



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Postgraduate Studies in Education Handbook

Faculty of Education

Te Kura Toi Tangata



2014

The University of Waikato Celebrates 50 Years

The University of Waikato celebrates our first 50 years in 2014. We'll be acknowledging this throughout the year and reflecting on how far we've come in such a short time.

When the idea for a university in Hamilton was first mooted it was championed by a dedicated group of visionary people. With community support they ensured that the Waikato had a university to meet the needs of the region.

From very modest beginnings in 1964, the University of Waikato is now the university of choice for 12,500 students, more than 1,500 staff (academic and professional), and makes a significant contribution to the local and national economies. What began as a cowshed in a paddock is now an institution ranked in the top 2% of universities in the world.

Our academics engage in major international research collaborations. We continue to extend and refine our offerings to ensure they're relevant in today's environment. Our teaching is research-led and our graduates leave us equipped for careers and roles that will help change the world.

Fifty is young in university terms – but our first half century has confirmed us as a major contributor to national and international research, teaching and learning. And as we look ahead, we take up the challenge to become an even stronger educational force during our next 50 years.



50 UNIVERSITY
OF WAIKATO
1964-2014 TE WHARE WĀNANGA O WAIKATO

From the Vice-Chancellor

Welcome to all new and returning students. The University of Waikato is well known for its excellence in teaching and research, pastoral care and our beautiful campus. It is this combination that sets us apart from other New Zealand universities.

Students join us from around the world, attracted by our award-winning lecturers and internationally connected researchers. I am very proud of the fact our staff take pride in helping every student to succeed, and they ensure that students perform at the maximum of their abilities. A degree from the University of Waikato is like a passport that is recognised and welcomed by employers around the world.

Naturally, students come to university planning to leave with a qualification that will secure them jobs in their chosen careers, but equally important and rewarding can be the friends you make and the new and different opportunities that you'll encounter on- and off-campus while you are with us.

For some of you it will be your first experience living away from home and I urge you to work hard and embrace the new opportunities and challenges that come with university life.

Professor Roy Crawford
VICE-CHANCELLOR, UNIVERSITY OF WAIKATO



Welcome to the Faculty of Education

Kia ora koutou katoa. A warm welcome to all of you who are considering postgraduate study in Education, Human Development, Counselling or Sport and Leisure Studies, at the University of Waikato.

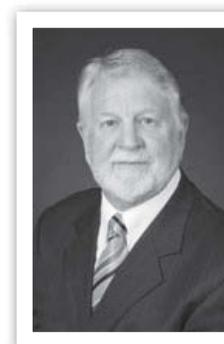
We extend a special welcome to our international students and we value the unique contribution each of you makes to our Faculty.

Many of our postgraduate papers are practice-related and designed for professionals, and we acknowledge the experience and expertise that our students bring to their academic studies. The staff who teach our postgraduate papers are active researchers themselves, so you can be confident that the content is relevant and up-to-date.

At the postgraduate level the papers and programmes are designed to prepare you as a researcher and I hope that many of you will continue your studies at the doctoral level.

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

Professor Roger Moltzen
DEAN, FACULTY OF EDUCATION



Welcome to Postgraduate Study

Tēnā koutou, Tēnā tātou katoa. Ngā mihi ki a koutou.

In 2013 the Faculty introduced new regulations for most of our masters degrees: it is now possible to complete a masters degree in Education, Educational Leadership, Disability and Inclusion, and Sport and Leisure Studies with 180 credit points. The intention of this change was to recognise the professional nature of careers in these fields, and to support such students to combine their previous professional experience with qualifications which will raise the profile of scholarship in professional contexts. We expect many of our graduates will make important contributions to research in their chosen field

This year we have brought together two Handbooks, and this one includes information about our taught papers as well as information about student research. This also brings together our different portfolios: the Associate Dean – Postgraduate Research (Lise) is responsible for doctoral and masters thesis students and policies supporting them, and the Associate Dean Academic (Wendy) is responsible for the overall academic programmes in the Faculty. The quality of research done in this Faculty is recognised throughout the world; and we especially enjoy the opportunity to support postgraduate scholars who wish to make their own significant contribution to this corpus of research, either through a doctorate or through masters theses. A masters thesis can be the making of a career, and although the three and four paper theses are no longer required, this is still a recognised pathway to independent scholarship, and still available to high-performing students, and students who wish to do the PGDip followed by a masters by thesis.

Kia kaha!



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Note(s): This handbook provides information about the Faculty of Education's postgraduate qualifications and expands on the information provided in the **2014 University of Waikato Calendar** (<http://calendar.waikato.ac.nz>). Other Faculty of Education handbooks are available for counsellor education, teaching, sport and leisure and TEMS students. Information is correct at time of publication (2013).

Who Can Help?

Postgraduate Programme Advisers

Each qualification or programme of study has a Programme Adviser. Students should consult the relevant Programme Adviser for advice on their programme of study plan and research interests.

The Programme Advisers and departments can help you with the following:

- » Programme of study planning advice and approval
- » Information about your programme of study and the required papers
- » Information about possible research topics
- » Academic support and supervision
- » Questions of a professional nature.

For contact details of your Adviser, please see the relevant Qualifications and Programmes of Study sections. If you are unable to contact your designated Adviser, you can write to their Departmental Chairperson, or to a Postgraduate Studies Administrator (see below), or to the Associate Dean Academic.

Departmental Chairpersons and Academic Staff

There are six departments within the Faculty of Education with research and teaching expertise in a diverse range of areas. Each Department is overseen by a Chairperson who can assist you with a suitable supervisor for your research project:

- » Arts and Language Education Department (ALED) – Chairperson: Dr Margaret Franken
- » Human Development and Counselling Department (HDCO) – Chairperson: Associate Professor Sally Peters
- » Mathematics, Science and Technology Education Department (MSTE) – Chairperson: Dr Anne Hume
- » Policy, Cultural and Social Sciences Department (PCSS) – Chairperson: Logan Moss
- » Professional Studies in Education Department (PROF) – Chairperson: Dr Bill Ussher
- » Sport and Leisure Studies Department (SPLS) – Chairperson: Dr Kirsten Petrie

Academic staff can be contacted for information about papers they teach and research project supervision.

Postgraduate Studies Administrators

The Faculty's Postgraduate Studies Administrators provide administrative services and advice for prospective and current postgraduate students. The Administrators can help you with the following:

- » Application to enrol
- » Enrolment
- » General programmes and papers information
- » Regulatory advice

FOR FURTHER INFORMATION PLEASE CONTACT:

Sylvia Rutkowska
Enquiries about all programmes

Room: TC.2.43a
Phone: +64 7 838 4500 extn 7725
or 0800 832 242

Email: educ_grad@waikato.ac.nz

Dr Damion Sturm
Enquiries about Sport and Leisure Studies,
Educational Leadership and Honours programmes

Room: TC.2.44
Phone: +64 7 838 4500 extn 7721
or 0800 832 242

Email: damions@waikato.ac.nz

Tauranga Campus

The Faculty of Education's Tauranga Campus is based at the Windermere Campus. The Postgraduate Programmes Adviser and administrative staff are available to support and advise students enrolled in programmes and papers in Tauranga.

FOR FURTHER INFORMATION PLEASE CONTACT:

Dr Nigel Calder
Postgraduate Programmes Adviser
Faculty of Education, University of Waikato at Tauranga

Room: WIND.V115
Phone: +64 7 577 0620 extn 7512

Email: ncalder@waikato.ac.nz

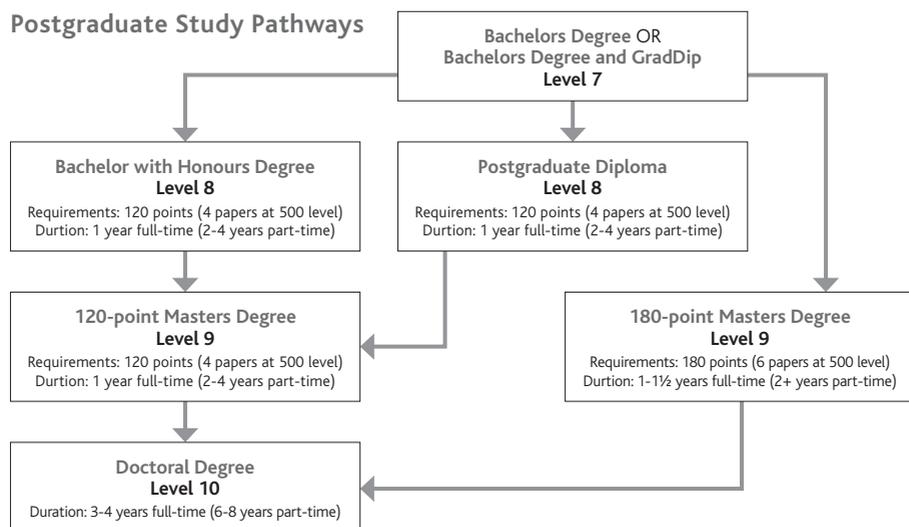
About Postgraduate Study

Eligibility

To be eligible for postgraduate study in Education, Educational Leadership, Disability and Inclusion Studies, or Sport and Leisure Studies, you must normally have EITHER a completed relevant degree or equivalent, and a minimum grade average of B in your third year papers, OR a completed relevant bachelors degree with Honours, OR a bachelors degree and a completed postgraduate diploma in a relevant subject. Candidates with a bachelors degree will normally require 180 points for their masters degree. Candidates with an honours degree or a PGDip may complete masters with 120 points. Candidates with a degree in another subject may qualify for entry by completing a Graduate Diploma in Education.

To be eligible for the Master of Education or Master of Educational Leadership you must also have a teaching qualification or a major in Education Studies in your first degree, or a Graduate Diploma in Education Studies and relevant professional experience. For the Master of Disability and Inclusion Studies you must have a completed Bachelor of Social Sciences in a relevant discipline or an equivalent degree and relevant professional experience. The Master of Sport and Leisure Studies normally requires a Bachelor of Sport and Leisure Studies or equivalent qualification. There is a separate booklet and web site detailing the eligibility requirements and process for application for the Master of Counselling. All prospective masters students must submit an application to enrol with the University and should liaise with the appropriate Programme Adviser and/or the department to discuss and plan their programme of study. This is to ensure that your study plan is coherent and meets the degree requirements. If you have not studied at the University of Waikato before you will need to provide copies of your academic transcripts. Your academic record will be assessed by the Programme Adviser who will make a decision on your eligibility for entry into the masters programme. This process can take some time so early application is advised.

Postgraduate Study Pathways



Note(s): Transfers from postgraduate diplomas and honours programmes on to 180-point masters are possible prior to formal completion of the postgraduate diploma and honours qualifications.

Entry Requirements

Admission to postgraduate qualifications offered by the Faculty of Education normally requires a bachelors degree and, for the MEd and MEdLeadership, a teaching qualification. Entry is at the discretion of the relevant Programme Adviser and/or Department Chairperson. Prospective students should contact the adviser at their earliest convenience to discuss possible study options and appropriate papers available to them.

Students who have an approved undergraduate degree, or an approved honours degree, or a postgraduate diploma in an approved subject, with at least B average grades, are eligible to apply for the masters.

Entry from Non-Degree Qualifications

Applicants with the Diploma of Teaching or equivalent and at least five years of relevant work experience can apply for entry to the MDInS, MEd or MEdLeadership on the basis of their relevant professional experience.

For further information please contact one of the Postgraduate Studies Administrators.

Entry from Other Qualifications

Applications for postgraduate qualifications offered by the Faculty are assessed on a case-by-case basis. Normally, you will be expected to complete a bridging programme of undergraduate papers (for example graduate diploma) in an area of your intended programme of study to ensure that you are well prepared for postgraduate study. For more information please see pages 28 and 67.

Entry to Higher Degrees

Entry requirements include successful completion of your masters degree with at least First Class Honours or Second Class Honours (First Division), OR a bachelor with honours degree with First Class Honours. In order to demonstrate research capability and readiness your programme should include relevant research experience (normally a minimum 60-point dissertation in a masters degree) and an academic background in the field in which the research is proposed. For the EdD programme a strong record of professional experience in Education is also required.

Admission to higher degrees (Doctor of Education and Doctor of Philosophy) is at the discretion of the Faculty and the Postgraduate Research Committee. Entry is by a special arrangement with the supervisors, the Department Chairpersons and the Associate Dean Postgraduate Research.

Please refer to the 2014 University of Waikato Calendar online at <http://calendar.waikato.ac.nz> for programme and degree regulations.

Planning Your Programme

As of 2013 students starting on postgraduate qualification will normally enrol in a masters degree requiring 180 points at 500 level. These degrees require a combination of both taught content and independent (supervised) research papers. Specific named programmes require specific content papers. With the exception of the Master of Counselling, all masters programmes must also include an approved research methods paper and a minimum of 30 points in independent research papers such as a directed study, dissertation or masters thesis. Your Programme Adviser or Department Chairperson (or nominee) will advise you and approve the taught papers, including both required papers and recommended or optional papers. A variety of taught papers is offered at postgraduate (500) level. These papers are worth 30 points each (unless otherwise stated). Papers are usually offered in semesters and may be studied

online (NET), in Hamilton (HAM), Tauranga (TGA) or as block papers (BLK). Block papers are usually a combination of concentrated face-to-face teaching with online involvement as well.

