Welcome to Waikato

Here at the University of Waikato you will find excellence in teaching and learning in a vibrant and progressive environment. This University is ranked top in 10 subjects under the Government’s Performance Based Research Fund, which means you will be taught by experts at the leading edge of their disciplines.

Our staff work closely with businesses and organisations across a wide range of sectors on a variety of collaborative research projects, adding value to the Waikato region and to the national economy. They bring this real-world experience into the classroom, ensuring your learning is both research-led and practice-relevant.

At Waikato, you will also experience the great lifestyle this University has to offer. We are a campus university, set in 65 lush hectares of gardens and lakes. Our new Student Centre is the focal point for Library services, coffee, food and more, and all our Halls of Residence are on-campus. Both the University and Hamilton city regularly play host to world-class cultural and sporting events.

I wish you well as you embrace the challenge of university study, and urge you to make the most of your opportunities. With limited places available across all the universities, it is more important than ever that you maintain a solid level of achievement to ensure success both in your studies and as you head into the workforce.

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, or in Sport and Leisure Studies at the University of Waikato.

The Faculty of Education is committed to making a difference to its students and those with whom they work.

Many of our postgraduate papers are practice-related and designed for professionals. We value biculturalism, and foster excellence and achievement. We also recognise the need to provide for the needs of part-time students through flexible delivery options, including online papers.

Those who enrol in postgraduate programmes need to know that their teachers are engaged in research which is extending our knowledge. As a professional school we are committed to research that makes a difference, and that provides a basis for policy development and practice. The national research assessment exercise for the Tertiary Education Commission’s Performance Based Research Fund demonstrated that the Faculty of Education at Waikato has the highest critical mass of active and high quality researchers who are making a major contribution to our understanding of teaching and learning in Aotearoa/New Zealand as well as our understanding in areas like education, leadership, counselling and sport and leisure studies.

You will find postgraduate study at Waikato stimulating, challenging, and enriching.

Professor Alister Jones
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: frankegn@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 and Masters 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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**Notes:** This handbook provides information about the Faculty of Education's postgraduate qualifications and expands on the information provided in the University of Waikato Calendar ([http://calendar.waikato.ac.nz](http://calendar.waikato.ac.nz)). Other Faculty of Education handbooks are available for counselling, teaching, sport and leisure and thesis students. Information is correct at time of publication (2010). Some papers or programmes may be subject to change or cancellation. The Faculty of Education reserves the right to change, cancel or withdraw papers or programmes subject to availability.
Postgraduate Study

What are the 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.

What are the 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 documentation of earlier qualifications, which were not completed at the University of Waikato.

In exceptional circumstances, based on academic merit and relevant experience, candidates who do not meet the required entry requirements may be considered for admission subject to the completion of any qualifying papers the Academic Board may prescribe.

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

» A degree in Education, including a teacher education qualification, or
» A degree in another subject plus a Graduate Diploma (Education), or
» A degree in another subject plus a teaching qualification with not less than B grade average in 300 level papers.
Entry from Other Qualifications in Education

A candidate with a qualification in Education, but who does not meet the postgraduate admission criteria may be required to take two or more undergraduate bridging 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.

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.

Refer to the Waikato International website:
waikato.ac.nz/international/students/prospective/entryPostgrad.shtml

To transfer credit or cross-credit from overseas study refer to Credit for Previous Study on the website:
waikato.ac.nz/sasd/enrolment/credit/#04

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.

Refer to International Student Support page 8.
Who Can Help?

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 Administrator
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

Postgraduate Studies Co-ordinator
Academic advice for PGDip or Honours 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 l.claiborne@waikato.ac.nz extn 4901
(Please refer to Thesis Handbook).

Programme Co-ordinators
For specific academic advice about a specific area of interest contact the relevant graduate 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
Dr Kathie Crocket TT.5.10A kcrocket@waikato.ac.nz extn 8462

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 TT6.08 phunter@waikato.ac.nz extn 7817

Human Development
Associate Professor Monica Payne TT.5.07 monicap@waikato.ac.nz extn 8289
Language & 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  TT3.06  mtamatea@waikato.ac.nz  extn 7814

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

Science, Technology, Environmental Education
(Centre for Science & Technology Education Research)
Dr Chris Eames  KP.G.26  c.eames@waikato.ac.nz  extn 4357

Special Education
Associate Professor Wendy Drewery  TT.5.01B  w.drewery@waikato.ac.nz  extn 8465

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

Campus Services
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 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) (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

For all support, including entry requirements contact:

Waikato International
The University of Waikato
Private Bag 3105 Hamilton
New Zealand
Phone: +64 7 838 4439
Website: waikato.ac.nz/international

International Students – refer to Entry Regulations page 5.

Libraries
» Specialist subject librarians can show you how to best use the library and its resources.
» Contact the subject librarian relevant to your area of study and arrange an appointment to discuss your research needs.
» For information about new resources, tutorials or library developments keep in regular contact with your subject librarian.
» The Law Library, Map Library and New Zealand Collection are situated within the Central Library. The Education Library is located in the Faculty of Education. Students can access these resources in person or online.
» Faculty of Education distance students can access the full range of library services, including help with reference and information needs via the Virtual Education Reference Desk (VERD). Using the online catalogue, students can identify the material they need and email the Library and request the resources they would like sent to them. The Library meets the costs of posting out material, but students are responsible for return postage. Requests for journal articles will be met via electronic delivery wherever possible. Information about the distance service for education students is available at: waikato.ac.nz/library/business/soe_distance.shtml
» The library provides access to books, ebooks, journals, electronic journals, theses, maps, videos, CDs and DVDs. Within the Library there are also computers, photocopiers, scanners and study areas.
» Further information is available from your subject librarian, the Information desks in the library or from the library website (waikato.ac.nz/library).

Information Centre and Computers
The Information Centre has computer facilities for student and staff use to access the internet, library databases, email and printing. Education students can access a 24/7 Computer Lab (TL2.23) via a swipe-card access system. For access, students need to activate their Student One Card (ID Card), either online http://education.waikato.ac.nz/~newuser or in person at the Education Library and Information Centre.
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 B Block or visit waikato.ac.nz/research/scholarships or 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.

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.

Ministry of Education/TeachNZ Study Awards
The Ministry of Education's website (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 (teachnz.govt.nz) now administers financial support for The Postgraduate Diploma in Education (Māori Medium Teaching) – Te Rōpū Tohu Paerua.

Adult Educator Literacy Grants
New students enrolling in a DipEd or a PGDip(Ed) 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: literacyandnumeracyforadults.com/Professional-Learning-and-Development.co.nz
Qualifications and Teachers' Salary

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

Level 7 Qualifications with Q3+/G3+
» Graduate Diploma
» Bachelor of Education (Technology).

Level 8 Qualifications with Q3+/G3+
» Postgraduate Diploma.

Level 8/9 Qualifications with Q4/G4
» Masters Degree.

Level 10 Qualifications with Q5/G5
» Doctoral Degree.

Design your Programme of Study

Staff in the Centre for Postgraduate Studies support candidates interested in pursuing postgraduate study. Refer to Contacts page 76.

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 39.
Qualification Pathways
Choosing the best qualification to suit your needs requires careful planning. The following process indicates several possible pathways:

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 *Educational 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 Educational Research Methods | One paper from your curriculum subject | PCSS511 | Leadership paper eg PROF502
Early Childhood | | PROF510 | PROF513 | PROF515
Education Policy | | PCSS501 | PCSS508 | PCSS510
Restorative Practices in Education | | HDCO565 | HDCO546 | Leadership paper eg PROF504
Māori Education | PCSS502 (Instead of DSOE557) | PCSS503 | MBED501 | PROF523

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 Study
Masters are usually completed by thesis. Entry into a Masters programme requires completing the relevant honours or postgraduate diploma qualification.

