support for referencing is provided by library staff.

Submitting Assignments in Māori

Students who intend to present all or part of an examination or piece of internally assessed work in Māori are requested to give notice of their intention of doing so in writing to the Director of Student and Academic Services. Students should also inform their lecturer at the start of the paper, that they intend to submit their assignments in te reo Māori. This notice of intention is desirable to allow the University the time and opportunity to make proper arrangements for marking including, when necessary, translation and external assessment. If less than 14 days' notice is given, the material presented in Māori will still be accepted. The processing of it may, however, be delayed and the opportunity to have the script marked in the original language may be reduced. Please refer to the *Policy on Use of Māori for Assessment* available on the University's online Calendar: <http://calendar.waikato.ac.nz>

Resubmission of Assignments

Assignments may only be resubmitted for marking if such an arrangement is stated in the paper outline. In such instances, only one assignment may be resubmitted for a particular paper, and assignments can only be re-submitted if they have received a failing grade. A re-submitted assignment may only be considered for improvement to a C grade maximum. In order to resubmit an assignment students should contact the paper convenor, or their nominee, within 48 hours of the assignment being returned, to negotiate arrangements for resubmitting it.

Exclusion and Ineligibility

Students who fail a paper or papers (worth more than 30 points in total) will not be permitted to proceed with the programme.

Appeals for re-entry into a programme, outlining any mitigating circumstances, should be in writing and sent to:

Faculty of Education Centre for Postgraduate Studies

University of Waikato
Private Bag 3105
Hamilton 3240

Extensions

In exceptional circumstances, (other than serious sickness, injury or bereavement which will be treated on a case-by-case basis) an extension may be granted by the paper convenor, or their nominee, on an approved form available from the Faculty of Education reception or departmental administrative secretaries. Students must personally submit the form to the paper convenor, or their nominee. Wherever possible, an application for an extension should be made at least 24 hours prior to the due date, but in exceptional circumstances students may apply for an extension up to 24 hours after the due date.

Special Consideration for Missed Assessment or Impaired Performance

Students wishing to apply for special arrangements for Examinations and/or special consideration of internal assessment are advised to refer to the Assessment Regulations 2005 in the *University Calendar*.

Grading Schedule

The schedule of grades used by the University and the range of marks represented by each grade is as follows:

Passing Grade	Failing Grades
Grade range %	Grade range %
A+ 85-100	D 40-49
A 80-84	E 0-39
A- 75-79	IC Incomplete, applies if a student does not:
B+ 70-74	a) submit an essential assessment item, or
B 65-69	b) sit a formal examination
B- 60-64	F Ungraded fail
C+ 55-59	
C 50-54	
RP Restricted Pass	
P Ungraded Pass	

Review of Grade

Students who consider that a mistake has been made in the process of determining a grade for an assignment should discuss this with the paper convenor, or their nominee, in the first instance. If students are not satisfied with the outcome of the discussion they may contact the chairperson of department. Students who consider that a mistake has been made in the process of calculating or determining a final grade for a paper may apply for a review of a grade. An application for review of grade must be submitted by the student on the prescribed form, together with the prescribed fee, to the Director of Student and Academic Services not more than 14 days after receiving notification of the grade. Students are advised to refer to the *Assessment Regulations 2005* in the *University Calendar*.

Procedures for Student Concerns and Complaints

Students are encouraged to raise matters causing them concern with the relevant staff member in the first instance. If students are not satisfied after meeting with the staff member concerned, they are advised to discuss the matter with the appropriate manager. If a satisfactory resolution is not reached after meeting with the appropriate manager, a formal complaint may be made in writing and addressed to the Dean within three months after the occurrence of the matter that has given rise to the complaint. A student who wishes to make a formal complaint must submit it in writing on the prescribed form which is available online (www.waikato.ac.nz/sasd/files/docs/complaintform.doc). It should be lodged with the Manager, Dean's Office who will log the complaint, acknowledge it in writing and pass it to the Dean for appropriate action. Generally, complaints will be referred to the appropriate manager for investigation. Managers include Chairpersons of Departments, Directors and the Academic Manager. If the complaint is about an action of one of these managers, the Dean will handle the matter. Students are advised to refer to the *Student Complaints Policy* in the *University Calendar*.

Health and Safety

In the event of the continuous sounding of sirens or ringing of alarms, all occupants of the building must evacuate in an orderly and timely manner by the nearest exit to an area away from the building and clear of the roadway. They should not attempt to carry cumbersome equipment and personal belongings. The building cannot be re-entered until the Fire Service or Building Warden signals the all clear. Lifts must not be used during an evacuation. Where other matters of health and safety need to be brought to the attention of students (eg the need for safety equipment to be worn in labs), details are included in paper outlines.