Research papers vary from 30 points to 120 points. Research papers have individual start and finish dates. The difference between the different research papers is the size and scope of the research. For more information about our taught and research papers, please refer to the Postgraduate and Research Papers section of this Handbook, pages 71 and 95.

The usual study pattern for a student commencing a masters degree is 60 points from the content/focus papers for their programme of study; 30 points optional paper (including the option of taking a paper outside the Faculty of Education, where the prerequisites have been met and the enrolment approved by the other Faculty); 30 points approved research methods paper, and a 60 point dissertation. In certain cases your adviser may recommend that you undertake a 90-point thesis and reduce the number of focus papers. Students who already have an honours degree or a PGDip with above average grades may be encouraged to undertake a 120-point thesis. Students who do not wish to do a research project may take a directed study in an area of your interest. Some directed studies may be supervised in groups. Students who do not successfully complete at least a 60-point dissertation in their masters programme are not considered well positioned to continue to doctoral study.

180-point Masters Degree Study Options

OPTION 1: Including 30-point directed study paper

Coursework	Focus Paper 30 points	Focus Paper 30 points	Recommended Paper 30 points	Option Paper 30 points
Research	Research Methods 30 points	Directed Study 30 points		

OPTION 2: Including 60-point dissertation paper (pathway option for doctoral study)

Coursework	Focus Paper 30 points	Focus Paper 30 points	Recommended Option Paper 30 points
Research	Research Methods 30 points	Dissertation 60 points	

OPTION 3: Including 90-point masters thesis paper (pathway option for doctoral study)

Coursework	Focus Paper 30 points	Focus Paper 30 points	
Research	Research Methods 30 points	Masters Thesis 90 points	

Academic Year

The academic year is divided into semesters. The two main semesters are A and B Semesters. A Semester is usually between March and June, and B Semester is between July and November. There are also two Summer School semesters: Summer School 1 is between January and February and Summer School 2 is between November and February. For the majority of our postgraduate programmes we offer intakes for A Semester, B Semester and Summer School 1.

For the 2014 Teaching and Assessment Periods please refer to page 68.

Flexibility

The majority of our programmes allow students to take 30 points (one 500 level paper) from another field of study, including outside the Faculty of Education (with relevant approval from the other faculty). You should discuss your intended programme of study with your Programme Adviser.

Full-Time Versus Part-Time

The normal maximum full-time study workload for an academic year (excluding Summer School) is 120 points. However it is possible to complete a masters programme within 12 calendar months if you are prepared to work hard throughout an entire calendar year. Please note that you should discuss your plan to complete within a year with your Programme Adviser, or the Postgraduate Administrator in the first instance, at the earliest opportunity, normally prior to enrolment in your first paper, so that we can support you appropriately through your programme.

A part-time student is defined as one who is enrolled in three or fewer 500 level papers per academic year.

To be eligible for the award of a class of honours, a full-time masters student must complete their degree in 24 consecutive months from first enrolment in the degree. Part-time students must complete the requirements of the masters degree within four years from the date of first enrolment in the degree.

Note(s): *Enrolment in masters theses papers is normally continuous, which means you must be enrolled in consecutive years until you have completed.*

Study Workload

For one 500 level, 30-point paper, the expected total study time including class time is 300 hours, or approximately 20 hours per week for 15 weeks. The following are the minimum expectations for student workload:

- » 100 level paper – 150 hours
- » 200 level paper – 200 hours
- » 300 level paper – 200 hours
- » 500 level paper – 300 hours

Distance and Online Study

There is a range of distance education and online study options. Papers offered fully online are indicated by the code NET. Partially online papers require some on-campus attendance and are indicated by the code BLK. You can find out the times and dates of classes by searching the Online Timetable website: <http://timetable.waikato.ac.nz/>

The University Library offers a variety of support services for distance students. For more information please visit the Library website: www.waikato.ac.nz/library/

Tuition Fees and Costs of Qualifications

Tuition fees for each 500 level taught paper for domestic students are approximately \$1,650. Tuition fees for research papers can vary from approximately \$1,650 – \$6,000. The approximate total tuition fees for our qualifications are:

- » Graduate Diploma (120 points) – approx \$6,000 (total cost)
- » Postgraduate Diploma and Honours (120 points) – approx \$6,600 (total cost)
- » Masters (180 points) – approx \$10,000 (total cost)
- » Higher Degrees – approx \$5,200 (per year, full-time study)

Note(s): These costs are indicative only (2013) and may change without notice. For the current tuition fees please refer to the online Catalogue of Papers: <http://papers.waikato.ac.nz/>

In addition to tuition fees, all students are required to pay an annual fee for a number of university services (Building levy and Student Services Levy). The actual amount each student pays depends on their enrolment, but most full-time students will be required to pay approximately \$400 per year. This fee is paid at the time of enrolment. For more information please see the Table of Fees and Charges section of the 2014 University of Waikato Calendar: <http://calendar.waikato.ac.nz/admission/tableoffeesandcharges.html>

Credit Transfer

Transfer of credit may apply if your previous tertiary study is an incomplete graduate/postgraduate qualification from another tertiary institution. If, for example, you have passed a 500 level paper or papers worth 30 points (or a paper considered as equivalent) at another tertiary institution, you may be eligible to apply for a credit transfer of that paper or papers towards your masters degree at the University of Waikato, reducing the number of papers required to complete this qualification.

You may also ask for an internal transfer of credit if you have credit in another qualification, such as a PGDip, and you wish to transfer this credit to a masters degree.

Please contact the Postgraduate Studies Administrator if you wish to inquire about credit transfer or refer to the Credit Office's website: www.waikato.ac.nz/sasd/enrolment/credit/

Enrolment

To enrol you should apply online at www.waikato.ac.nz/enrol/ or call 0800 WAIKATO (0800 924 528) for an application pack. Once you have submitted all of the required documents, your application and your academic qualifications will be assessed by the relevant Programme Adviser or department. If successful your entry into the programme and your enrolment in your selected papers will be approved. An Enrolment Agreement letter (fees invoice) will be sent to you.

Fees Payment

On successful completion of the application process, you will become liable for tuition fees and other related costs. You must complete and return your Enrolment Agreement letter to the University's Fees Office to finalise your enrolment. You can return your completed letter by post, fax, email or in person at the University's Fees Counter at the Student Centre, Level 2 of the Library, University of Waikato, Gate 5, Hillcrest Road, Hamilton. Please note your enrolment will not be completed until you have paid the tuition fees and charges you are liable for.

Student ID Card and iWaikato

When you have signed and returned your Enrolment Agreement indicating how you will pay your fees, you will be issued with your Student ID Card. You will need your Student ID card to register your student iWaikato account as well as access Moodle, our online teaching and learning platform.

You will be assigned an iWaikato student account (<http://i.waikato.ac.nz>) where you can view your personal details, your papers and your grades. You can use your iWaikato account to update your personal information as well as change your enrolment and apply to graduate.

You will also be assigned your own student email account. If you need any help with registering your student account, please visit the University's ITS Service Desk website: <http://help.waikato.ac.nz/> or contact them via phone at 07 838 4008 or email help@waikato.ac.nz

You will also use your Student ID card for photocopying and other services, such as issuing books at the Library; so it pays to keep your Waikato Student ID card with you at all times.

Once you are in our system and have been allocated a Student ID number, this remains with your record. So if you are a student who is returning after a long period away from study, you will still have the same Student ID number. You can then use your Student ID number to access iWaikato to update your details at any time.

Paper Outlines

At the start of every paper students will receive the paper outline. This details the arrangements for the paper including lecture times and venues, study topics, assessment requirements, assessment and practical due dates, attendance requirements and the basis upon which final assessments will be made. It is the student's responsibility to obtain, read and keep paper outlines.

Moodle

Moodle is the University's online teaching and learning platform. You will need to be fully enrolled in order to gain access to your papers via Moodle. You will need your Student ID card to access Moodle for the first time.

Access Moodle by going to <http://elearn.waikato.ac.nz> or click the 'Moodle' link from the Quick Links section on your iWaikato student account page.

Change of Enrolment

Students usually have two weeks from the start date of a semester (or start date of the paper if enrolled in a paper with a non-standard start date) to change (add or drop) their papers. For Summer School papers (S Semester) and papers shorter than 17 weeks, the change of enrolment period is one week. The change of enrolment should be submitted through your iWaikato student account. You may need to consult your Programme Adviser about a proposed change of enrolment. In some cases an approval from the Adviser may be required before your change of enrolment can be approved.

Withdrawals

If you withdraw from a paper prior to the Change of Enrolment deadline, the paper will be removed from your academic record and you will receive a full refund of your tuition fees. Unless exceptional medical or compassionate circumstances apply, if you wish to withdraw from a paper after the Change of Enrolment deadline, you will not be entitled to a refund of your fees for the paper; if you have not yet paid your fees, you will remain liable for them. A withdrawal ('WD') will be noted on your academic record. WD annotation will not affect your eligibility to continue in your programme.

For further information about withdrawals please see the Change of Enrolment Regulations in the 2014 University of Waikato Calendar: <http://calendar.waikato.ac.nz/>

You are responsible for ensuring that your withdrawal from a paper is registered. Failure to do so may cause an unnecessary 'Incomplete' grade (IC = fail) to be recorded on your academic record. If you fail a paper or papers worth more than 30 points in total, you will not normally be permitted to proceed with your programme.

International Students

Application Process

All new international students must submit their applications through the University's International Students website: www.waikato.ac.nz/students/international/ Each international student application is assessed on a case-by-case basis and if successful, you will be provided either an Offer of Place letter, Pathway Offer of Place or Conditional Offer of Place.

For admission requirements specific to international students, please refer to the International Students website: www.waikato.ac.nz/international

Note(s): Completion of the Master of Education degree or the Postgraduate Diploma in Education would not lead to a teacher registration in New Zealand as recognised by the New Zealand Teachers Council. For more information about teaching qualifications, please visit the following website: <http://education.waikato.ac.nz/about/faculty-centres/centre-for-teacher-education/>

English Language Requirements

If English is not your first language you must normally provide one of the following as evidence of proficiency:

- » An academic IELTS score of 6.5 overall with no less than 6.0 in each band; or
- » A paper-based TOEFL score of 600 overall including a TWE (Test of Written English) of 5.0; or
- » A computer-based TOEFL score of 250 including a TWE of 5.0; or
- » An internet-based TOEFL score of 90 with a writing score of 22; or
- » Provide evidence of your English language capabilities that would satisfy the Faculty.

Note(s): The English language requirements are subject to change. 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.

If you wish to study English before you start your masters degree, you may want to consider enrolling in one of our English language courses offered through the University's Pathways College. For more information, please refer to the Pathways College's website:

www.waikato.ac.nz/pathways/international-students-current-students

International Scholarship Students

Based on the conditions of some scholarships, some international students might be required to enrol in a 2-year postgraduate study programme. These students would normally be given a pathway offer of place for one of our Postgraduate Diploma programmes (one year). Upon successful completion of the PGDip programme, these students would be admitted into one of our masters degree programmes, for which they would be required to complete further 120 points (one year).

International Student Tuition Fees and Degrees Cost

Tuition fees for each 500 level taught paper for international students are approximately \$6,200. Tuition fees for research papers can vary from approximately \$6,200 – \$25,000 (amounts calculated in NZ dollars). The approximate total tuition fees for some of our qualifications are:

- » Graduate Diploma in Education (120 points) – approx \$21,000 (total)
- » Postgraduate Diploma and Honours (120 points) – approx \$26,000 (total)
- » Masters (180 points) – approx \$37,500 (total)
- » Doctor of Philosophy – approx \$5,200* (per year)

*All new international PhD students, studying full-time, may be eligible to pay domestic tuition fees. PhD fees may be subject to annual increase.

Note(s): These costs are indicative only and may change without notice and may be subject to annual increase. For the current tuition fees please refer to the online Catalogue of Papers: <http://papers.waikato.ac.nz/>

In addition to tuition fees, all students are required to pay an annual fee for a number of University services (Building levy and Student Services Levy). The actual amount each student pays depends on their enrolment, but most full-time students will be required to pay approximately \$400 per year. This fee is paid at the time of enrolment.

Arrival and Enrolment

Once you have met all the entry conditions and are ready to enrol in your programme, you must consult the Faculty of Education's International Students Adviser who will help you to plan your programme of study. Once your programme of study is approved by the International Student Adviser, please see the Postgraduate Studies Administrators to complete your enrolment.

FOR FURTHER INFORMATION PLEASE CONTACT:

Dr Sue Dymock
International Students Adviser
Room: TL.2.05
Phone: +64 7 838 4500 extn 7717
or 0800 832 242
Email: sdymock@waikato.ac.nz

Sylwia Rutkowska
Postgraduate Studies Administrator
Room: TC.2.43a
Phone: +64 7 838 4500 extn 7725
or 0800 832 242
Email: educ_grad@waikato.ac.nz

International Student Support

Please refer to pages 21-22.

How to Enrol

To complete an application:

- » Visit the University of Waikato website. An application to enrol may be completed online at: www.waikato.ac.nz/enrol/ or
- » Call **0800 WAIKATO (0800 924 528)** for an application pack.