For information on the Master of Counselling programme, request the Counsellor Education Handbook from the Postgraduate Studies Administrator or search under Postgraduate Resources on the Faculty of Education website at waikato.ac.nz/education

Refer to Research Papers page 63.

Thesis Students
For more information about Masters and doctoral programmes please refer to the Thesis Handbook, which is available from the Postgraduate Studies Administrator or visit (http://edlinked.soe.waikato.ac.nz/~thesis).

Enrolment Process

Entry Dates
In general there are three points of entry into taught papers during the calendar year:
» Summer School (January),
» A Semester (March) and
» B Semester (July).

Enrolment into a directed study or dissertation may occur at any point during the year.

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

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

Once Enrolled
Programmes of study and personal details can be checked online (http://i.waikato.ac.nz/).

Enrolled students receive a Student One Card (ID Card). This controls access to printing, library browsing and network user accounts (http://tools.its.waikato.ac.nz/newuser.html).

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/).
Online Resources
The Faculty of Education’s EdLinked (http://edlinked.soe.waikato.ac.nz/) is an electronic portal providing student access to electronic resources, such as podcasts, student email (Gmail), iWaikato, the University Timetable, and the Calendar.

Moodle is the University’s online learning and content management system. An orientation video about how to use Moodle can be accessed on http://elearn.waikato.ac.nz

The University Calendar (http://calendar.waikato.ac.nz/) lists the University’s qualifications and paper descriptions.

Online (NET) Study Computer Requirements
A computer capable of running Apple Mac OSX, Linus or Windows XP/Vista/7 operating systems.

The following free software programs are recommended:
» Mozilla Firefox web browser (v3.5 or newer),
» Open Office (v3.2 or newer),
» Zotero referencing plugin for Firefox, and
» iTunes (v9.1 or newer).

Email
The University provides all students with Gmail email accounts as well as access to the free, Google Docs suite of web-based applications.

Podcasts
The University is a member of iTunes U and many online papers will provide material via downloadable 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.

Change of Programme of Study
Programme changes may be made to individual programmes for a limited time following the commencement of each paper. This means either adding or withdrawing from papers. Change of enrolment requests can be submitted online (http://i.waikato.ac.nz/). Information about the periods when programme 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) 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.
# Qualifications

## BRIDGING QUALIFICATIONS

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Bridging Qualifications

Diplomas
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.

General Admission Requirements
» University admission requirements
Refer also to the regulations in the University Calendar.

General Programme Requirements
» One year
» 80 points total at 100 Level or above, including 80 points at 200 Level or above in the papers required for the chosen Diploma.

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

Areas
» Education.

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

Diploma in 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 100 level, including at least 80 points at 200 level or above from:

*Not offered in 2011.

Qualification Pathway
» Graduate Diploma in Education.
Diploma in 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 100 level, including at least 80 points at 200 level or above from: ALED100, SPLS101, SPLS102, SPLS103, SPLS104, SPLS105, SPLS106, SPLS107, SPLS120*, TESP122, TESP147, TESP148, TIK153, TIK157, SPLS201, SPLS202, SPLS203, SPLS204, SPLS205, SPLS206, SPLS207, SPLS208, SPLS209, SPLS210, SPLS212, SPLS213, SPLS214*, TESP247, TIK253, TIK257, MKTG356, MST317, SPLS302, SPLS303, SPLS304, SPLS305, SPLS307, SPLS308 SPLS309, SPLS310, SPLS311, SPLS320, SPLS390 or SPLS399.

*Not offered in 2011.

Qualification Pathway

» Graduate Diploma in 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
» 60 points total at 100 Level or above
» Include 40 points at 300 Level or above in the chosen GradCert subject.

Areas

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

For full paper descriptions refer to the Online Timetable at http://timetable.waikato.ac.nz/
Graduate Certificate (Education Studies)
The GradCert(EdStudies) 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 or above from:
   HDCO100, HIST107, PCSS101, PHIL150, PSYC102, SMST102, SOCY101, TIKA163, TIKA164, HDCO210, HIST206, PCSS201, PCSS202, PCSS203*, PCSS204*, PCSS205, PCSS206, PCSS231, SOCP206, SSRP202, WGST211, HDCO301, LBST303, LBST331, PCSS301, PCSS302, PCSS303, PCSS304*, PCSS330 or PCSS390.

*Not offered in 2011.

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathway
Students wishing to use a graduate certificate as a pathway to postgraduate study should consult the programme convenor before enrolling.

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 or above from:
   HDCO100, PCSS101, PSYC102, SOCP102, TEHD100, HDCO200, HDCO201, HDCO202, HDCO210, PCSS202, PCSS206, PCSS231, POPS201, PSYC228, SOCP206, SOCY222, SSRP202, TEHD220, WGST209, ALED322, HDCO300, HDCO301, HDCO320*, HDCO321, HDCO322, HDCO340, HDCO390, PCSS301, PCSS302, PCSS304*, PCSS305, PCSS330, SOCP302, SOCY311 or SSRP301.

*Not offered in 2011.

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathway
Students wishing to use a graduate certificate as a pathway to postgraduate study should consult the programme convenor before enrolling.
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 or above from:
  ALED100, SPLS101, SPLS102, SPLS103, SPLS104, SPLS105, SPLS106, SPLS107, SPLS120*, TESP122,
  TESP147, TESP148, TIKA153, TIKA157, SPLS201, SPLS202, SPLS203, SPLS204, SPLS205, SPLS206,
  SPLS207, SPLS208, SPLS209, SPLS210, SPLS212, SPLS213, SPLS214*, TESP247, TIKA253, TIKA257,
  MKTG356, MST317, SPLS302, SPLS303, SPLS304, SPLS305, SPLS307, SPLS308, SPLS309, SPLS310,
  SPLS311, SPLS320, SPLS390 or SPLS399.

*Not offered in 2011.

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

Qualification Pathway

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

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 graduate 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
» 120 points total at 100 level or above
» Include 80 points at 300 level or above in the chosen GradDip subject.

Areas

» Adult Education and Training
» 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
» Include: PCSS231 and PCSS330
» Include one of: HDCO201, HDCO210
» Include 60 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 from 300 level or above from:

*Not offered in 2011.

Qualification Pathway
» Postgraduate Diploma (Education).

Graduate Diploma (Education Studies)
The GradDip(EdStudies) 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
» Include at least 80 points at 300 level or above from:
  HDCO100, HIST107, PCSS101, PHIL150, PSYC102, SMST102, SOCY101, TIKA163, TIKA164, HDCO210, HIST206, PCSS201, PCSS202, PCSS203*, PCSS204*, PCSS205, PCSS206, PCSS231, SOCP206, SSRP202, WGST211, HDCO301, LBST303, LBST331, PCSS301, PCSS302, PCSS303, PCSS304*, PCSS330 or PCSS390

*Not offered in 2011.

Refer to the Faculty of Arts & Social Sciences Handbook.
Qualification Pathways
» Bachelor of Arts with Honours (Education Studies)
» Bachelor of Social Sciences with Honours (Education Studies)
» Postgraduate Diploma (Education Studies).

Graduate Diploma (Human Development)
The GradDip(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
» 120 points total
» Include 80 points at 300 level or above from:
  HDCO100, PCSS101, PSYC102, SOCP102, HDCO200, HDCO201, HDCO202, HDCO210, PCSS202, PCSS206, PCSS231, POPS201, PSYC228, SOCP206, SOCY222, SSRP202, WGST209, ALED322, HDCO300, HDCO301, HDCO320*, HDCO321, HDCO322, HDCO340, HDCO390, PCSS301, PCSS302, PCSS304, PCSS330, SOCP302, SOCY311 or SSRP301
*Not offered in 2011.

Refer to the Faculty of Arts & Social Sciences Handbook.