University Definitions

- » **Paper** means a segment of work in a particular subject and is identified by means of a unique code number. Papers are delivered through lectures, tutorials, practicals and such other coursework as may be required by the department concerned.
- » **Programme of study** means the selection of papers taken by a candidate in any one academic year for a particular qualification.
- » **Equivalent papers** are in effect the same papers, one of which was taught in the past with a different paper code.
- » **Restricted papers** share a significant amount of common content. Candidates may therefore receive credit for only one of the papers listed. Restricted papers may not necessarily be used to satisfy prerequisite or corequisite requirements.
- » **A prerequisite** must be passed before a candidate may enrol in the paper for which the prerequisite is specified. (A paper for which a Restricted Pass (RP) has been awarded will not be accepted as meeting the prerequisite requirements for any other paper unless the Dean or Director of the College, Faculty or School of Studies in which the other paper is offered approves otherwise.)
- » **Corequisites** are pairs or groups of papers, which must be taken together.
- » **Internal assessment** means marked internally all or some of the following: essays, assignments and reports of various kinds, practical work, work in tutorials and/or seminars and tests.
- » **A field** means a general area of academic study that includes a number of related subjects.
- » **A subject** is a grouping of papers with a common academic theme, defined in terms of the listings under individual subject headings in the *University of Waikato Calendar*. A department may offer more than one subject.
- » **A major** means a principal area of study a candidate has chosen for a bachelors degree and is selected from those listed in the relevant degree regulations. A candidate is required to take a defined and substantial number of papers in the major at a range of levels up to and including 300 or 400 level.
- » **A supporting subject** means an additional subject to the major and is a requirement of some bachelors degrees.
- » **A specialisation** means a recognised pathway within a qualification or major, which provides an area of focus within the qualification or major.
- » **Points** is the term used to express the student workload of a paper or programme. A normal full-time academic year comprises 120 points or 1.0 EFTS (Equivalent Full-time Student).

School Dates	Week	Starting		Holidays and Other Important Dates	
	1	2 Jan 12		2-3 Jan	New Year's Day Observed
	2	9 Jan 12	Summer School 1 starts	9 Jan	Summer School Starts
	3	16 Jan 12			
	4	23 Jan 12			
Term 1 starts	5	30 Jan 12		30 Jan	Auckland Anniversary Day
	6	6 Feb 12		6 Feb	Waitangi Day
	7	13 Feb 12			
	8	20 Feb 12	Examinations		
	9	27 Feb 12	Examinations/Enrolment		
	10	5 Mar 12	A Semester starts		
	11	12 Mar 12			
	12	19 Mar 12			
	13	26 Mar 12			
Term 1 ends – 6 Apr	14	2 Apr 12		6 Apr	Good Friday
	15	9 Apr 12	Teaching Recess	9-10 Apr	Easter Monday and Holiday
	16	16 Apr 12	Teaching Recess		
Term 2 starts	17	23 Apr 12	A Semester cont.	25 Apr	ANZAC Day
	18	30 Apr 12			
	19	7 May 12			
	20	14 May 12		16 May	Kingitanga Day
	21	21 May 12			
	22	28 May 12			
	23	4 Jun 12		4 Jun	Queen's Birthday
	24	11 Jun 12	Study Week		
	25	18 Jun 12	Examinations		
Term 2 ends – 29 Jun	26	25 Jun 12	Examinations		
	27	2 Jul 12	Teaching Recess		
	28	9 Jul 12	Enrolment		
Term 3 starts	29	16 Jul 12	B Semester starts		
	30	23 Jul 12			
	31	30 Jul 12			
	32	6 Aug 12			
	33	13 Aug 12			
	34	20 Aug 12			
	35	27 Aug 12	Teaching Recess		
	36	3 Sep 12	Teaching Recess		
	37	10 Sep 12	B Semester cont.		
	38	17 Sep 12			
Term 3 ends – 28 Sep	39	24 Sep 12			
	40	1 Oct 12			
	41	8 Oct 12			
Term 4 starts	42	15 Oct 12			
	43	22 Oct 12	Study Week	22 Oct	Labour Day
	44	29 Oct 12	Examinations		
	45	5 Nov 12	Examinations		
	46	12 Nov 12	Summer School 2 starts		
	47	19 Nov 12			
	48	26 Nov 12			
	49	3 Dec 12			
Term 4 ends – 14 Dec	50	10 Dec 12			
	51	17 Dec 12			
	52	24 Dec 12		25 Dec	Christmas Day
	53	31 Dec 12		26 Dec	Boxing Day

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THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

THINK OUTSIDE THE SQUARE
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