New Students

Once you have selected your papers in consultation with your Programme Adviser, you will need to submit your application to enrol. Your application will be received by one of the Postgraduate Studies Administrators and before your enrolment can be approved, you will be asked to provide the following documents to complete your registration with the University:

- » Verified copy of your birth certificate, marriage certificate or passport page
- » Original or verified copy of your complete academic record (degree certificates, academic transcripts etc).

Documents can be verified by a JP, school principal or a staff member of the University. You will also be required to provide a photo of yourself for your Student ID card. You can either email the photo to idcards@waikato.ac.nz or visit our Student Centre (Level 2 of the Central Library, University of Waikato, Gate 5, Hillcrest Road, Hamilton) to have the photo taken.

Returning and Currently Enrolled Students

Once you have selected your papers, usually in consultation with your Programme Adviser, you will need to submit your online application to enrol. If you are a returning student, please submit your application via the University's application website: www.waikato.ac.nz/enrol/

If you are currently enrolled you can submit your application to enrol or change of enrolment via your iWaikato student account. Your application will be received by one of the Postgraduate Studies Administrators, who, in consultation with your Programme Adviser, will approve your enrolment.

Application and Enrolment Deadlines

Semester	Application Deadline	Enrolment Deadline
Summer School	1 December	Mid-December
A Semester	31 January	One week before the start of A Semester
B Semester	Mid-June	One week before the start of B Semester

It is very important that you enrol in good time, to avoid delays in access to required resources such as the library, online materials, student allowances, or course materials.

Note(s): *The Counselling programmes and the Māori Medium Teaching programmes have specific application deadlines. Please refer to the Faculty of Education website.*

Usually there is no application deadline for enrolments in independent research papers (directed study, dissertations and masters theses). Please also see the information about supervised research papers, page 97.

Frequently Asked Questions

When do I have to apply?

You can apply online, anytime, however there are specific deadlines for some qualifications. Please refer to page 14.

How do I apply?

You can apply online at www.waikato.ac.nz It's easy and fast! You can also fill out an application form if you wish; you can request one online, or by calling the free (from New Zealand) phone **0800 WAIKATO (0800 924 528)**.

If I am having difficulty applying online what should I do?

Call the Student Centre team on the free (from New Zealand) phone **0800 WAIKATO (0800 924 528)** and they can talk you through the process.

When can I put in the papers I wish to study?

Papers are generally available in October. You can complete your application to enrol without choosing your papers; then go back online any time after October to add in your papers. You will be asked the question 'Do you want to re-submit your application?' – choose yes at this time, so that your application will be resubmitted.

Do I have to send any documents?

You can send in either your verified* birth certificate or passport when you apply or we will request them from you at a later date. You will also need to send original or verified* copies of your complete academic record, if you have not studied at the University of Waikato before.

**Verified means that they must be stamped and signed officially by either a Justice of the Peace (JP), Solicitor, Barrister, Court Registrar, School Principal or an authorised University staff member.*

When/how do I know if I have been offered a place at the university?

You will be sent a letter with:

- » An offer of place in your qualification; or
- » A request to provide more information; or
- » An offer of place in your qualification with a request to choose your papers.

How do I know how much to pay?

You will receive an Enrolment Agreement once you have provided all requested documents and your chosen papers have been approved. The Enrolment Agreement lists the papers you have chosen to study, and the fees for each paper. It will also list the miscellaneous fees that are compulsory for every student.

Please also refer to pages 9-10.

How do I apply for a student loan?

You need to contact Studylink by either calling their free (from New Zealand) phone **0800 889 900** or go online to www.studylink.govt.nz

How do I pay and complete my enrolment?

You can accept the Enrolment Agreement online at www.waikato.ac.nz and pay by credit card or by student loan. You can also sign and date the Enrolment Agreement which has been sent to you; indicate your preferred payment option (student loan, cheque, Eftpos, credit card, direct credit or other arrangements) and then you can do one of the following:

- » Post it back in the envelope provided; or
- » Deliver it to the Payments Office (in the Student Centre, Level 2, Library) Gate 5, Hillcrest Road, Hamilton or to our Tauranga Campus at Windermere; or
- » Fax it to 07 838 4336; or
- » Scan and email it to fees@waikato.ac.nz

When do I get my Student ID card?

Only students who have paid their fees and are fully enrolled get a Student ID Card. It will be issued and posted to you if a photograph was included with your application.

How do I send in a photo for my Student ID card?

You can email your photo to idcards@waikato.ac.nz or come into the University of Waikato Student Centre, to the Student Administration Desk (the Student Centre, Level 2, Library) Gate 5, Hillcrest Road, Hamilton to have your photo taken. If you are in the Bay of Plenty; please go to our Tauranga Campus at Windermere, where your photo can be taken. There is no charge for this service once you are enrolled.

How can I add, change or withdraw from papers?

If you have registered your ID card, you will get access to iWaikato (Student account) where you can change your enrolment and add or drop papers. If you are not enrolled, please call **0800 WAIKATO (0800 924 528)** to change or withdraw your application or papers.

Other Important Information

Grading Scale

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

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

Masters and honours degrees may be awarded with the following class of honours:

- » First Class Honours 75-100
- » Second Class (First Division) 68-74
- » Second Class (Second Division) 60-67
- » Without a class of honours 50-59

Where the degree also contains a 60, 90 or 120-point research paper, the average for the degree as a whole will be calculated with regard to the weightings of the taught papers and the dissertation or the thesis. In order to be eligible for consideration for the award of honours, the requirements of the masters degree must be completed in not more than 24 consecutive months of full-time study, or, in case of part-time study, an equivalent period not exceeding four calendar years, from the date of first enrolment in the degree. Student who fails a paper will not be eligible for the award of honours.

The postgraduate diploma may be awarded with Distinction. To be eligible for the award of Distinction the student must achieve at least an A- grade average (75 and up).

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 in the *2014 University of Waikato Calendar*.

To apply for a formal review of grade you must submit an application for review of grade on the prescribed form, together with the prescribed fee, to the Head of Student and Academic Services not more than 14 days after receiving notification of the grade. A review of grade results in a grade either being left unchanged, raised or lowered. The fee for a review of grade is refunded if the review results in a change of grade.

Complaints Procedure

Where minor concerns arise, students are encouraged to take a common-sense approach and raise them directly with the relevant staff, with the aim of resolving them at the lowest possible level and without undue formality. However, where informal discussions have not yielded a satisfactory resolution, or where the matter is more serious, a student may make a formal complaint.

For more information about the University's Student Complaints Policy, please contact the Student and Academic Services Division or refer to the *2014 University of Waikato's Calendar*.

Academic Record

Every student who has ever been enrolled at the University of Waikato will have the details of their academic achievements recorded in the University's database. The official record of these achievements is called an Academic Record or Academic Transcript. This record details your entire academic history with the University. A Completion Letter is simply an official statement confirming completion of a qualification at the University of Waikato.

For further information on how to apply for the Academic Record or Completion letter, please visit the Academic Record Office's website: www.waikato.ac.nz/sasd/enrolment/records/

Graduation

On completion of a qualification, you will be presented with an official degree or diploma certificate, either at a formal graduation ceremony or if preferred, by mail.

Applying to Graduate

Once you have completed your degree or qualification, you need to apply to graduate – this will not happen automatically. Formal completion confirmations usually occur twice a year – at the end of A and B Semesters. The A Semester completions are formally confirmed around the end of July; while B Semester completions are usually confirmed in the beginning of December. For students enrolled in independent research papers with individual finish dates, their qualification completions are confirmed on an individual basis.

Once all your grades and your degree completion have been formally confirmed, you will receive an Application to Graduate Form. You can also apply to graduate online through your iWaikato student account or by completing a form available from the Graduation Office's website: www.waikato.ac.nz/sasd/graduation/ If you have completed all the required papers but your degree completion has not been formally confirmed you can still apply to graduate and select an option of applying to graduate 'In Anticipation'.

For the Application to Graduate closing dates please refer to Graduation Office's website: www.waikato.ac.nz/sasd/graduation

Graduation Ceremonies

You will have the option of graduating at one of the University of Waikato graduation ceremonies (held twice a year: in April and October) or you can have your qualification awarded 'in absentia' at a meeting of the University Council (held several times per year). For the Graduation Ceremonies and Council graduation dates please refer to the Graduation Office's website.

Certificates are not available by application, however a replacement certificate may be sought if your original degree or diploma certificate has been damaged, destroyed, stolen, or lost. For more information please visit the following website: www.waikato.ac.nz/sasd/enrolment/records/replacement.shtml

Financial Support

Faculty of Education Postgraduate Study Awards

Postgraduate students who are citizens or permanent residents of New Zealand may be eligible for a range of study awards. Further information and application forms are available from the Postgraduate Qualifications section of the Faculty of Education website. Each Study Award has a value of \$800.

Study awards offered by the Faculty of Education include:

Associate Teacher Postgraduate Study Award

This study award is available to those schools or early childhood services that are partners of the Faculty Initial Teacher Education programmes and where associate teachers enrol in at least one 30 point 500 level taught paper offered by the Faculty of Education.

Professional Supervisor Postgraduate Study Award

This study award is available to supervisors in community agencies, supervisors in agencies, and private practitioners who have supervised Faculty students and who enrol in at least one 30 point 500 level taught paper offered by the Faculty of Education.

Faculty of Education Postgraduate Research Support

Faculty of Education doctoral and masters theses students may be eligible for reimbursement of research and thesis related costs. The maximum of \$3,000 is available to doctoral students over the course of their degree. The maximum of \$600 is available to masters students enrolled in a 120-point masters thesis and the maximum of \$450 is available to masters students enrolled in a 90-point masters thesis over the course of their degree.

Adult Literacy Educator Grant (Tertiary Education Commission Funding)

This Grant is available for students enrolling in the Diploma in Education and Postgraduate Diploma in Education with a specialisation in Adult Literacy and Numeracy Education programmes. These programmes are aimed at educators working with adults in Institutes of Technology, Polytechnics, Wānanga, Private Training Establishments, Industry Training Organisations and workplaces.

Tertiary Fees Funding Support (Ministry of Education Subsidies)

The Ministry of Education is continuing its tertiary fees subsidy scheme for approved mathematics and literacy papers, as well as Middle Schooling papers. Up to 600 teachers each year will be supported to study a mathematics paper at the graduate or postgraduate level. Half the tuition fee will be paid for by the Ministry of Education and half by the teacher's school, or teacher. No release time or leave provision is part of this scheme.

Middle Schooling Fees Subsidies

This tertiary fees subsidies scheme is available for Year 7 and 8 teachers studying towards the Postgraduate Diploma in Education with a specialisation in Middle Schooling programme.

TeachNZ Study Awards

The TeachNZ website (www.teachnz.govt.nz) lists information about scholarships, study awards and study leave grants available to teachers, school managers and guidance counsellors in early childhood services and schools. For more information, please visit the TeachNZ website: www.teachnz.govt.nz/

Māori Medium/Bilingual Teaching Study Award

This Study Award is available for students enrolling in the Postgraduate Diploma in Education with a specialisation in Te Rōpū Tohu Paerua/Māori Medium Teaching programme. For more information about the Financial Support please see: <https://education.waikato.ac.nz/qualifications/fees-financial-support/>

Scholarships

Financial support through scholarships, study awards and grants are available to some students. The University of Waikato Scholarships Office provides support and advice to potential and enrolled students considering applying for scholarships.

FOR FURTHER INFORMATION PLEASE CONTACT:

Scholarships Office – The Gateway, Gate 5, Hillcrest Road

Phone: +64 7 838 4489 or +64 7 858 5195

Email: scholarships@waikato.ac.nz

Website: www.waikato.ac.nz/research/scholarships/

Scholarships for International Students

The Ministry of Foreign Affairs and Trade provides NZAid Scholarships to citizens of some developing countries to undertake tertiary level study in New Zealand. For more information, please visit: www.nzaid.govt.nz/scholarships/

Scholarships for Māori students

The Māori Education Trust administers scholarships in education for Māori students. For more information, please visit: www.maorieducation.org.nz

Student Support and Resources

Disability Support Service

The Disability Support Service works with the rest of the University to remove barriers to learning for students with disability, and to ensure students' learning requirements are being met through the provision of information, support, services and equipment. Prospective students with disability should contact the Disability Support Service well in advance of commencing their studies to ensure that the appropriate supports can be put in place.

The Access Room is a study place and rest area for students with disabilities. Specialised computer and other equipment to assist with study is available. The Access Room is located in the Student Services Building.

FOR FURTHER INFORMATION PLEASE CONTACT:

The Disability Support Service

Phone: +64 7 838 4719

Email: disability@waikato.ac.nz

Website: www.waikato.ac.nz/disability

International Student Support

The Waikato International Services Office team advises and assists international students by identifying their needs, helping them find solutions, and directing them to appropriate services on and off campus. This includes personal issues, academic support, medical and travel insurance, student visa and permit requirements, orientation, accommodation, and general concerns. Orientation programmes are run for all new international students prior to beginning their studies and regular information sessions are run throughout the academic year.

International students must have student visas and study permits and are expected to be enrolled full-time to maintain their full-time student visa status. All enquiries concerning applications for student visas and study permits should be directed to the nearest New Zealand Embassy or High Commission or the New Zealand Immigration Service.