Qualification Pathways
» Bachelor of Social Sciences with Honours (Human Development)
» Postgraduate Diploma (Human Development).

Graduate Diploma (Sport and Leisure Studies)
The GradDip(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 at 100 level or more in Sport and Leisure Studies, including at least 80 points at 300 level or above from:
  ALED100, SPLS101, SPLS102, SPLS103, SPLS104, SPLS105, SPLS106, SPLS107, SPLS120*, TESP122, TESP147, TESP148, TIKA153, TIKA157, SPLS201, SPLS202, SPLS203, SPLS204, SPLS205, SPLS206, SPLS207, SPLS208, SPLS209, SPLS210, SPLS212, SPLS213, SPLS214*, TESP247, TIKA253, TIKA257, MKTG356, MST317, SPLS302, SPLS303, SPLS304, SPLS305, SPLS307, SPLS308, SPLS309, SPLS310, SPLS311, SPLS320, SPLS390 or SPLS399.
*Not offered in 2011.

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. Candidates intending to enrol in a 120 point thesis for a Masters degree should include an approved 30 point 500 level research methods paper in their honours programme. A number of graduate subjects/programmes are interdisciplinary in nature, and may accept students with appropriate undergraduate majors in other relevant subjects. Admission criteria may vary so please consult the appropriate adviser for specific admission criteria.

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.

Note: The Bachelor of Teaching with Honours has additional criteria.

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
» 120 points total at 500 level
» Include at least 60 points at 500 level, including compulsory papers required for the chosen honours qualification.

Awards
A bachelor with honours may be awarded with:
» First class honours (75%+ average)
» Second class honours (first division) (68-74% average)
» Second class honours (second division) (60-67%) or without a class of honours.

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 may not 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
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 (HDCO512) 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 who apply must submit a CV and an attestation about their teaching performance from a senior colleague.

Specific Programme Requirements
» 120 points total at 500 level
» Include HDCO512
» Include one of: PCSS511 or PROF510
» Choose 60 points from:
*Not offered in 2011.

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
» 120 points total at 500 level
» Include SPLS501
» Include one of: SPLS590, SPLS592 or SPLS593.
» Choose remaining points from:
  HDCO501, MKTG556, SPLS502, SPLS503, SPLS504, SPLS505, SPLS507, SPLS508, SPLS520, SPLS592 or SPLS593.

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 BA 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

» 120 points total at 500 level
» Include a 30 point research paper normally PCSS591 or an equivalent approved by the Convenor of Education Studies, DSOE557 or HIST502*, or both SSRP503 and SSRP504.
» Include at least 60 points from:
  DSOE557, DSOE590, HIST502*, LBST541, LBST542, PCSS502, PCSS503, PCSS504, PCSS506, PCSS507*, PCSS508*, PCSS511, PCSS530, PCSS551, PCSS592, PCSS593, PCSS594, PROF525, SOCP506, SOCP507*, SSRP503 or SSRP504.

*Not offered in 2011.

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

» 120 points total at 500 level
» Include a 30 point research paper normally PCSS591 or an equivalent approved by the Convenor of Education Studies, DSOE557 or HIST502*, or both SSRP503 and SSRP504.
» Include at least 60 points from:
  DSOE557, DSOE590, HIST502*, LBST541, LBST542, PCSS502, PCSS503, PCSS504, PCSS506, PCSS507*, PCSS508*, PCSS511, PCSS530, PCSS551, PCSS592, PCSS593, PCSS594, PROF525, SOCP506, SOCP507*, SSRP503 or SSRP504.

*Not offered in 2011.

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

» 120 points total at 500 level
» Include a 30 point research paper, normally HDCO591 or an equivalent approved by the Programme Convenor.
» Include at least 60 points from:
  ALED520, DSOE557, DSOE590, HDCO501, HDCO502, HDCO503, HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO565, HDCO591, HDCO592, HDCO593, HDCO594, MSTE502, PCSS502, PCSS530 or SSRP505.

*Not offered in 2011.

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 are vocationally oriented programmes 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
» 60 points total at 500 level in the chosen postgraduate certificate subject.

Areas
» Counselling (Counselling Supervision/Family Counselling)
» Education + Specialisations
  • eEducation
  • Restorative Practices
» Education Studies
» Human Development
» School Principalship
» Tertiary Teaching.

Postgraduate Certificate in Counselling (Family Counselling)
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 30 November for the following academic year. For further enrolment information refer to the Counsellor Education Handbook available from the Department of Human Development and Counselling.

Specific Programme Requirements
» 60 points total at 500 level
» Include: HDCO560 and HDCO561*

*These papers are offered in alternate years, HDCO560 in 2011 and HDCO561 in 2012.

Qualification Pathway
» Master of Counselling.
Postgraduate Certificate in Counselling (Counselling Supervision)  
(Not offered in 2011)

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

Specific Programme Requirements
» 60 points total at 500 level
» Include: HDCO547* and HDCO548*.

*Not offered in 2011.

Qualification Pathway
» Master of Counselling.

Postgraduate Certificate (Education)

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

Specific Admission Requirements
» Bachelors degree in Education or recognised equivalent.

Specific Programme Requirements
» 60 points total at 500 level from:

*Not offered in 2011.

Qualification Pathway
» Postgraduate Diploma (Education)
  Note: The more ideal pathway is to enrol in a PGDip(Ed) with a Specialisation in eEducation.

Postgraduate Certificate (Education) with a Specialisation in eEducation

The PGCert(eEd) 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. Entry into the PGCert(eEd) does not guarantee eligibility for other postgraduate work in Education.

Specific Admission Requirements
» Bachelors degree or recognised equivalent.

Specific Programme Requirements
» 60 points total at 500 level
» Include 60 points from: PROF516, PROF521, PROF522, PROF524 or PROF525.

Qualification Pathway
» Postgraduate Diploma (Education).

Refer to PGDip(Ed) with a Specialisation in eEducation page 32.
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
» Include: HDCO546 and HDCO565.

Refer to PGDip(Ed) with a Specialisation in Restorative Practices page 34.

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 from:
  DSOE557, DSOE590, HIST502*, LBST541, LBST542, PCSS502, PCSS503, PCSS504, PCSS506, PCSS507*, PCSS508*, PCSS511, PCSS530, PCSS551, PCSS592, PCSS593, PCSS594, PROF525, SOCP506, SOCP507*, SSRP503 or SSRP504.

*Not offered in 2011.

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 from:
  ALED520, DSOE557, DSOE590, HDCO501, HDCO502, HDCO503, HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO565, HDCO591, HDCO592, HDCO593, HDCO594, MSTE502, PCSS502, PCSS530 or SSRP505

*Not offered in 2011.
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 PGCertEd(SchPrinc) is for graduates who want to advance their leadership skills and knowledge.

Specific Admission Requirements
» Bachelor's 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
» Include: 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 from:
   HDCO501, MKTG556, SPLS501, SPLS502, SPLS503, SPLS504, SPLS505, SPLS507, SPLS508, SPLS520,
   SPLS590, SPLS592, SPLS593 or SPLS594.

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
» Bachelor's degree or recognised equivalent*
» Currently teaching in a tertiary institution
» Two years plus of full-time (or equivalent part-time) tertiary teaching experience.
*It is not necessary to have an Education qualification for this programme.

Specific Programme Requirements
» 60 points total at 500 level
» Include: PROF531 and PROF532.

Qualification Pathway
» Postgraduate Diploma (Education).
Postgraduate Diplomas

These qualifications are offered in a variety of areas and are at postgraduate level. A PGDip in Education is also offered with specialisations.

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.