Code of Practice

The University of Waikato has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students. Copies of the Code are available from the New Zealand Ministry of Education website at www.minedu.govt.nz/international

Immigration

Full details of immigration requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available from Immigration New Zealand, and can be viewed on their website at www.immigration.govt.nz

Eligibility For Health Services

Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly funded health services are available through the Ministry of Health, and can be viewed on their website at www.moh.govt.nz

Accident Insurance

The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, residents and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at www.acc.co.nz

Medical and Travel Insurance

International students (including group students) must have appropriate and current medical and travel insurance while in New Zealand.

FOR FURTHER INFORMATION PLEASE CONTACT:

The Waikato International Services Office – Located in the Student Centre (Central Library, Level 2)

Phone: +64 7 838 4176 (or 0800 WAIKATO from within New Zealand)

Email: international@waikato.ac.nz

Website: www.waikato.ac.nz/international/

The Faculty of Education International Student Support provides pastoral and academic support for international students enrolled at the Faculty of Education. The Faculty of Education International Student Support staff are:

Dr Sue Dymock	Rosanna Luoni, International Students
International Students Adviser	Support Administrator
Room: TL.2.05	Room: TC.2.65
Phone: extn 7717	Phone: extn 4310
Email: sdymock@waikato.ac.nz	Email: luoni@waikato.ac.nz

Māori/Pacific Student Support

Te Kura Toi Tangata mentoring unit is a roopū tautoko providing academic (eg workshops), pastoral and procedural support to Faculty of Education Māori and Pacific students. The Takawaenga Māori co-ordinates this roopū which includes Kaiawhina. They provide academic and course advice, help with degree planning, guidelines for writing in te reo Māori and scholarship application sign offs. They also organise hui and wānanga and provide information about university events on campus.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mentoring Offices – Located in the main Faculty of Education building in rooms TC.1.09 and TC.1.10

Email: maorimentor@waikato.ac.nz

Website: <http://education.waikato.ac.nz/maori/maori-mentors/>

Library Services

The Library offers specialised study and research assistance. The University Libraries comprise not only the buildings on campus but virtual access to library resources throughout the world. Support for and library tutorials are also available. For more information, please visit the University of Waikato Library's website. Subject Librarians can assist you with research and accessing resources and thesis preparation and presentation. We encourage you to make contact with your Subject Librarian upon your enrolment.

FOR FURTHER INFORMATION PLEASE CONTACT:

The Library

Phone: 07 838 4051

Email: library@waikato.ac.nz

Website: www.waikato.ac.nz/library/

Student Learning

Student Learning provides free and confidential academic skills development services for all students at the University. They aim to help students develop, at every level and across disciplines, the tertiary literacy skills and competencies needed to become self-directed, successful learners. Student Learning can assist students with such learning needs as interpreting assignment requirements, essay writing, exam preparation, and much more. Students can book individual appointments with a learning tutor, attend specialised learning workshops, or just drop in for quick advice on a specific learning problem. All students are welcome in Student Learning.

Note(s): *The Student Learning does not provide proof-reading services.*

FOR FURTHER INFORMATION PLEASE CONTACT:

Student Learning – Located in the ITS.G.11 (next to the Gate 1 carpark)

Phone: 07 838 4657

Email: slsadmin@waikato.ac.nz

Website: www.waikato.ac.nz/pathways/learningSupport

Postgraduate Student Association (PGSA)

The PGSA is an independent association that represents and supports postgraduate research students at the University of Waikato. The association works with the University to consider a range of issues pertaining to postgraduate studies and is represented on the Postgraduate Research Committee. For names and contact details of the Faculty of Education PGSA representatives, please visit the PGSA's website.

FOR FURTHER INFORMATION PLEASE CONTACT:

The PGSA

Email: pgsa@waikato.ac.nz

Website: www.waikato.ac.nz/pgsa

Study Spaces

The Faculty of Education has shared study space available for students enrolled in masters theses and 60-point dissertation papers on a full-time study basis. Students enrolled in the higher degree programmes are entitled to a study space. Please note that the study spaces available at the Faculty are limited and that the Administrators would need advanced notification in order to arrange access to these rooms and computers. You can request after hours access into the Faculty building and your room. For more information, please contact the Postgraduate Studies Administrators.

Computer Facilities

The Faculty's 24-hour computer lab is located on level 2 of the Faculty's TL block. Improper use of a University computer may lead to disciplinary action.

Degrees and Qualifications Overview

Masters Degrees

Masters degrees are advanced qualifications at the postgraduate level. Our masters degrees are for graduates and educational practitioners interested in advancing their understanding of a subject area through a combination of taught papers and research papers.

The following masters programmes are offered at the Faculty of Education:

- » Master of Counselling
- » Master of Disability and Inclusion Studies
- » Master of Education
- » Master of Education with a specialisation in Global Studies in Education
- » Master of Education with a specialisation in Professional Learning (subject to approval)
- » Master of Educational Leadership
- » Master of Sport and Leisure Studies
- » Master of Teaching and Learning*

* *This 180-point masters programme has got specific requirements, please refer to page 55.*

The requirements for all masters (except for the Master of Counselling) are:

- » 180 points at 500 level in the field of the degree, including
- » 30 points in an approved research methods paper, and
- » At least 30 points and up to 120 points independent research.

Please refer to pages 30-55.

Note(s): *Students who completed a postgraduate diploma or bachelor with honours degree (or equivalent) are required to complete 120 points at 500 level including 30 points in an approved research methods paper (if not included in their postgraduate diploma or honours programme) and at least 30 points and up to 120 points of independent research.*

Master of Counselling

Master of Counselling students must gain 240 points at 500 level, including 120 points from compulsory papers. This is a professional degree and entry is by selection. Please see the *Counsellor Education Handbook* for further details or visit the Faculty of Education website.

Please refer to page 30.

Bachelors with Honours Degrees

This qualification is for high performing graduates interested in advancing their understanding of the subject studied at undergraduate level. Papers are taken at the postgraduate level. Candidates who successfully complete an honours degree may then apply to continue in that subject at a higher level of study, normally a research degree such as a 120-point masters or (in some cases) a PhD.

The following honours programmes are offered at the Faculty of Education:

- » Bachelor of Sport and Leisure Studies with Honours
- » Bachelor of Teaching with Honours

The requirements are:

- » 120 points at 500 level, including two content papers selected from the field of the degree, an approved research methods paper and a directed study.

Please refer to pages 56.

Postgraduate Diplomas

Until 2013 Postgraduate Diploma (PGDip) programmes were the first 120 points or first year of full-time study before the 120-point masters degree. Some students may wish to take out the PGDip as a stand-alone specialist qualification. From 2013 the PGDip has become a qualification mainly for those who do not want to go on to further study. Students who take out their PGDip must complete a further 120 points to gain a masters degree.

The following postgraduate diploma programmes are offered at the Faculty of Education:

- » Postgraduate Diploma in Disability and Inclusion Studies
- » Postgraduate Diploma in Education
- » PGDipEd with a specialisation in Adult Literacy and Numeracy Education
- » PGDipEd with a specialisation in eEducation
- » PGDipEd with a specialisation in Global Studies in Education
- » PGDipEd with a specialisation in Guidance and Pastoral Care
- » PGDipEd with a specialisation in In-Service Teacher Educator
- » PGDipEd with a specialisation in Te Rōpū Tohu Paerua/Māori Medium Teaching
- » PGDipEd with a specialisation in Middle Schooling
- » PGDipEd with a specialisation in Music Education
- » PGDipEd with a specialisation in Restorative Practices
- » Postgraduate Diploma in Educational Leadership
- » Postgraduate Diploma in Educational Leadership with a specialisation in Coaching and Mentoring
- » Postgraduate Diploma in Language and Literacy Education
- » Postgraduate Diploma in Mathematics Education
- » Postgraduate Diploma in Science Education
- » Postgraduate Diploma in Sport and Leisure Studies
- » Postgraduate Diploma in Technology Education

The requirements are:

- » 120 points at 500 level in an approved subject, normally including an approved research methods paper.
- » 30 points may be taken from an area outside the programme of study including a paper offered by another School or Faculty.

Please refer to pages 57-63.

Postgraduate Certificates

Postgraduate Certificate (PGCert) programmes are often recommended to students who have not had recent and/or sustained experience of academic work. Some PGCerts are vocationally-oriented, offering a short course professional development option for professionals who are not seeking an additional degree.

The following postgraduate certificate programmes are offered at the Faculty of Education:

- » Postgraduate Certificate in Counselling with a specialisation in Counselling Supervision
- » Postgraduate Certificate in Counselling with a specialisation in Family Counselling
- » Postgraduate Certificate in Education
- » Postgraduate Certificate in Education with a specialisation in Restorative Practices
- » Postgraduate Certificate in Educational Leadership with a specialisation in Coaching and Mentoring
- » Postgraduate Certificate in School Principalship
- » Postgraduate Certificate in Sport and Leisure Studies
- » Postgraduate Certificate in Tertiary Teaching

The requirements are:

- » 60 points at 500 level in an approved subject.

Please refer to pages 64-66.

Higher Degrees

The term higher degree refers to the degrees of Doctor of Philosophy (PhD), Doctor of Education (EdD) (and other taught doctorates offered by the University) and the Master of Philosophy (MPhil). The University's Postgraduate Studies Office (PGSO) and Postgraduate Research Committee (PGRC) manage these degrees.

The following doctoral programmes are offered at the Faculty of Education:

- » Master of Philosophy (MPhil)
- » Doctor of Philosophy (PhD)
- » Doctor of Education (EdD)

For further information about higher degrees please refer to the University Postgraduate Studies Office website: www.waikato.ac.nz/sasd/postgraduate/ or visit the Faculty of Education website: www.waikato.ac.nz/education

Qualification Levels

The New Zealand Qualification Framework (NZQF) was established in 2010 by the New Zealand Qualifications Authority (NZQA). The NZQF has ten levels. Levels are based on complexity, with level one the least complex and level ten the most complex. It is possible for qualifications to include credit achieved at levels above and below the overall level at which the qualification is listed.

Level	Naming Sequence
10	Doctoral Degrees
9	Masters Degrees
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degrees
7	Bachelors Degrees, Graduate Diplomas and Certificates
6	Diplomas
5	

Bridging Qualifications

Students 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 postgraduate study in the new subject. Students wishing to use a bridging qualification as a pathway to postgraduate study should consult the relevant Programme Adviser before enrolling.

Graduate Diplomas

This qualification usually takes one year of full-time study and you need to have either a bachelors degree or significant relevant work experience to be admitted.

Graduate Diploma (GradDip) programmes are available in Adult Education and Training, Education, Education with a Specialisation in Arts Education, and Sport and Leisure Studies.

The requirements are:

- » 120 points at 100 level or above
- » Including at least 80 points at 300 level or above in an approved subject.

Graduate Certificates

Perfect if you want to quickly gain a few papers in a specific subject area. These usually take one semester of full-time study and you need to have either a bachelors degree or significant relevant work experience to be admitted.

The requirements are:

- » 60 points at 100 level or above
- » Including 40 points at 300 level or above in an approved subject.

Diplomas

Students who do not have a degree and who do not wish to take a full undergraduate degree programme may consider enrolling in a diploma qualification. Diploma (Dip) programmes are available in Education, Education with a Specialisation in Adult Literacy and Numeracy Education, and Sport and Leisure Studies.

The requirements are:

- » 120 points at 100 level or above
- » Including at least 80 points at 200 level or above in an approved subject.

Individual Paper Credit (IPC)

Students may be permitted to enrol in a paper without enrolling for a particular qualification. This may be because they have no intention of completing a full qualification, or because the paper is being taken for the purposes of qualifying for admission to a specific qualification. Alternatively, the student may be taking the paper for credit towards a qualification at another institution. Enrolments of this nature are recorded as Individual Paper Credit (IPC) enrolments.

For further information about degrees and qualifications offered by the Faculty of Education, please see the qualifications section on the Faculty of Education's website: www.waikato.ac.nz/education

Postgraduate Qualifications

MASTERS DEGREES	30	HONOURS DEGREES	56
Master of Counselling	30	Bachelor of Sport and Leisure Studies with Honours	56
Master of Disability and Inclusion Studies	31	Bachelor of Teaching with Honours	56
Master of Education	32	POSTGRADUATE DIPLOMAS	57
Programmes of Study (Master of Education)	33	Postgraduate Diploma in Disability and Inclusion Studies	57
<i>Adult Literacy and Numeracy Education</i>	33	Postgraduate Diploma in Education	57
<i>Arts Education</i>	34	Postgraduate Diploma in Educational Leadership	61
<i>Coaching and Mentoring</i>	35	Postgraduate Diploma in Language and Literacy Education	62
<i>Curriculum, Pedagogy and Assessment</i>	36	Postgraduate Diploma in Mathematics Education	62
<i>Early Years Education</i>	37	Postgraduate Diploma in Science Education	62
<i>Education Studies</i>	38	Postgraduate Diploma in Sport and Leisure Studies	63
<i>eEducation</i>	39	Postgraduate Diploma in Technology Education	63
<i>Guidance and Pastoral Care</i>	40	POSTGRADUATE CERTIFICATES	64
<i>Human Development</i>	41	GRADUATE DIPLOMAS	67
<i>Language and Literacy Education</i>	42	GRADUATE CERTIFICATES	67
<i>Māori Medium Teaching/ Te Rōpū Tohu Paerua</i>	44	DIPLOMAS	67
<i>Mathematics Education</i>	45		
<i>Middle Schooling</i>	46		
<i>Music Education (Orff-Schulwerk)</i>	47		
<i>Restorative Practice</i>	48		
<i>Science, Technology and Environmental Education</i>	49		
Master of Education with a Specialisation in Global Studies in Education	50		
Master of Education with a Specialisation in Professional Learning (subject to approval)	51		
Master of Educational Leadership	52		
Master of Sport and Leisure Studies	53		
Master of Teaching and Learning	55		

Master of Counselling (MCouns)

The Master of Counselling (MCouns) is a 240-point programme, designed to offer students the opportunity to develop advanced professional counselling skills, well grounded in social constructionist theories. The focus of the teaching is on providing experiences for students in which they can further develop professional attitudes, knowledge and competencies in counselling. Students are invited to consider their own lives, and how they are storied, both as persons and professionals. Professional practice papers offer the opportunity for students to have supported professional experience in community and/or education settings. Optional papers are available in counselling families and young people, in group leadership, and in conflict resolution.

Required papers

- » HDCO541 Counselling Skills
- » HDCO542 Counselling Practicum
- » HDCO544 Discourse and Counselling Psychologies
- » HDCO545 Professional Practice of Counselling

Option papers

- » HDCO540 Working with Groups
- » HDCO543 Counselling Young People and Families
- » HDCO546 Conflict Resolution: Restorative Practices
- » HDCO549 Counselling and Contexts
- » HDCO551 Special Topic: Whānau and Narrative Practices

Option research papers

- » DSOE592 Dissertation (60 points)
- » DSOE593 Education Thesis (90 points)
- » DSOE594 Education Thesis (120 points)

Please also see

- » Postgraduate Certificate in Counselling (Family Counselling)
- » Postgraduate Certificate in Counselling (Counselling Supervision)

Further Information

Details about selection and the required and optional papers for the MCouns programme and the PGCert(Couns) programmes can be found in the Counsellor Education Programme Booklet, available from the Department Administrator or at www.waikato.ac.nz/education

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Master of Disability and Inclusion Studies (MDInS)

The Master of Disability and Inclusion Studies (MDInS) is a cross-disciplinary qualification that draws on contemporary theories, methodologies and practices related to the broad field of disability and inclusion. The qualification is intended for postgraduate students who have either: a) an undergraduate teaching qualification and experience as a teacher or b) an undergraduate qualification and some experience as a practitioner in the disability field. The programme is designed for those who wish to develop an area of expertise that will provide them with a greater depth of conceptual, research and practical knowledge in this field. It is anticipated that students who have developed a high level of research expertise in the programme will align their choices of study towards an area of expertise at doctoral level.

Required paper

- » HDCO521 Contemporary Issues in Disability and Inclusion Studies

Option papers

- » HDCO502 Educational Transitions: Changing Roles and Changing Contexts
- » HDCO504 Difference and Diversity in Human Development
- » HDCO522 Project in Disability and Inclusion
- » HDCO524 Intelligence, Creativity and the Development of Talent
- » HDCO540 Working with Groups
- » HDCO546 Conflict Resolution: Restorative Approaches
- » HDCO565 Restorative Practices in Education
- » PROF513 Early Intervention for Children with Special Needs
- » PROF523 The Development of Kotahitanga

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Other papers can be substituted with approval. These may include 15 and 30 point papers from other discipline areas – for example: Psychology, Sociology/Social Policy, Cultural Geography and Women's Studies. Your Programme Adviser, Dr Carol Hamilton, will assist you in developing your unique study pathway.

Associate Professor Lise Claiborne, Dr Maria Kecskemeti and Dr Carol Hamilton are available as supervisors. Further information about supervisors' areas of research interest is available on the Faculty website. Other supervisors are available by arrangement.

Papers in this field are also open to students in the MEd or other masters programmes of study.

Please also see

- » Postgraduate Diploma (Disability and Inclusion Studies)

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Master of Education (MEd)

This programme is suitable for qualified teachers and other education professionals who wish to further their career and develop leadership in curriculum, pedagogy or policy development in a particular field of education. Students may focus their degree with a specialist programme of study, or a named specialisation. It is also possible to create your own programme of study.

Under the regulations for the MEd degree, it is still possible to create your own programme of study by selecting from the list of papers offered in the Faculty of Education, and to combine them as you wish, or with a paper from another part of the University.

For the list of postgraduate papers offered in the Faculty please refer to the Postgraduate Papers section page 69.

Programme and Academic Planning Advice

Each postgraduate programme of study has an adviser to whom questions about that programme should be addressed. For contact details of your adviser, please see the relevant Programme of Study information section.

Programmes of Study

- » Adult Literacy and Numeracy Education
- » Arts Education
- » Coaching and Mentoring
- » Curriculum, Pedagogy and Assessment
- » Early Years Education
- » Education Studies
- » eEducation
- » Guidance and Pastoral Care
- » Human Development
- » Language and Literacy Education
- » Māori Medium Teaching/Te Rōpū Tohu Paerua
- » Mathematics Education
- » Middle Schooling
- » Music Education
- » Restorative Practices
- » Science, Technology and Environmental Education

Specialisations

Master of Education is also available with the following specialisations:

- » Global Studies in Education
- » Professional Learning (subject to approval)

For more information about the above specialisations please see page 50 and page 51 respectively.

Programmes of Study (Master of Education)

Adult Literacy and Numeracy Education

Recent government policy has emphasised the need for the development of literacy and numeracy skills in the adult workforce. It has also highlighted the importance of professionalism of adult literacy and numeracy educators. This programme provides professional practice, knowledge, and theory to educators interested in improving the literacy and numeracy skills of adults.

This programme of study caters for educators working with adults in ITPs (Institutes of Technology and Polytechnics), Wānanga, Private Training Establishments (PTEs), Industry Training Organisations (ITOs), and workplaces.

Focus papers

- » ALED525 The Context of Adult Literacy and Numeracy Learning

Option papers

- » ALED504 Reading Difficulties
- » ALED508 Adult Literacy at Work
- » ALED516 Family and Community Literacies: Theories, Practices and Programmes
- » ALED524 Language Knowledge for Teachers and Learners
- » ALED551 Special Topic: Bilingual and Multilingual Education: Classroom Practice and Policy Directions
- » MSTE501 Mathematics Education
- » MSTE502 Acquiring Numeracy: How Thinking Develops
- » MSTE504 Numeracy Difficulties: Issues and Practice

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education with a specialisation in Adult Literacy and Numeracy Education

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Arts Education

This programme of study is designed for educators teaching in and through the Arts in a range of educational settings, particularly those looking to become leaders in the Arts. It focuses on the distinct theories and practices of teaching across each of the four Arts in the New Zealand curriculum: dance, drama, music and the visual arts. Students will be encouraged to enhance and deepen their practical skills and knowledge of arts making and to engage with international research and theories of arts practice and arts teaching. Students will also be introduced to the Arts as tools for teaching across the curriculum.

Focus papers

- » ALED510 Contemporary Themes in Arts Education
- » ALED515 Drama as Pedagogy

Option papers

- » ALED512 Orff Music Education: Theory and Practice 1
- » ALED513 Orff Music Education: Theory and Practice 2
- » ALED514 Orff Music Education: Theory and Practice 3
- » ALED523 Developing the Literature Teacher
- » HDCO510 Advancing Learning
- » HDCO524 Intelligence, creativity and the development of talent
- » PROF504 Educational Leadership and Community
- » PROF506 Educational Assessment

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Music Education
- » Postgraduate Diploma in Education

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Coaching and Mentoring

This programme of study is designed for leaders engaged in the coaching and mentoring of colleagues in educational and other settings; it enables educational leaders to build and apply the conceptual, theoretical and practical understandings needed to develop, sustain and enrich coaching and mentoring relationships. Within the education sector, participants are likely to include tutor teachers, associate teachers, syndicate leaders, heads of department and faculty, senior leadership team members, head teachers, principals, lecturers and advisers. This programme critically examines theories and models of continuing development through mentoring and coaching. It offers participants the opportunity to refine and expand their coaching and mentoring skills, to build a portfolio of evidence, and to critique their coaching or mentoring practice.

Focus papers

- » PROF507 Educational Leadership: Coaching and Mentoring
- » PROF509 Educational Leadership: Advanced Skills for Coaching and Mentoring

Note(s): *The developmental nature of PROF507 and PROF509 means that it is not possible to take both papers concurrently.*

Option papers

Please consult the Programme Adviser.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Master of Educational Leadership
- » Postgraduate Diploma in Educational Leadership
- » Postgraduate Diploma in Educational Leadership with a specialisation in Coaching and Mentoring
- » Postgraduate Certificate in Educational Leadership with a specialisation in Coaching and Mentoring
- » Postgraduate Certificate in School Principalship

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Curriculum, Pedagogy and Assessment

The Faculty offers a range of papers which are designed to support teachers' professional development. Students may wish to create their own programme of study from this list, and perhaps enhance it to suit your own interests and needs from other lists such as Professional Learning. These programmes of study are cross-departmental programmes. Please refer to the Postgraduate Papers section page 69, for further information about all our postgraduate papers.

Focus papers

- » HDCO510 Advancing Learning
- » HDCO524 Intelligence, Creativity and the Development of Talent
- » PCSS511 Curriculum Policy and Possibilities
- » PROF503 Theorising Teaching
- » PROF506 Educational Assessment

You might consider combining these options with papers in curriculum subjects such as Language, Reading and Writing, Health and Physical Education, Mathematics, Science, Social Science and Technology Education.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education

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Early Years Education

Our programme of study focuses on aspects of early years from birth to the middle school period of life and learning. These papers are especially relevant for those with a background in early childhood education who wish to further/deepen their understandings of pedagogy and curriculum with young children and examine issues, policies and philosophies that impact on infants, toddlers and young children as well as teachers, parents and communities.

Focus papers

- » HDCO502 Educational Transitions: Changing Roles and Changing Contexts
- » PCSS513 Philosophy of Education
- » PROF510 Assessment as Pedagogy in the Early Years: Narrative Approaches
- » PROF513 Early Intervention for Young Children With Special Needs
- » PROF516 ICT and Multi Literacies in the Early Years
- » PROF533 Engaging Families and Communities in Early Years Programmes: Collaborative and Cultural Inquiry Approaches

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Supervisors available

- » **Dr Jayne White:** Dialogic pedagogies, philosophy of education, curriculum, assessment, dialogue, infants and toddlers, visual ethnography, global perspectives.
- » **Dr Amanda Bateman:** Conversation and membership categorisation analysis, human social interaction, children's verbal and non-verbal communication, pedagogy, disputes and storytelling.
- » **Associate Professor Linda Mitchell:** Family and whānau engagement in early years education, early years policy, advocacy, culturally responsive teaching and learning, education in developing countries.
- » **Associate Professor Sally Peters:** Educational transitions, young children's thinking, working theories, learning dispositions and key competencies, pedagogy and assessment, children's development.
- » **Janette Kelly:** Diversity and social justice, gender and sexuality, sustainability and the arts.
- » **Sonja Arndt:** Cultural studies, studies of the self/other, diversity and social justice, philosophy of education.
- » **Jeanette Clarkin-Phillips:** Assessment, leadership, family engagement, planning.

Please also see

- » Postgraduate Diploma in Education

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Education Studies

Education Studies involves critical inquiry into the social, political, cultural, economic and personal theories and practices of lifelong education. Whilst its origins are in humanities and social sciences disciplines such as History, Philosophy, Psychology and Sociology, Education Studies today has close affinities with contemporary interdisciplinary fields exploring issues of social policy, culture, gender, critical pedagogy, globalisation, curriculum, adult and tertiary education. Education Studies is also a subject for honours and masters degrees in the Faculty of Arts & Social Sciences (FASS).

Focus papers

- » PCSS503 Indigenous and Post-Colonial Perspectives in Education
- » PCSS506 Contemporary Perspectives in Social Sciences Education
- » PCSS507 International Development Education
- » PCSS508 Educational Policy
- » PCSS511 Curriculum Policy and Possibilities
- » PCSS513 Philosophy of Education
- » PCSS514 Foucault, Education and the Self
- » PCSS530 Issues in Adult and Tertiary Education
- » PCSS551 Special Topic: The Future of Education
- » PCSS587 Globalisation, Cultures, Identities and Education
- » PCSS588 Globalisation and Open Education
- » PCSS589 Global Processes: Critical Pedagogy and New Media Cultures

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education

Please also see (Faculty of Arts & Social Sciences)

- » Postgraduate Diploma in Education Studies
- » Bachelor of Arts with Honours
- » Bachelor of Social Sciences with Honours
- » Master of Arts
- » Master of Social Sciences

Refer to the *Faculty of Arts & Social Sciences Postgraduate Handbook 2014* or visit:

www.waikato.ac.nz/wfass/qualifications/

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eEducation

This programme is designed for students wishing to develop their knowledge and capabilities in using digital technologies in teaching and learning. Its two strands explore online learning and classroom-based practices with ICT, and provide a sound platform for students wishing to progress to dissertation or thesis-level study in either of these areas. eEducation may be defined as the use of digital technologies for "a spectrum of activities from supporting learning to blended learning (the combination of traditional and e-Learning practices), to learning that is delivered entirely online" (JISC, 2004, p.10). This programme brings together a range of papers that acknowledge a broader interpretation of eEducation, from its historical base of computers in classrooms, policy development and implementation, the development of effective classroom pedagogy and practice, and the use of technologies for distance and mobile learning.