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
» 120 points total at 500 level 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
  • Music Education
  • Restorative Practices
» Educational Leadership
» Education Studies
» Restorative Practices
» Human Development
» Language and Literacy Education
» Mathematics Education
» Science Education
» Special Education
» Sport and Leisure Studies
» Technology Education.
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
» 120 points total at 500 level from:
  ALED501, ALED502, ALED503, ALED504, ALED507*, ALED508, ALED509*, ALED510*, ALED511, ALED512*,
  ALED513, ALED514*, ALED515*, ALED520, ALED521, ALED522, ALED523, ALED524, ALED525, ALED551,
  DSOE557, DSOE590, DSOE592, DSOE593, DSOE594, GEOG504, HDCO501, HDCO502, HCO503,
  HDCO504, HDCO510, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO542, HDCO544, HDCO546, HDCO549,
  HDCO551, HDCO565, MBED501, MBED502, BED503, MBED504, MSTE501, MSTE502, MSTE503,
  MSTE504, PCSS502, PCSS503, PCSS504, PCSS506, PCSS507*, PCSS508*, PCSS511, PCSS530, PCSS551,
  PROF500, PROF502, PROF503, PROF504, PROF505, PROF506, PROF507, PROF508, PROF510, PROF513,
  PROF515, PROF516, PROF521, PROF522, PROF523, PROF524, PROF525, PROF531, PROF532, PROF551,
  PROF580, SPLS508, STER508, STER511, STER512, STER513, STER541, STER543 or STER590.

*Not offered in 2011.

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
» 120 points at 500 level
» Include ALED525
» Include 90 points from: ALED504, ALED508, ALED524, MSTE501, MSTE502 or MSTE504.

Qualification Pathway
» Master of Education.

Refer to Adult Educator Literacy Grants page 9.
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**
» 120 points total at 500 level
» Include: PROF516, PROF521, PROF522, PROF524 or 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**
» 120 points at 500 level
» Include at least three of (90 points) from: HDCO540, HDCO546, HDCO549 or HDCO565
» Include DSOE557 if wanting to do a MEd.

**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**
» 120 points total at 500 level
» Include: DSOE557 or STER541 or PCSS502
» Include: PROF507, DSOE590 or SPLS590
» Choice of including 30 points in an appropriate 500 level approved paper outside of Education.

**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**
- 120 points total at 500 level
- Include: MBED501, MBED502, MBED503 and MBED504.

**Qualification Pathway**
- Master of Education.

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**
- 120 points total at 500 level
- Include: ALED512* and ALED513
- Include 30 or 60 points from: ALED510*, ALED511 or ALED514.*

*Not offered in 2011.

**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
» 120 points total at 500 level
» Include: HDCO546, HDCO565, DSOE557 and DSOE591#

# Students wishing to enrol in DSOE591 must demonstrate their suitability prior to approval of enrolment.

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
» 120 points total at 500 level
» Include: PROF500 and PROF502
» Include 60 points from: DSOE557, HDCO565, PCSS502, PROF500, PROF502, PROF504, PROF505, PROF507, PROF508, 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
120 points total at 500 level
- Include 60 points from: DSOE557, DSOE590, HIST502*, LBST541, LBST542, PCSS502, PCSS503, PCSS504, PCSS506, PCSS507*, PCSS508*, PCSS511, PCSS530, PCSS551, PCSS592, PCSS593, PCSS504, PROF525, SOCP506, SOCP507*, SSRP503 or SSRP504.

*Not offered in 2011.

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
120 points total at 500 level
- Include 60 points from: ALED520, DSOE557, DSOE590, HDCO501, HDCO502, HDCO503, HDCO504, HDCO505, HDCO521, HDCO524*, HDCO527, HDCO540, HDCO544, HDCO546, HDCO549, HDCO565, HDCO591, HDCO592, HDCO593, HDCO594, MSTE502, PCSS502, PCSS530 or SSRP505.

*Not offered in 2011.

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
120 points total at 500 level
- Include ALED501
- Include 60 points from: ALED502, ALED503, ALED504, ALED507*, ALED508, ALED509, ALED520, ALED521, ALED522, ALED523, ALED524, ALED525, ALED551
- Include DSOE557 or PCSS502, or 30 points from an approved 500 level paper.

*Not offered in 2011.

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
» 120 points at 500 level
» Include at least 60 points from: MSTE501, MSTE502, MSTE503 or MSTE504
» Include: DSOE557, DSOE590 or PCSS502
» Include one approved 30 point 500 level paper.

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
» 120 points total at 500 level
» Include at least 60 points from: STER508, STER512, STER513, STER541, STER543, STER590
» Include 30 points from: DSOE557, DSOE590 or PCSS502

Qualification Pathway
» Master of Education.

Postgraduate Diploma (Special Education)
Not offered in 2011. However, the following papers in Special Education may be taken towards a Postgraduate Diploma in Education: HDCO521, HDCO524*, PROF513, PROF523.

*Not offered in 2011.
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
» 120 points total at 500 level
» Include at least 90 points from:
  HDCO501, MKTG556, SPLS501, SPLS502, SPLS503, SPLS504, SPLS505, SPLS507, SPLS508, SPLS520, SPLS590, SPLS592 or SPLS593.

Qualification Pathway
» Master of Sport and Leisure Studies.

Refer to the Sport and Leisure Studies Handbook.

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
» Include at least 60 points from: STER511, STER512, STER513, STER541, STER543, STER590
» Include 30 points from: DSOE557, DSOE590 or PCSS502

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
» 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 search online under Postgraduate Resources at waikato.ac.nz/education

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 Postgraduate Studies Administrator. 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 a thesis can request the Thesis Handbook, which is available from the Postgraduate Studies Administrator or online by searching Postgraduate Resources at waikato.ac.nz/education

For further support about our research degrees contact the Director for Postgraduate Studies:
Associate Professor Lise Claiborne TT.5.03C l.claiborne@waikato.ac.nz extn 4901
Paper Descriptions

The papers offered in the Faculty of Education postgraduate programmes are listed below in alphabetic order. Please see the previous section of this handbook for information on the papers required for specific programmes. For undergraduate papers consult the relevant handbook or search 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. 120 points are deemed equivalent to 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: PROF510-11B (HAM)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Paper</th>
<th>Year</th>
<th>Semester</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>PROF</td>
<td>5</td>
<td>10</td>
<td>11</td>
<td>B</td>
<td>(HAM)</td>
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Subject Indicators

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

*Offered through the Faculty of Arts & Social Sciences.
### Period Indicators

| Code | Description                      | Dates                     
|------|----------------------------------|---------------------------
| A    | First Semester:                 | February/March – June, weeks 9-25 |
| B    | Second Semester:                | July – November, weeks 28-44 |
| C    | An atypical teaching period     |                           |
| D    | Self-paced                      |                           |
| S    | Summer School:                  | January – February, weeks 2-8 |
| Y    | Academic Year:                  | March – November, weeks 9-44 |

### Location Indicators

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<thead>
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<th>Code</th>
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<tr>
<td>BLK</td>
<td>Paper has some block face-to-face teaching period(s)</td>
</tr>
<tr>
<td>HAM</td>
<td>Paper taught in Hamilton</td>
</tr>
<tr>
<td>TGA</td>
<td>Paper taught in Tauranga</td>
</tr>
<tr>
<td>NET</td>
<td>Online paper</td>
</tr>
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### Papers Taught Online

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<th>Description</th>
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<tbody>
<tr>
<td>NET</td>
<td>Online paper</td>
</tr>
<tr>
<td>FO</td>
<td>Fully online (no face-to-face attendance is required, although in some cases this could be optional)</td>
</tr>
<tr>
<td>PO</td>
<td>Partially online (some face-to-face attendance is required)</td>
</tr>
<tr>
<td>SO</td>
<td>Supported online (the course is mainly face-to-face, but components of the course are made available online)</td>
</tr>
<tr>
<td>NO</td>
<td>Not online (the paper is taught solely face-to-face)</td>
</tr>
</tbody>
</table>
**500 Level Papers**

**ALED501-11A (NET) (FO) – 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: 9–25*
*Lecturer: Professor Terry Locke  extn 7780*
*Email: locketj@waikato.ac.nz*

**ALED502-11B (NET) (FO) – Developing the Critically Literate English/Literacy Teacher**
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.

*There will also be a book of required readings.*

*Weeks taught: 28–44*
*Lecturer: Professor Terry Locke  extn 7780*
*Email: locketj@waikato.ac.nz*

**ALED503-11A (BLK) (PO) – Bilingual Education: Research and Policy Issues**
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.

*Weeks taught: 9–25*
*Lecturer: Richard Hill  extn 7818*
*Email: rihara@waikato.ac.nz*

**ALED504-11C (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.


*Weeks taught: 27–41*
*Lecturer: Dr Sue Dymock  extn 7717*
*Email: sdymock@waikato.ac.nz*

**ALED507 – Second Language Learners and Learning in Mainstream Classrooms**
*(Not offered in 2011)*
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.
ALED508-11B (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: 28-44
Lecturer: Dr Judy Hunter extn 7959
Email: jmhunter@waikato.ac.nz

ALED509 – Literacy and Technology: Implications for Education (Not offered in 2011)
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.

ALED510 – Contemporary Themes in Arts Education (Not offered in 2011)
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 adopts a number of ways of investigating these issues independently.

ALED511-11B (BLK) (PO) – The Arts and the Integrated Curriculum
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.

Weeks taught: 28-43
Lecturer: Graham Price extn 7925
Email: grahamp@waikato.ac.nz

ALED512 – Orff Music Education: Theory and Practice 1 (Not offered in 2011)
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.

ALED513-11C (BLK) (PO) – Orff Music Education: Theory and Practice 2
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.

Weeks taught: 29-44
Lecturer: Christoph Maubach extn 4620
Email: cmaubach@waikato.ac.nz
ALED514 – Orff Music Education: Theory and Practice 3 (Not offered in 2011)
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.)

ALED515 – Drama as Pedagogy: The Mantle of the Expert (Not offered in 2011)
This paper gives students with a specialism 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.

ALED520-11A (NET) (FO) – Language, Cognition, and Learning
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: 9-25
Lecturer: Dr David Whitehead extn 7868
Email: davidw@waikato.ac.nz

ALED521-11A (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: 9-25
Lecturer: Dr Margaret Franken extn 6360
Email: franken@waikato.ac.nz

ALED522-11B (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.
Required text: S Graham, C MacArthur, and J Fitzgerald. Best Practices in Writing Instruction (Guilford)
Weeks taught: 28-44
Lecturer: Stephanie Dix extn 7853
Email: stephd@waikato.ac.nz

ALED523-11A (BLK) (PO) – Developing the Literature Teacher
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.
Weeks taught: 9-25
Lecturer: Professor Terry Locke extn 7780
Email: locketj@waikato.ac.nz
ALED524-11C (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.


Weeks taught: 4-25
Lecturer: Dr Judy Hunter extn 7712
Email: jmhunter@waikato.ac.nz

ALED525-11A (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: 9-25
Lecturer: Dr Margaret Franken extn 6360
Email: franken@waikato.ac.nz

ALED551-11B (NET) Special Topic: Family and Community Literacies; Theories, Practices and Programmes
This paper critically explores perspectives on adult literacy through the constructs of the community, the family, intergenerational learning, well-being and social inclusion. The varying conceptions of literacy and theories of learning, community, and family that underpin international and Aotearoa New Zealand’s approaches to policy and programmes are examined. Interpretations of the community, family/whānau, and literacy in Aotearoa New Zealand are explored from a cross-cultural perspective, as well as their implications for programme design, assessment, and evaluation. While the focus is on adult literacy practices and learning, some consideration is also given to children and youth in the context of the family and community.

Weeks taught: 28-44
Lecturer: Dr Judy Hunter extn 7712
Email: jmhunter@waikato.ac.nz

DSOE557-11A (HAM) (SO); 11B (NET) (FO); 11C (HAM) (PO) – Educational Research Methods
Weeks taught: A(HAM) 9-25; B(NET) 28-44; C(HAM) 1-15
Co-ordinator: Dr Linda Mitchell extn 7734
Email: lindamit@waikato.ac.nz

Refer to Research Papers page 63.
DSOE590-11C (HAM) (NO); 11C (NET) (FO); 11D (HAM) (NO); 11D (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 Graduate Studies Co-ordinator.

Weeks taught:  C(HAM) 9-34; C(NET) 9-34; D(HAM) (NET) self-paced.
Co-ordinator: Dr Linda Mitchell  extn 7734
Email: lindamit@waikato.ac.nz

DSOE592-11C (HAM) (NO) Dissertation (60 points)

DSOE593-11C (HAM) (NO) Education Thesis (90 points)

DSOE600-11C (HAM) (NO) MPhil (120 points)

DSOE900-11C (HAM) (NO) PhD (120 points)

DSOE994-11C (HAM) (NO) EdD Thesis (120 points)

DSOE995-11C (HAM) (NO) EdD Research Portfolio (120 points)

Refer to Research Papers page 63.

GEOG504-11A (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.

Lecturer: Lex Chalmers  extn 4436
Email: geog7061@waikato.ac.nz

Lecturer: Paul Keown  extn 7841
Email: paulk@waikato.ac.nz

HDCO501-11A (NET) (FO) – Ageing and Society
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.

Weeks taught: 9–25
Lecturer: Professor Bevan Grant  extn 6206
Email: bcg@waikato.ac.nz
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: 1-8*
*Lecturer: Dr Sally Peters extn 8386*
*Email: speters@waikato.ac.nz*

HDCO503-11A (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: 9-25*
*Lecturer: Associate Professor Monica Payne extn 8289*
*Email: monicap@waikato.ac.nz*

HDCO504-11B (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: 28-44*
*Lecturer: Associate Professor Lise Claiborne extn 4901*
*Email: l.claiborne@waikato.ac.nz*

HDCO510-11A (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: 9-25*
*Lecturer: Associate Professor Deborah Fraser extn 7726*
*Email: deborah@waikato.ac.nz*

HDCO512-11A (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: 9-25*
*Lecturer: Associate Professor Jenny Young-Loveridge extn 4353*
*Email: educ2233@waikato.ac.nz*
HDCO521-11A (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: 9-25
Lecturer: Dr Carol Hamilton extn 8578
Email: hamiltca@waikato.ac.nz

HDCO522-11B (HAM) (SO) – Practicum in Special Education (PGDip(SpEd) & MSpEd only)
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 PGDipEd(SpEd).

Prerequisite: HDCO521
Weeks taught: 28-44
Lecturer: Enquiries to the Chairperson of Human Development and Counselling

HDCO524 – Intelligence, Creativity, and the Development of Talent (Not offered in 2011)
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.

HDCO527-11B (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: 28-44
(This paper will be taught over three Saturdays in Tauranga with required online participation).
Lecturer: Peter Stanley extn 5309
Email: peter@waikato.ac.nz

HDCO540-11B (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: 28-44
Lecturer: Paul Flanagan extn 7728
Email: paulf@waikato.ac.nz
**HDCO541-11C (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:** 7-45  
**Lecturer:** Dr Elmarie Kotzé  
**Email:** elmariek@waikato.ac.nz

**HDCO542-11C (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:** 6-45  
**Lecturer:** Dr Kathie Crocket  
**Email:** kcrocket@waikato.ac.nz

**HDCO543-11B (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:** 28-44  
**Lecturer:** Dr Elmarie Kotzé  
**Email:** elmariek@waikato.ac.nz

**HDCO544-11C (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:** 7-25  
**Lecturer:** Dr Elmarie Kotzé  
**Email:** elmariek@waikato.ac.nz
HDCO545-11C (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:** 6-45
**Lecturer:** Dr Kathie Crocket extn 8462
**Email:** kcrocket@waikato.ac.nz

HDCO546-11B (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:** 28-44
**Lecturer:** Dr John Winslade extn 4031
**Email:** jmeduc@waikato.ac.nz
**Enquiries:** Dr Kathie Crocket extn 8462
**Email:** kcrocket@waikato.ac.nz

HDCO547 – Counselling Supervision (Not offered in 2011)
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.