Focus papers

- » PROF521 Digital Technologies in the Classroom: New pedagogies, new practices (education practice focus)
- » PROF522 The Professional Practice of E-Teaching (Online learning focus)
- » PROF524 Learning, Leadership and Digital Technologies (education practice focus)
- » PROF525 E-Learning Policy to Practice in the New Zealand Context (education practice focus)

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education with a specialisation in eEducation

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Guidance and Pastoral Care

This programme of study would allow Education students who see their future in the pastoral network of a school, to develop their skills and understanding in the practices of guidance and pastoral care.

Focus papers

- » HDCO540 Working with Groups
- » HDCO546 Conflict Resolution: Restorative Approaches
- » HDCO549 Counselling in Contexts
- » HDCO565 Restorative Practices in Education

Option papers

Please consult the Programme Adviser.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

Postgraduate Diploma in Education with a specialisation in Guidance and Pastoral Care

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Human Development

Human Development offers various possible programmes of study to cater for the professional development needs of students interested in careers in a variety of fields within education and the social services, as well as a research track to prepare students for higher-level investigation of developmental issues.

Focus papers

- » HDCO502 Educational transitions: Changing roles and changing contexts
- » HDCO503 Young people in contemporary New Zealand society
- » HDCO504 Difference and diversity in human development
- » HDCO510 Advancing learning
- » HDCO521 Contemporary issues in disability and inclusion studies
- » HDCO524 Intelligence, creativity and the development of talent
- » HDCO540 Working with groups
- » HDCO544 Discourse and counselling psychologies
- » HDCO549 Counselling and contexts
- » HDCO565 Restorative practices in education

Option papers

- » ALED520 Literacy, cognition and neuroscience
- » MSTE502 Acquiring numeracy: How thinking develops
- » PCSS530 Issues in adult and tertiary education
- » POPS507 Critical demography: Families and change
- » POPS508 Population health and health planning
- » SSRP505 Issues in social science research

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education

Please also see (Faculty of Arts & Social Sciences)

- » Postgraduate Diploma in Human Development
- » Bachelor of Social Sciences with Honours
- » Master of Social Sciences

Refer to the FASS Postgraduate Handbook 2014 or visit: www.waikato.ac.nz/wfass/qualifications/

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Language and Literacy Education

A range of papers is offered for educators who wish to extend their professional development in the area of language and literacy education. Below are a number of suggested pathways for your consideration should you wish to focus your professional skills in a particular area.

Adult and Tertiary Literacies

A large number of educators are involved in improving the literacy skills of adults in the workforce, in tertiary contexts, and in the community. This programme is for educators interested in improving their knowledge and practice in adult literacy education.

Focus paper

- » ALED525 The Context of Adult Literacy and Numeracy Learning

Option papers

- » ALED504 Reading Difficulties
- » ALED508 Adult literacy at work
- » ALED516 Family and Community Literacies: Theories, Practices and Programmes (not offered in 2014)
- » ALED521 Approaches to Academic Literacy

Literacies and Schooling

This programme of studies builds on your educational experiences and provides opportunities to explore a variety of theoretical perspectives, approaches, and issues as indicated by the papers offered. The purpose of these papers is to enable educators to deepen their knowledge of classroom practices, explore literacy acquisition in a diverse range of contexts, develop greater expertise in literacy leadership, and provide background for future literacy research interests.

Focus papers

- » ALED501 Literacy Education: Approaches and Perspectives
- » ALED502 Developing the Critically Literate English/Literacy Teacher (not offered in 2014)
- » ALED504 Reading Difficulties
- » ALED507 Second Language Learners and Learning in Mainstream Classrooms
- » ALED509 Literacy and Technology: Implications for Education
- » ALED522 Best Practice in the Writing Classroom
- » ALED523 Developing the Literature Teacher (not offered in 2014)
- » ALED524 Language Knowledge for Teachers and Learners

Reading and Cognition

This programme of study would focus primarily on the reading process, reading difficulties, language and cognition. It critically examines both historical and current research, including the contribution of neuroscience to the understanding of the literate brain. This programme caters for students with an interest in the reading process, reading difficulties, language, and cognition that have a background in education, linguistics, or cognitive psychology. The programme is suitable for pre- and in-service teachers in the compulsory sector, literacy specialists, tutors working with adults, and clinicians.

Focus papers

- » ALED504 Reading Difficulties
- » ALED520 Literacy, Cognition and Neuroscience
- » ALED524 Language Knowledge for Teachers and Learners

Language Learning

This programme of study caters for students interested in how additional languages are learned and taught effectively, and develops a critical awareness of relevant theories and pedagogical approaches in this discipline. The programme is suitable for in-service teachers.

Focus papers

- » ALED507 Second Language Learners and Learning in Mainstream Classrooms
- » ALED524 Language Knowledge for Teachers and Learners
- » ALED520 Literacy, Cognition and Neuroscience
- » ALED503 Bilingual and Multilingual Education: Classroom Practice and Policy Directions (not offered in 2014)

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education
- » Postgraduate Diploma in Education with a specialisation in Adult Literacy and Numeracy Education
- » Postgraduate Diploma in Language and Literacy Education

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Māori Medium Teaching/Te Rōpū Tohu Paerua

Te Rōpū Tohu Paerua is a postgraduate programme offered to teachers and graduates involved or wishing to be involved in Māori medium teaching contexts. The programme offers a critical examination of theories of first and second language acquisition, learning, teaching and assessment, indigenous theory and practice, indigenous language revival as well as leadership in the context of Māori medium education in Aotearoa New Zealand. This programme also introduces potential researchers to Kaupapa Māori research methodology. This programme is delivered through the medium of te reo Māori.

Focus papers

- » MBED501 Mātauranga Reo Māori
- » MBED502 Tirohanga Whakahaere
- » MBED503 Te Whakaora Reo: Mātauranga Rumaki
- » PCSS502 Kaupapa Māori Research

Required research papers

- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education with a specialisation in Māori Medium Teaching/Te Rōpū Tohu Paerua. TeachNZ Study Award is available for this programme.

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Mathematics Education

The programme of study caters for practising teachers who wish to strengthen their pedagogical content knowledge (PCK) in mathematics, or become curriculum leaders in mathematics/numeracy within their school (supported by a Ministry of Education 50% fee subsidy), newly graduated teachers who wish to strengthen their PCK in mathematics, or become curriculum leaders in mathematics/numeracy within a school in the future.

Focus papers

- » MSTE501 Mathematics Education
- » MSTE502 Acquiring Numeracy: How Thinking Develops
- » MSTE503 Numeracy in the Classroom: Issues and Practice
- » MSTE504 Numeracy Difficulties: Issues and Practice

Option papers

Please consult the Programme Adviser.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Mathematics Education
- » Science, Technology and Environmental Education

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Middle Schooling*

This programme of study provides an opportunity for middle school teachers to explore issues specific to teaching and learning for the Year 7-10 age group (11-14 year olds). It is designed for teachers whose initial teacher education was either in primary or secondary. The programme aims to produce graduates who will be i) critical thinkers able to articulate issues around teaching in Years 7-10, ii) better prepared to meet the learning needs of young adolescents and iii) critically responsive change agents able to contribute to professional practice and educational provision for this age group. Ministry of Education's Middle Schooling Tertiary Fees Subsidies may be available for selected papers in this programme.

** This programme is being revised as this Handbook goes to press. Previous papers are being re-developed. The programme will be taught in a mixed delivery format, combining short Block meetings per paper, and online work. Please see the Faculty of Education website for further information, or email educ_grad@waikato.ac.nz for more information.*

Focus papers

- » PROF518 Teaching and Learning Years 7-10
- » HDCO515 Issues in Early Adolescent Development
- » ALED517 Literacy Years 7-10
- » MSTE502 Acquiring Numeracy: How Thinking Develops

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education with a specialisation in Middle Schooling

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Music Education (Orff-Schulwerk)

This programme of study is suitable for those with a professional focus on music education. In particular the programme focuses on the principles and practice of Orff-Schulwerk, a child-centred approach to music education, which uses songs, dances, rhymes, clapping games, poetry and stories drawn from the imaginative and cultural world of the child. Such material forms a starting point for teaching and learning activities and as a basis for exploring musical skills and concepts in an imaginative way. Students will critically examine these ideas and practices in a way that is informed by other pedagogically based approaches to music education as well as by historical perspectives, educational philosophy and learning theory.

In October 2006, the Faculty of Education at the University of Waikato signed a Memorandum of Agreement with ONZA, the terms of which include how the two organisations collaborate in the development of three postgraduate papers in Orff Music Education: Theory and Practice. The three papers offered in Orff theory and practice invite participants to develop an in-depth, experience-based knowledge of both the musical content and the pedagogical ideas embedded within the Schulwerk.

Focus papers

- » ALED512 Orff Music Education: Theory and Practice 1
- » ALED513 Orff Music Education: Theory and Practice 2 (Prerequisite: ALED512)

Option papers

- » ALED510 Contemporary Themes in Arts Education
- » ALED514 Orff Music Education: Theory and Practice 3 (Prerequisite: ALED513)
- » HDCO510 Advancing Learning
- » HDCO524 Intelligence, creativity and the development of talent
- » PROF504 Educational Leadership and Community

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education with a specialisation in Music Education
- » Arts Education

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Restorative Practice

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 programme of study invites students to critically examine the theoretical ideas underpinning the practices, consider local and international research and outcomes, and it offers a ground from which practitioners can build their own practice within their institution. It offers an introduction to skills of conversation, conference facilitation, and mediations using restorative principles and processes.

Focus papers

- » HDCO565 Restorative Practices in Education
- » HDCO546 Conflict Resolution: Restorative Approaches

Option papers

- » HDCO549 Counselling in Contexts
- » PROF523 The Development of Kotahitanga

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Education with a specialisation in Restorative Practices

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Science, Technology and Environmental Education

Postgraduate papers in science, environmental and technology education reflect the substantial body of research already being carried out on the University Campus, and internationally, which analyses issues such as curriculum development, learning and teaching, and professional development of science, environmental and technology educators. The papers are primarily intended for graduate teachers in Science, Technology or Environmental Education. However, candidates who have majored in other areas may also be permitted to take these papers as part of their programme.

Focus papers

- » STER508 Science Education
- » STER511 Technology Education
- » STER512 Innovations in Science, Technology or Environmental Education
- » STER513 Environmental and Sustainability Education

Option papers

Please consult the Programme Adviser.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » STER590 Directed Study or STER592 Dissertation or STER593 Science and Technology Education Thesis or STER594 Science and Technology Education Thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Science Education
- » Postgraduate Diploma in Technology Education
- » Postgraduate Diploma in Science and Technology Education

Please also refer to the *Technology, Environmental, Mathematics and Science Education (TEMS) Research Centre Handbook*.

Associate Professor John Williams
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Master of Education with a Specialisation in Global Studies in Education (MEd(GSE))

Global Studies in Education at the University of Waikato explores and researches the educational dimensions in distinctive forms of global processes, interconnectivity, and intercultural education and dialogue on the model of open science, open education and open knowledge production. It builds upon the traditions of comparative and international education programmes. It includes but is not limited to the following areas: education, policy and governance; global youth cultures and identities; new media and popular cultures; the politics of social identities; gender, class and racial inequalities; the political economy of knowledge production and knowledge management; education and development; the new global ecologies of learning; open education; global citizenship and education.

The challenges presented by the complex, globalised world in which youth cultures are often ahead of teacher knowledge and skills especially with respect to new media and technologies mean that educators need to help their students to navigate this globalising world; to internationalise their curriculum and pedagogy; and help their students to reflect and critically understand what it means to be globally informed, aware and compassionate human beings – “citizens of the world”.

Required papers

- » PCSS587 Globalisation, Cultures, Identities and Education

And at least 60 points from the following papers:

- » PCSS507 International Development Education
- » PCSS588 Globalisation and Open Education
- » PCSS589 Global Processes: Critical Pedagogy and New Media Cultures

Required research papers

- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser. Professor Tina Besley and Professor Michael Peters are available as supervisors.

Please also see

- » Postgraduate Diploma in Education with a specialisation in Global Studies in Education

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Master of Education with a Specialisation in Professional Learning (MEd(ProfLearning)) (subject to approval)

This programme is offered for mid-career educators and professional learning facilitators, who work as leaders of professional learning initiatives with colleagues in schools and other communities of practice, where professional learning is an on-going expectation. The programme aims to support the development of practice of these professionals so that they are recognised as excellent practitioners of in-service professional learning.

Students must have at least five years' experience in a relevant professional context, and be currently employed in a relevant professional context.