HDCO548 – Supervision Practice (Not offered in 2011)
This paper is an introduction to the practices of counselling supervision from a narrative stance, including reflecting team supervision.

HDCO549-11S (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:** 1-8
**Lecturer:** Paul Flanagan extn 7728
**Email:** paulf@waikato.ac.nz
HDCO560-11C (BLK) (PO) – Advanced Relationship and Family Counselling I
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.

Weeks taught:  8-44
Lecturer:  Paul Flanagan  extn 7728
Email:  paulf@waikato.ac.nz

HDCO561 – Advanced Relationship and Family Counselling II (Not offered in 2011)
Family and relationship counselling practice in context, with particular emphasis on working with children and adolescents, and family group and restorative conferences.

HDCO565-11A (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:  9-25
Lecturer:  Associate Professor Wendy Drewery  extn 8465
Email:  w.drewery@waikato.ac.nz

HDCO591-11C (HAM) (NO) Dissertation (30 points)
HDCO592-11C (HAM) (NO) Dissertation (60 points)
HDCO593-11C (HAM) (NO) Human Development Thesis (90 points)
HDCO594-11C (HAM) (NO) Human Development Thesis (120 points)
Refer to Research Papers page 63.

HIST502 – Historical Research Methodologies (Not offered in 2011)

LBST541-11A (HAM) (SO) – Labour Education and Training 1: Issues and Policies (15 points)
This paper explores issues related to the restructuring of tertiary education in New Zealand. Students will gain a thorough understanding of current issues in adult education and training and become familiar with a wide range of contemporary policy documents.

Weeks taught:  9-25
Restriction(s):  PCSS532
Lecturer:  Gemma Piercy  extn 6827
Email:  gemma@waikato.ac.nz

Students will undertake a supervised piece of applied research into an aspect of the interface between adult education and training and the labour market.

Weeks taught:  28-44
Lecturer:  Gemma Piercy  extn 6827
Email:  gemma@waikato.ac.nz
MBED501-11A (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: 9–25
Lecturer: Karaitiana Tamatea extn 7814
Email: mtamatea@waikato.ac.nz

MBED502-11B (HAM) (PO) – Whakawhānui Marautanga Rumaki
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: 28–44
Lecturer: Pare Kana extn 7732
Email: parekana@waikato.ac.nz

MBED503-11B (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: 28–44
Lecturer: Kim Williams extn 7904
Email: wkim@waikato.ac.nz

MBED504-11A (HAM) (PO) – Hopu Reo
This paper provides participants with opportunities to review and analyse the theories and processes of first and second language acquisition with particular application to Māori children learning Māori as a second language.

Weeks taught: 9–25
Lecturer: Koro Ngapo extn 7958
Email: ngapok@waikato.ac.nz

MKTG556-11B (HAM) (SO) – Marketing through the Sports Media
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.

Weeks taught: 28–44
Lecturer: Associate Professor Toni Bruce extn 6529
Email: tbruce@waikato.ac.nz
MSTE501-11B (NET) (NO) – Mathematics Education
This paper is designed to enable teachers to develop their mathematics teaching with children 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 pupils. Reference will also be made to recent curriculum initiatives such as the Numeracy Development Projects.

Weeks taught: 28-44
Lecturer: Dr Sashi Sharma     extn 6298
Email: sashi@waikato.ac.nz

MSTE502-11A (HAM) (PO); 11A (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: 9-25
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

MSTE503-11C (BLK) (NO); 11D(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: 11C(12-39); 11D(9-39)
Lecturer: Associate Professor Jenny Young-Loveridge extn 4353
Email: educ2233@waikato.ac.nz

MSTE504-11B (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: 28-44
Lecturer: Associate Professor Jenny Young-Loveridge extn 4353
Email: educ2233@waikato.ac.nz
PCSS502-11B (HAM) (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.

Weeks taught: 28-44
Lecturer: Professor Russell Bishop extn 4991
Email: rbishop@waikato.ac.nz

PCSS503-11B (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: 28-44
Lecturer: Carl Mika extn 6151
Email: mika@waikato.ac.nz

PCSS504-11B (HAM) (SO) – Teachers’ Lives: Narrative Enquiries in Education
This paper explores teachers’ life stories, using novels, short stories, film, autobiographical and biographical writing, and interview-based life history research. Its focus is the interweaving of biographical experience and the constraints and possibilities of a time and place – political, historical, cultural and geographical. It explores the nature of narrative and narrative research in education across a range of disciplines. Students will be able to use the course readings to develop their own narrative research projects.

Weeks taught: 28-44
Lecturer: Professor Sue Middleton extn 8083
Email: educ_mid@waikato.ac.nz

PCSS506-11B (HAM) (PO) – Critical Perspectives in Social Sciences Education
This paper is for those interested in social studies, as a curriculum subject. It critically examines current and likely future trends in social studies education. There is a focus on the way in which recent policy, curriculum, assessment, and technological developments relate to the learning and teaching of social studies in classrooms.

Weeks taught: 28-44
Lecturer: Dr Paul Keown extn 7841
Email: paulk@waikato.ac.nz

PCSS507 – Comparative Education (Not offered in 2011)
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 – Educational Policy (Not offered in 2011)
A critical analysis of educational policies and practices, with particular references to New Zealand.

PCSS511-11A(NET) (FO) – Curriculum Policy and Possibilities
This paper examines and critiques theoretical perspectives of curriculum conceptions, design and policy. Participants engage with case studies of New Zealand curriculum development and implementation including national and school-based curriculum and related teacher professional development initiatives and issues.

Weeks taught: 9-25
Lecturer: Philippa Hunter extn 7817
Email: phunter@waikato.ac.nz

PCSS530-11A(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: 9-25
Lecturer: Professor Brian Findsen extn 5613
Email: bfindsen@waikato.ac.nz

PCSS551-11B (HAM) (NO) – Special Topic (30 points)
PCSS591-11C (HAM) (NO) – Dissertation (30 points)
PCSS592-11C (HAM) (NO) – Dissertation (60 points)
PCSS593-11C (HAM) (NO) – Education Studies Thesis (90 points)
PCSS594-11C (HAM) (NO) – Education Studies Thesis (120 points)
Refer to Research Papers page 63.

PROF500-11B(BLK) (PO); 11B(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: 28-44
Lecturer: Jeremy Kedian extn 6192
Email: kedian@waikato.ac.nz

PROF502-11A(HAM) (PO); 11A(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: 9-25
Lecturer: Michele Morrison extn 7875
Email: mmorris@waikato.ac.nz
PROF503-11A (NET) (FO) – The Professional Practice of Classroom 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. This paper can be done in sequence with PROF519 Reflective Classroom Practices.