Required papers

- » PROF540 Professional Learning and Development
- » PROF541 Using Evidence for Effective Practice

Option papers

Please consult the Programme Adviser.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

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Master of Educational Leadership (MEdLeadership)

Educational Leadership papers offer literature and research-based learning opportunities that are relevant to current educational leaders. There is an assumption that all professional educators are potentially educational leaders. Consequently the papers are intended for current and aspiring leaders. In addition to papers that have a standard content it is possible to undertake directed studies and theses that focus on areas specific to the interests of participants. This gives current and aspiring leaders an opportunity to tailor their learning programme to meet their specific context.

Required papers

- » PROF500 Educational Leadership: Organisational Development
- » PCSS502 Educational Leadership: Issues and Perspectives

Option papers

- » PROF504 Educational Leadership and Community
- » PROF505 Educational Leadership for Social Justice
- » PROF507 Educational Leadership: Coaching and Mentoring
- » PROF508 Developing Effective Principalship
- » PROF509 Educational Leadership: Advanced Skills for Coaching and Mentoring
- » PROF580 Professional Education Seminar
- » Other papers may be chosen with the approval of your Programme Adviser.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Directed study, dissertation or masters thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Educational Leadership
- » Postgraduate Diploma in Educational Leadership with a specialisation in Coaching and Mentoring
- » Postgraduate Certificate in Educational Leadership with a specialisation in Coaching and Mentoring
- » Postgraduate Certificate in School Principalship

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Dr Damion Sturm
Postgraduate Administrator

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Master of Sport and Leisure Studies (MSpLS)

Students taking the MSpLS or other students considering work in this area may be interested to consider the following possible programmes of study. These are indicative only and are offered as suggestions as to how a programme of study might be constructed.

Critical Studies of Sport and Physical Culture

Postgraduate students interested in examining the power, politics and potential of sport and/or physical culture using an interdisciplinary approach (including sociology, psychology, history, cultural studies) have an array of opportunities to focus on a topic of particular interest (eg sports media, extreme sports, gender in sport or exercise, race and racism in sport, national identity and sport, sport for social justice, dance and other alternative movement cultures). Students pursuing this strand could focus on overarching issues such as: Alternative Sport and Movement Cultures; Sport and Social Justice; Healthy Moving Bodies.

Focus papers

- » SPLS507 Sporting Bodies and Movement Culture

Option papers

- » SPLS502 Health Related Fitness: Contemporary Issues
- » SPLS505 Youth Culture and Sport
- » Other possible options might include: ANTH509, DEVS502, DSOE589, GEO519, HDCO503, HDCO521, HIST508, HRMG574, MKTG556, MCOM507, POLS503, SOCY501, SOCY514, SOCY531, SOCY576, SOCY578, TIKA560, WGST505, WGST507. We invite you to check these papers in the online *Catalogue of Papers*.

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » SPLS590 Directed Study or SPLS592 Dissertation or SPLS593 Sport and Leisure Studies Thesis or SPLS594 Sport and Leisure Studies Thesis – to be determined in consultation with the Programme Adviser.

Education Outdoors

This programme of study is designed for teachers involved in educating outdoors in any phase of schooling, and other outdoor education professionals working with young people. It aims to extend students' abilities to critically engage with contemporary issues in educating outdoors, and challenges students to apply new knowledge in their own professional contexts. The programme is ideal for aspiring curriculum leaders and outdoor education professionals with interests in advancing their knowledge and practice.

Focus papers

- » SPLS503 Education Outdoors

Option papers

- » SPLS505 Youth, Culture and Sport
- » SPLS508 Health and Physical Education in Schools
- » GEOG520 Human Dimensions of Environmental Change
- » HDCO503 Young People in Contemporary New Zealand Society
- » PROF506 Educational Assessment
- » STER513 Environmental and Sustainability Education

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » SPLS590 Directed Study or SPLS592 Dissertation or SPLS593 Sport and Leisure Studies Thesis or SPLS594 Sport and Leisure Studies Thesis – to be determined in consultation with the Programme Adviser.

Health and Physical Education

This programme of study is designed for Health and Physical Education (HPE) teachers working in any phase of schooling and other HPE professionals working with young people. It aims to extend students' abilities to critically engage with contemporary issues in HPE and challenges students to apply new knowledge in their own professional contexts. The programme is ideal for aspiring curriculum leaders and any HPE professionals with interests in advancing their knowledge and practice.

Focus paper

- » SPLS508 Health and Physical Education in Schools

Option papers

- » SPLS505 Youth, Culture and Sport
- » SPLS503 Education Outdoors
- » PCSS511 Curriculum Policy and Possibilities
- » PCSS502 Educational Leadership: Issues and Perspectives
- » PROF506 Educational Assessment
- » SPLS507 Sporting Bodies and Movement Culture

Required research papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » SPLS590 Directed Study or SPLS592 Dissertation or SPLS593 Sport and Leisure Studies Thesis or SPLS594 Sport and Leisure Studies Thesis – to be determined in consultation with the Programme Adviser.

Please also see

- » Postgraduate Diploma in Sport and Leisure Studies
- » Bachelor of Sport and Leisure Studies with Honours

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Programme Adviser

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Dr Damion Sturm, Postgraduate Administrator
(Sport and Leisure Studies)

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Master of Teaching and Learning (MTchgLn)

This intensive one-year programme leads to provisional registration as a New Zealand primary school or secondary school teacher.

This programme will develop students' critical understanding of research based pedagogical approaches, learning theory and content knowledge to effectively teach diverse learners in New Zealand schools. Practical classroom experiences are a required component of this programme.

Application process

This is an Initial Teacher Education qualification and is not suitable for qualified teachers. Highly motivated graduates who are independent learners and have good time-management skills are invited to apply for this programme.

- » Applicants will be required to undergo an interview and selection process
- » Applicants must have attained a B+ average in their first degree
- » Applicants interested in secondary teaching need 300 level papers in the area they want to teach
- » Applications close 1 December 2013.

Programme dates

- » 6 January – 19 December 2014

Location

- » Hamilton campus

Required papers

- » Teaching in NZ context (Summer School)
- » Diversity and Inclusion (Y paper)
- » Curriculum 1 (A Semester)
- » Curriculum 2 (B Semester)
- » Evidence based inquiry (A Semester)
- » Extending evidence based inquiry (B Semester)

Note(s): *This programme is administered through the Faculty's Centre for Teacher Education. Please see the Faculty of Education website for further details about the required papers.*

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Honours Degrees

This qualification is for high performing graduates interested in advancing their understanding of the subject studied at undergraduate level. The honours degrees require completion of 120 points at 500 level (equivalent to four papers) and are one year full-time (or part-time equivalent) programmes.

Bachelor of Sport and Leisure Studies with Honours

The Bachelor of Sport and Leisure Studies with Honours (BSpLS(Hons)) postgraduate degree is for high achieving graduates of the BSpLS who want to continue their studies in a specified area in Sport and Leisure Studies.

Admission requirements

- » BSpLS with at least B grade average in the third year or
- » A qualification and performance that is considered equivalent.

Required papers

- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » At least one of: SPLS590, SPLS592, SPLS593
- » Choose remaining points from 500 level Sport and Leisure papers.

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Bachelor of Teaching with Honours

The Bachelor of Teaching with Honours (BTchg(Hons)) postgraduate degree is for high achieving graduates of the BTchg, which prepares a candidate for research and scholarship at the Master of Education degree level and beyond.

Admission requirements

- » BTchg from the University of Waikato, with at least B+ grade average in the third year or
- » A qualification and performance that is considered equivalent.

Required papers

- » DSOE556 Research Methods for Teachers
- » Directed Study or Dissertation – to be determined in consultation with the Programme Adviser.
- » Choose remaining points from 500 level Education papers.

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Postgraduate Diplomas

The Postgraduate Diplomas are for graduates who broaden and develop their knowledge and understanding in the subject they studied at undergraduate level. The PGDips require completion of 120 points at 500 level (equivalent to four papers). Students may include an approved 30 points paper from another area of study in place of those prescribed.

Postgraduate Diploma in Disability and Inclusion Studies

This programme is for graduates who wish to develop their understanding and skills in disability and inclusive practice in a variety of professional and community contexts.

Required papers

- » Include HDCO521 and DSOE557 or PCSS502
- » Choose at least two from: HDCO502, HDCO504, HDCO522, HDCO524, HDCO540, HDCO546, HDCO565, PCSS502, PROF513, PROF523.

Programme Adviser: Dr Carol Hamilton

Postgraduate Diploma in Education

The PGDip(Ed) is for graduates who want a flexible postgraduate qualification in Education. A themed programme can be tailored to individual intellectual needs, interests and aspirations. Alternatively a prescribed programme of study in a specified subject can be taken. Education is a broad area of study and particularly suits people already employed in the education sector such as teachers. Completing study in Education can enhance your theoretical knowledge and classroom practice and provide future opportunities for professional development or higher study.

Required papers

- » Choose at least three 500 level Education papers

Programme Adviser: Frances Edwards

Specialisations available

- » Adult Literacy and Numeracy Education
- » eEducation
- » Global Studies in Education
- » Guidance and Pastoral Care
- » Māori Medium Teaching / Te Rōpū Tohu Paerua
- » Middle Schooling
- » Music Education (Orff-Schulwerk)
- » Restorative Practices

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

This specialisation caters for educators working with adults in Institutes of Technology, Polytechnics, Wānanga, Private Training Establishments, Industry Training Organisations and workplaces. Recent government policy has emphasised the need for the development of literacy and numeracy skills in the adult workforce. It has also highlighted the importance of professionalism of adult literacy and numeracy educators. This programme provides professional practice, knowledge, and theory to educators interested in improving the literacy and numeracy skills of adults.

Required papers

- » ALED525
- » Choose three from: ALED504, ALED508, ALED516, ALED524, ALED551, MSTE501, MSTE502, MSTE504.

Programme Adviser: Dr Judy Hunter

Please see Adult Literacy Educator Grant information on page 19.

Postgraduate Diploma (Education) with a Specialisation in eEducation

This specialisation caters for graduates who want to use information and communication technologies for teaching purposes. This postgraduate qualification will appeal to those working in school leadership, as eLearning facilitators or consultants, tutors, librarians, teachers, school leaders and educators from the wider public and private sectors. The Faculty of Education has historically been viewed as a leader and innovator in eEducation. eEducation is a rapidly developing field, with technological innovation making available to teachers and students more choices in how they learn, where they learn, and what they learn.

Required papers

- » Choose three from: PROF521, PROF522, PROF524, PROF525
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser: Associate Professor Garry Falloon

Postgraduate Diploma (Education) with a Specialisation in Global Studies in Education

This specialisation explores and researches the educational dimensions in distinctive forms of global processes, interconnectivity, and intercultural education and dialogue on the model of open science, open education and open knowledge production. Global Studies in Education will help educators prepare students to navigate our complex, globalised world; to internationalise their curriculum and pedagogy; and help their students to critically reflect and understand what it means to be globally informed, aware and compassionate human beings "citizens of the world."

Required papers

- » PCSS587
- » Choose at least two from: PCSS507, PCSS588, PCSS589

Programme Adviser: Professor Tina Besley

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

This specialisation is for graduates who see their future in the pastoral network of school and who are keen to develop their skills and understanding in the practices of guidance and pastoral care.

Required papers

- » Choose three from: HDCO540, HDCO546, HDCO549, HDCO565
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser: Associate Professor Kathie Crocket

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

This specialisation suits teachers who want to adapt their classroom organisation 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. Entry into the programme requires proficiency in teaching children and young people in te reo Māori and a minimum of three years teaching experience.

Required papers

- » MBED501, MBED502, MBED503 and PCSS502

Programme Adviser: Karaitiana Tamatea

Please see Māori Medium/Bilingual Teaching Study Award information on page 20.

Postgraduate Diploma (Education) with a Specialisation in Middle Schooling

This specialisation aims to provide an opportunity for middle school teachers to explore issues specific to teaching Year 7-10 age group (11-14 year olds).

Required papers

Note(s): *This programme is being revised as this Handbook goes to press. Previous papers are being re-developed. Please see the Faculty of Education website (www.education.waikato.ac.nz/qualifications/postgraduate-degrees) for further information, or email educ_grad@waikato.ac.nz*

Programme Adviser: Kerry Earl

Please see Middle Schooling Fees Subsidies information on page 19.

Postgraduate Diploma (Education) with a Specialisation in Music Education

This specialisation is for graduates interested in all aspects of music education. It is of particular interest to graduates with an interest in approaches to music education influenced by the theory and practice of Carl Orff, Gunild Keetman and others and with ways in which music integrates with other art-forms and other human meaning-making resources. Orff Schulwerk is an approach to music education, which uses songs, movement, rhymes, clapping games, poetry and stories drawn from the imaginative and cultural world of the child. Children improvise, compose and invent their own music using tuned and untuned percussion instruments. Children also learn how to read and write music.

The Orff Music Education: Theory and Practice papers provide an in-depth, experienced-based knowledge of both the musical content and the pedagogical ideas embedded within Orff Schulwerk. Students critically examine how other pedagogically based approaches to music education, historical perspectives, educational philosophy and learning theory inform the ideas and practices of Orff Schulwerk. These papers, while steeped in Orff and other theory related to Music Education, are particularly targeted at music practitioners.