Weeks taught: 9-25
Lecturer: Associate Professor Beverley Bell extn 4101
Email: beebell@waikato.ac.nz

PROF504-11B (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: 28-44
Lecturer: Dr David Giles extn 4831
Email: dlgiles@waikato.ac.nz

PROF505-11A (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: 9-25
Lecturer: Pare Kana extn 7732
Email: parekana@waikato.ac.nz

PROF506-11B (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: 28-44
Lecturer: Bill Ussher extn 4534
Email: busscher@waikato.ac.nz
PROF507-11A (BLK) (PO); 11B (BLK) (PO) – 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)9-25; B(BLK)28-44
Lecturer: Jenny Ferrier-Kerr (A BLK) extn 6665
Email: jfk@waikato.ac.nz
Lecturer: Michele Morrison (B BLK) extn 7875
Email: mmorris@waikato.ac.nz

PROF508-11B (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: 28-44
Corresponding: PROF501
Lecturer: Jeremy Kedian extn 6192
Email: kedian@waikato.ac.nz

PROF510-11B (HAM) (PO) – Early Years: Curriculum and Assessment
This paper critically examines curriculum assumptions, principles and practices from an early childhood and primary perspective, with an emphasis on the early years (0-8 years of age). It includes related discussions on assessment.

Weeks taught: 28-44
Lecturer: Professor Margaret Carr extn 7854
Email: margcarr@waikato.ac.nz
Lecturer: Dr Sally Peters extn 4875
Email: speters@waikato.ac.nz

PROF513-11A (NET) (FO) – Early Intervention for Young Children With Special Needs
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.

Weeks taught: 9-25
Lecturer: Rosina Merry extn 4875
Email: rosinam@waikato.ac.nz
PROF515-11A (BLK) (PO) – Shaping the Future of the Early Years
This paper explores the impact of policy development on practice in the early childhood sector. The significant changes in the sector over the last two decades and the implementation of the Early Childhood Strategic Plan warrant a close critique and analysis.

*Weeks taught:* 9-25
*Lecturer:* Jeanette Clarkin-Phillips  extn 4875
*Email:* jgcp@waikato.ac.nz

PROF516 – ICT and Multi Literacies in the Early Years (Not offered in 2011)
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.

PROF521-11A (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:* 9-25
*Lecturer:* Dr Gary Falloon  extn 6553
*Email:* falloong@waikato.ac.nz

PROF522-11B (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:* 28-44
*Lecturer:* Dr Garry Falloon  extn 6553
*Email:* falloong@waikato.ac.nz

PROF523-11A (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.


*Weeks taught:* 9-25
*Lecturer:* Professor Russell Bishop  extn 4991
*Email:* rbishop@waikato.ac.nz
PROF524-11B (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: 28-44  
Lecturer: Kerry Earl  extn 4506  
Email: kearl@waikato.ac.nz  
Lecturer: Dianne Forbes  extn 7844  
Email: diforbes@waikato.ac.nz

PROF525-11A (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: 28-44  
Lecturer: Dr Garry Falloon  extn 6553  
Email: falloong@waikato.ac.nz

PROF531-11B (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.

Weeks taught: 28-44  
Lecturer: Dorothy Spiller  extn 8697  
Email: dorothy@waikato.ac.nz

PROF532-11C (HAM) (PO); 11D(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: 11C(HAM) 6-46, 11D(HAM) 23-46  
Lecturer: Dorothy Spiller  extn 8697  
Email: dorothy@waikato.ac.nz

PROF551-11A (HAM) (NO) – Special Topic
PROF580-11C (HAM) (PO); 11B (BLK) (PO); 11C (BLK) (PO); 11Y (BLK) (PO)  
– Professional Education Seminar  
This paper provides a collegial forum for education professionals who are enrolled in the MEdLeadership or MEd degrees. 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: 11C(HAM)6-25; 11B(BLK)28-44; 11C(BLK)30-41; 11Y(BLK)9-44  
Lecturer: Jeremy Kedian extn 6192  
Email: kedian@waikato.ac.nz

SOCP506-11B(HAM) – Social Policy: Comparative Approaches  
This paper provides a theoretical grounding and applied dimension to comparative perspectives in social policy and welfare. Students will develop a critical awareness of the complexity of policy and the various approaches adopted by different countries.  
Weeks taught: 28-44  
Restriction: SOCP505  
Prerequisite(s): One of SOCP206, SOCP302, or POLS212  
Lecturer: To be advised

SOCP507 – Social Policy and Ageing (Not offered in 2011)  
This paper provides a theoretical grounding and applied dimension to comparative perspectives in social policy and welfare with a focus on families. Students will develop a critical awareness of diversity in policy relating to family.

SPLS501-11A (NET) (FO) – Researching Sport and Leisure  
An advanced study of theoretical and philosophical understandings of research.  
Weeks taught: 9-25  
Lecturer: Dr Mike Brown extn 6527  
Email: michaelb@waikato.ac.nz  
Lecturer: Dr Karen Barbour extn 7738  
Email: karenb@waikato.ac.nz

SPLS502-11A (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: 9–25  
Lecturer: Brett Smith extn 7863  
Email: brett@waikato.ac.nz
SPLS503-11B (NET) (FO) – Leisure, Adventure, and the 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: 28-44
Lecturer: Dr Mike Brown
Email: michaelb@waikato.ac.nz

SPLS504-11B (NET) (FO) – Sport and Communities
This paper focuses on the experience and development of human potential within a range of organisational, community and leisure and sport settings.

Weeks taught: 28-44
Lecturer: Associate Professor Robert Rinehart
Email: rinehart@waikato.ac.nz

SPLS505-11B (NET) (FO) – Youth 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: 28-44
Lecturer: Dr Clive Pope
Email: c pope@waikato.ac.nz

SPLS507-11B (NET) (FO) – Psychological Aspects of Sport and Leisure
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: 28-44
Lecturer: Dr Holly Thorpe
Email: h thorpe@waikato.ac.nz

SPLS508-11A (NET) (FO) – 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
Email: d penney@waikato.ac.nz
SPLS520-11A (HAM) (NO); 11B (HAM) (NO); 11Y (HAM) (NO) – Special Topic

Weeks taught: 11A(HAM)9-25; 11B(HAM)28-44; 11Y(HAM)9-44
Contact: Dr Clive Pope extn 7838
Email: cpope@waikato.ac.nz

SPLS590-11C (NET) (FO); 11D (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: 9-34 (self-paced)
Contact: Dr Mike Brown extn 6527
Email: michaelb@waikato.ac.nz

SPLS592-11C (NET) (FO) – Dissertation (60 points)
SPLS593-11C (NET) (FO) – Sport and Leisure Studies Thesis (90 points)
SPLS594-11C (NET) (FO) – Sport and Leisure Studies Thesis (120 points)
Refer to Research Papers page 63.

STER508-11A (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: 9-25
Lecturer: Dr Kathrin Otrel-Cass extn 4512
Email: kathrino@waikato.ac.nz

STER511-11A (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: 9-25
Lecturer: Dr Mike Forret extn 4481 or 7728
Email: mforret@waikato.ac.nz
STER512-11B (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: 28-44
Lecturer: Dr Kathrin Otrel-Cass extn 4512
Email: kathrino@waikato.ac.nz

STER513-11C (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: 1-25
Lecturer: Dr Chris Eames extn 4357
Email: eames@waikato.ac.nz

STER541-11A (HAM) (NO); 11B (NET) (FO); 11C (HAM) (PO) – Research Methods in Science, Mathematics, and Technology Education
Weeks taught: A(HAM) 9-25; B(NET) 28-44; C(HAM) 1-15
Refer to Research Papers page 63.

STER543-11C (HAM) (NO); 11D (HAM) (NO) – Development Project
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.

Weeks taught: self-paced
Lecturer: Dr Chris Eames extn 4357
Email: eames@waikato.ac.nz

STER590-11C (HAM) (NO); 11D (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: self-paced
Lecturer: Dr Chris Eames extn 4357
Email: eames@waikato.ac.nz

STER592-11C (HAM) (NO) – Dissertation (60 points)
STER593-11C (HAM) (NO) – Science and Technology Education Thesis (90 points)
STER594-11C (HAM) (NO) – Science and Technology Education Thesis (120 points)
Refer to Research Papers page 63.
SSRP503-11B (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:** 28-44
**Lecturer:** Dr John Paterson  
**Email:** johnp@waikato.ac.nz  

SSRP504-11A (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.

**Lecturer:** Dr Jo Barnes  
**Email:** jobar@waikato.ac.nz  

### Research Papers

#### Research Methods

**DSOE557-11A (HAM) (SO); 11B (NET) (FO); 11C (HAM) (PO) – Educational Research Methods**
**Weeks taught:** 11A(HAM) 9-25; 11B(NET) 28-44; 11C(HAM) 1-15

**STER541-11A (HAM) (NO); 11B (NET) (FO); 11C (HAM) (PO) – Research Methods in Science, Mathematics, and Technology Education**
(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.

**Weeks taught:** 11A(HAM) 9-25; 11B(NET) 28-44; 11C(HAM) 1-15
**Lecturer:** Associate Professor Beverley Bell  
**Email:** beebell@waikato.ac.nz  
**Note:** DSOE557-11C (HAM) and STER541-11C (HAM) are taught partially online. Enrolment should be completed two weeks prior to the paper commencing.

**PCSS502-11B (HAM) (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.

**Weeks taught:** 28-44
**Lecturer:** Professor Russell Bishop  
**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 Graduate Studies Co-ordinator.

DSOE590-11C (HAM) (NO); 11C (NET) (FO); 11D (HAM) (NO); 11D (NET) (FO) – Directed Study (30 points)
DSOE592-11C (HAM) (NO) – Dissertation (60 points)
DSOE593-11C (HAM) (NO) – Education Thesis (90 points)
DSOE594-11C (HAM) (NO) – Education Thesis (120 points)

MCouns (Refer to Counsellor Education Handbook)

HDCO521-11A (HAM) (PO) – Contemporary Issues in Disability and Inclusion Studies (optional)
HDCO540-11B (BLK) (PO) – Working with Groups (optional)
HDCO541-11C (BLK) (PO) – Counselling Skills (compulsory)
HDCO542-11C (BLK) (PO) – Counselling Practicum (compulsory)
HDCO543-11B (BLK) (PO) – Counselling Young People and Families (optional)
HDCO544-11C (BLK) (PO) – Discourse and Counselling Psychologies (compulsory)
HDCO545-11C (BLK) (PO) – Professional Practice of Counselling (compulsory)
HDCO546-11B (BLK) (PO) – Conflict Resolution: Restorative Approaches (optional)
HDCO549-11S (BLK) (PO) – Counselling and Contexts (optional)

MSocSc and MA
Entry to 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
PCSS592-11C (HAM) (NO) – Dissertation (60 points)
PCSS593-11C (HAM) (NO) – Education Studies Thesis (90 points)
PCSS594-11C (HAM) (NO) – Education Studies Thesis (120 points)
Human Development
HDCO592-11C (HAM) (NO) – Dissertation (60 points)
HDCO593-11C (HAM) (NO) – Human Development Thesis (90 points)
HDCO594-11C (HAM) (NO) – Human Development Thesis (120 points)

Department of Sport and Leisure Studies
SPLS590-11C (NET) (FO); 11D (NET) (FO) – Directed Study (30 points)
SPLS592-11C (NET) (FO) – Dissertation (60 points)
SPLS593-11C (NET) (FO) – Sport and Leisure Studies Thesis (90 points)
SPLS594-11C (NET) (FO) – Sport and Leisure Studies Thesis (120 points)

Centre for Science and Technology Education Research
STER590-11C (HAM) (NO); 11D (HAM) (NO) – Directed Study (30 points)
STER591-11C (HAM) (NO) – Dissertation (30 points)
STER592-11C (HAM) (NO) – Dissertation (60 points)
STER593-11C (HAM) (NO) – Science and Technology Education Thesis (90 points)
STER594-11C (HAM) (NO) – Science and Technology Education Thesis (120 points)

Higher Degrees
DSOE600-11C (HAM) (NO) – MPhil (120 points)
DSOE900-11C (HAM) (NO) – PhD (120 points)
STER600-11C (HAM) (NO) – MPhil (120 points)
STER900-11C (HAM) (NO) – PhD (120 points)
DSOE994-11C (HAM) (NO) – EdD Thesis (120 points)
DSOE995-11C (HAM) (NO) – EdD Research Portfolio (120 points)

For further details regarding MPhil, PhD, and EdD programmes go to the University’s postgraduate website (waikato.ac.nz/asd/groups/postgrad.shtml) or ask the Faculty of Education's Graduate Studies Adviser. The Director for the Centre for Postgraduate Studies should be consulted when considering enrolment into a higher degree (Refer to Contacts page 76).
## Index of Papers

All papers (other than those restricted to specific qualifications) are available for Postgraduate Diploma in Education and Master of Education.

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<td>Learning and Leadership in the Communication Age</td>
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<td>PROF517</td>
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<td>28-44</td>
<td>PO</td>
<td>PG Cert(Tert Tchg)</td>
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<td>The Professional Practice of Tertiary Teaching</td>
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<td>Special Topic</td>
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<td>Social Policy: Comparative Approaches</td>
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<td>B(HAM)</td>
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<td>The Conduct of Social Science Research: Survey Research</td>
<td>15</td>
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</table>

*Indicates choice from a list. Please refer to the programme description in this booklet.
Policies and Procedures

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.

Refer to: waikato.ac.nz/research/unilink/ethics/human_ethics.shtml

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

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.

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

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

Review of Grade
Students who consider that a mistake has been made in the process of determining a grade or calculating a final grade should discuss this with the paper convenor, or their nominee, in the first instance, not more than 14 days after receiving notification of the grade. If students are not satisfied with the outcome of this discussion they may contact the chairperson of department. Students are advised to refer to the Assessment Regulations 2005 in the University Calendar.
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 at: [waikato.ac.nz/sasd/files/docs/complaintform.doc](waikato.ac.nz/sasd/files/docs/complaintform.doc)

This form should be lodged with the Faculty of Education's Manager in the 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. These procedures follow those laid out in the University brochure Student Complaints Policy, which is available from the Faculty of Education reception and the Student and Academic Services Division.

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).
<table>
<thead>
<tr>
<th>State School Dates</th>
<th>Week</th>
<th>Starting</th>
<th>Holidays and Other Important Dates</th>
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<tr>
<td>1 3 Jan 11</td>
<td></td>
<td>Summer School starts</td>
<td>3-4 Jan 5 Jan New Years Day and Holiday University reopens/Summer School Starts</td>
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<tr>
<td>2 10 Jan 11</td>
<td>5 Jan</td>
<td>New Years Day and Holiday University reopens/Summer School Starts</td>
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<td>3 17 Jan 11</td>
<td>25 Jan</td>
<td>Waitangi Day (Sunday)</td>
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<td>4 24 Jan 11</td>
<td>127 Jan</td>
<td>Auckland Anniversary Day</td>
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<td>Term 1 starts 5</td>
<td>31 Jan</td>
<td>Semester starts</td>
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<td>6 7 Feb 11</td>
<td>7 Feb</td>
<td>Examinations/Enrolment</td>
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<tr>
<td>7 14 Feb 11</td>
<td>14 Feb</td>
<td>Teaching Recess</td>
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<tr>
<td>8 21 Feb 11</td>
<td>21 Feb</td>
<td>Easter Monday and Holiday</td>
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<td>9 28 Feb 11</td>
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<td>Good Friday</td>
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<td>7 Mar</td>
<td>Term 1 ends</td>
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<td>11 14 Mar 11</td>
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<td>13 28 Mar 11</td>
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<td>14 4 Apr 11</td>
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<td>A Semester continued</td>
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<td>23 27 Jun 11</td>
<td>27 Jun</td>
<td>Teaching Recess</td>
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