Required papers

- » Include ALED512 and ALED513
- » Choose one or two from: ALED510, ALED511 and ALED514 or another approved 500 level paper.

Programme Adviser: Dr Viv Aitken

Postgraduate Diploma (Education) with a Specialisation in Restorative Practices

This specialisation is for graduates interested in focusing their postgraduate study on the use of restorative practice in education. Restorative practice in educational contexts is an approach to relationships, pastoral care and behaviour 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.

Required papers

- » Include HDCO546, HDCO565 and DSOE557
- » Choose one 500 level Education paper

Programme Adviser: Associate Professor Wendy Drewery

Postgraduate Diploma in Educational Leadership

This programme is for graduates who are aspiring or current educational leaders and who want to develop their leadership skills and knowledge. This programme builds upon the knowledge gained in your undergraduate education degree.

Required papers

- » Include PROF500 and PCSS502
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research
- » Choose one from: HDCO565, PROF504, PROF505, PROF507, PROF508, PROF509, PROF523, PROF580.

Specialisations available

- » Coaching and Mentoring

Programme Advisers: Jenny Ferrier-Kerr and Jeremy Kedian

Postgraduate Diploma (Educational Leadership) with a Specialisation in Coaching and Mentoring

This specialisation enables educational leaders to build and apply the conceptual, theoretical and practical understandings needed to develop, sustain and enrich coaching and mentoring relationships.

This programme is designed for leaders engaged in the coaching and mentoring of colleagues in educational and other settings. Within the education sector, participants are likely to include tutor teachers, associate teachers, syndicate leaders, heads of department and faculty, senior leadership team members, head teachers, principals, lecturers and advisers. A specialisation in coaching and mentoring enables practitioners to gain a context specific qualification, which will enhance their practice and potentially advance their career.

Required papers

- » Include PROF507, PROF509, PROF500 and PCSS502

Note(s): *The developmental nature of PROF507 and PROF509 means that it is not possible to take both papers concurrently.*

Programme Advisers: Jenny Ferrier-Kerr and Michele Morrison

Postgraduate Diploma in Language and Literacy Education

This programme particularly suits teachers with an interest in the theory and practice of literacy/literature teaching at both primary and secondary levels and those interested in ESOL (English as a Second Language), EAL (English as an Additional Language), bilingual and multicultural education. The focus of this language and literacy education programme is on literacy research-based teaching. The papers are oriented to the professional learning needs of classroom teachers.

Required papers

- » Choose at least two from: ALED501, ALED502, ALED503, ALED504, ALED507, ALED508, ALED509, ALED520, ALED521, ALED522, ALED523 or an approved 500 level paper
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser: Wendy Carss

Postgraduate Diploma in Mathematics Education

This programme is for graduates interested in mathematics education. This programme is particularly suitable for teachers wanting to improve their content and pedagogical content knowledge in mathematics education. Mathematics is an invaluable tool for daily life. Mathematics education papers at Waikato explore the practical skills and educational theories involved with the teaching of mathematics in schools.

Required papers

- » Choose at least two from: MSTE501, MSTE502, MSTE503, MSTE504 or an approved 500 level paper
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser: Associate Professor John Williams

Postgraduate Diploma in Science Education

The programme is for graduates interested in science or environmental education. This programme is particularly suitable for teachers wanting to improve their content and pedagogical content knowledge in these areas. Students studying Science Education explore the current and past purposes and aims for Science Education, views of the nature of science, views of learning in Science Education, the nature of effective pedagogies for Science Education and current issues in science education. Students may also undertake a research project in the area of Science Education.

Required papers

- » Choose at least two from: STER508, STER511, STER512, STER513, STER543, STER590 or an approved 500 level paper
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser: Associate Professor John Williams

Postgraduate Diploma in Sport and Leisure Studies

This programme is for Bachelor of Sport and Leisure Studies graduates who want to pursue advanced study in sport and leisure. This programme is designed to foster an understanding of recent advances in sport and leisure research and explores the implications of this research for practice in the Aotearoa/ New Zealand context. This programme will be of particular interest to those involved in leadership and development roles in the Sport and Leisure industry. The programme includes papers which explore issues such as ageing and society, public relations and sport, health related fitness, leisure, social issues in sport, adventure and the outdoors, management, youth and sport, physical education and psychological aspects of sport and leisure.

Required papers

- » Choose at least three from: SPLS501, SPLS502, SPLS503, SPLS504, SPPL505, SPLS507, SPLS508, SPLS520, SPLS590, SPLS592, DSOE557 or PCSS502.

Programme Adviser: Dr Mike Brown

Postgraduate Diploma in Technology Education

This programme is for interested in Technology Education. It particularly suits teachers interested in this subject area. Technology Education papers cover current issues in Technology Education research and development, the nature of technology and Technology Education and learning and curriculum in Technology Education. Papers also examine how developments and innovations in technology relates to the Technology Curriculum.

Required papers

- » Choose at least two from: STER508, STER511, STER512, STER513, STER543, STER590 or an approved 500 level paper
- » DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser: Associate Professor John Williams

Postgraduate Certificates

Postgraduate Certificate (PGCert) programmes are often recommended to students who have not had recent and/or sustained experience of academic work. Some PGCerts are vocationally-oriented, offering a short course professional development option for professionals who are not seeking an additional degree. The PGCerts require completion of 60 points at 500 level (equivalent to two papers).

Postgraduate Certificate in Counselling with a Specialisation in Counselling Supervision (not offered in 2014)

The Postgraduate Certificate in Counselling (CounsSup) is for graduates, who are experienced counselling practitioners. It offers advanced education in professional supervision.

Required papers

» Include HDCO547 and HDCO548

Programme Adviser: Associate Professor Kathie Crocket

Postgraduate Certificate in Counselling with a Specialisation in Family Counselling

The Postgraduate Certificate Counselling (Family Counselling) is for graduates, who are experienced counselling practitioners. It offers advanced education on the professional contexts of family and relationship counselling in New Zealand.

Required papers

» Include HDCO560 and HDCO561 or HDCO551

Programme Adviser: Associate Professor Kathie Crocket

Postgraduate Certificate in Education

The PGCert(Ed) is for graduates who want to develop their professional understanding of Education and build upon the knowledge gained in their undergraduate education degree. Education is a broad area of study and particularly suits people already employed in the education sector such as teachers. Completing study in Education can enhance your theoretical knowledge and classroom practice and provide future opportunities for professional development or higher study.

Required papers

» Include two 500 level Education papers

Programme Adviser: Frances Edwards

Postgraduate Certificate in Education with a Specialisation in Restorative Practices

This specialisation is for graduates, who want to advance their understanding of the use of restorative practices in education. Restorative practices 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 offer an introduction to and interrogation of skills of facilitation of conferences and mediations using restorative principles and processes.

Required papers

» Include HDCO546 and HDCO565

Programme Adviser: Associate Professor Wendy Drewery

Postgraduate Certificate in Educational Leadership with a Specialisation in Coaching and Mentoring

This specialisation enables educational leaders to build and apply the conceptual, theoretical and practical understandings needed to develop, sustain and enrich coaching and mentoring relationships. This programme is designed for leaders engaged in the coaching and mentoring of colleagues in educational and other settings. Within the education sector, participants are likely to include tutor teachers, associate teachers, syndicate leaders, heads of department and faculty, senior leadership team members, head teachers, principals, lecturers and advisers. A specialisation in coaching and mentoring enables practitioners to gain a context specific qualification, which will enhance their practice and potentially advance their career.

Required papers

» Include PROF507 and PROF509

Note(s): *The developmental nature of PROF507 and PROF509 means that it is not possible to take both papers concurrently.*

Programme Advisers: Jenny Ferrier-Kerr and Michele Morrison

Postgraduate Certificate in School Principalship

This programme is for graduates who want to advance their educational leadership skills and knowledge.

Required papers

- » Include PCSS502 and PROF508

Note(s): *Students must normally have a degree and three or more years of teaching experience to be eligible for entry into this qualification. Students without a degree but with considerable leadership experience may be eligible to use this as a bridging qualification to a masters degree.*

Programme Adviser: Jenny Ferrier-Kerr and Jeremy Kedian

Postgraduate Certificate in Sport and Leisure Studies

This programme is for graduates interested in enhancing their understanding of sport and leisure studies.

Required papers

- » Choose two from: SPLS501, SPLS502, SPLS503, SPLS504, SPLS505, SPLS507, SPLS508, SPLS520, SPLS590, DSOE557 or PCSS502.

Programme Adviser: Dr Mike Brown

Postgraduate Certificate in Tertiary Teaching

This programme offers tertiary teachers the opportunity to develop their own teaching, and gain a formal qualification in tertiary teaching. It is normally completed over two years of part-time study. It is open to students who currently hold a tertiary teaching position, have a bachelor degree or other qualification considered equivalent, and who have at least two years' full-time equivalent experience in tertiary teaching. Students participate in professional development workshops, as well as in supervised reflection on aspects of their own teaching.

Required papers

- » Include PROF531 and PROF532

Programme Advisers: Dorothy Spiller and Dr Pip Bruce Fergusson

Graduate Diplomas

Graduate Diplomas are intended to provide the equivalent of a major in a subject other than that in which the student has majored for their undergraduate degree. These programmes are used as bridging programmes for students who want to pursue advanced (postgraduate) study at the Faculty of Education. The GradDips require completion of 120 points at 100 level or above including at least 80 points at 300 level or above in an approved subject. These programmes are one-year full-time study (or part-time equivalent).

Students wishing to use a GradDip as a pathway towards postgraduate studies should consult the relevant Postgraduate Programme Adviser.

Programmes available

- » Graduate Diploma in Adult Education and Training
- » Graduate Diploma in Education
- » Graduate Diploma in Education with a specialisation in Arts Education
- » Graduate Diploma in Sport and Leisure Studies

For more information about the GradDips please visit our website:

<https://education.waikato.ac.nz/qualifications/graduate-diplomas/>

Graduate Certificates

Perfect if you want to quickly gain a few papers in a specific subject area. These usually take one semester of full-time study (or one year part-time) and you need to have either a bachelors degree or significant relevant work experience to be admitted. The GradCerts require completion of 60 points at 100 level or above including 40 points at 300 level or above in an approved subject.

Diplomas

Students who do not have a degree and who do not wish to take a full undergraduate degree programme may consider enrolling in a diploma qualification. The Dips require completion of 120 points at 100 level or above including at least 80 points at 200 level or above in an approved subject.

Programmes available

- » Diploma in Education
- » Diploma in Education a specialisation in Adult Literacy and Numeracy Education
- » Diploma in Sport and Leisure Studies

For further information about the Dips please see:

<https://education.waikato.ac.nz/qualifications/diploma/>

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

Postgraduate Papers

Postgraduate papers offered in the Faculty of Education are listed below in alpha-numeric order. Please see the previous sections of this handbook for information on the papers required for the specific programmes. For further information search the online *Catalogue of Papers* (<http://papers.waikato.ac.nz/>).

Credit Points

Except where specifically stated, papers at postgraduate level in the Faculty of Education are worth 30 points.

Understanding Paper Codes

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

Example: PROF500-14B (HAM)

Subject	Level	Year	Semester	Location
PROF	500	2014	B	(HAM)

Subject Indicators

ALED	Arts and Language Education – Language and Literacy Education, Music Education
DSOE	Education Research
GEOG*	Geography
HDCO	Human Development and Counselling, Disability and Inclusion Studies
MBED	Māori and Bilingual Education – Māori Medium Teaching
MKTG+	Marketing
MSTE	Mathematics Education
PCSS	Education Studies, Global Studies in Education
PROF	Professional Studies in Education – e-Education, Educational Leadership, Tertiary Teaching, Professional Learning
SPLS	Sport and Leisure Studies
STER	Science and Technology Education

*Offered through the Faculty of Arts & Social Sciences

+Offered through Waikato Management School

Period Indicators

A	First Semester	February/March – June, weeks 10-26
B	Second Semester	July – November, weeks 29-45
C	An atypical teaching period	For teaching dates please refer to weeks taught information
D	Self-paced	
S	Summer School	January – February, weeks 2-9
Y	Academic Year	March – November, weeks 10-45

Please see Teaching and Assessment Periods for dates, page 68.

Location Indicators

BLK	Block	Partially online taught paper, paper has some block face-to-face teaching period(s) in Hamilton
BTG	Block	Partially online taught paper, paper has some block face-to-face teaching period(s) in Tauranga
HAM	Hamilton	Paper taught in Hamilton
TGA	Tauranga	Paper taught at the University of Waikato at Tauranga/ Bay of Plenty Polytechnic
NET	Internet	Fully online taught paper, no face-to-face classes

ALED501-14A (NET) – 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 share the results of their investigation in dialogue with others.

Weeks taught: 10-26

Lecturer: Professor Terry Locke *extn* 7780

Email: locketj@waikato.ac.nz

ALED502 – Developing the Critically Literate English/Literacy Teacher (Not offered in 2014)

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 underpinned by ideology in various policy and official documents.

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

There will also be a book of required readings.

ALED503 – Bilingual and Multilingual Education: Classroom Practice and Policy Directions (Not offered in 2014)

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

ALED504-14C (BLK) – 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: 28-42

Lecturer: Dr Sue Dymock *extn* 7717

Email: sdymock@waikato.ac.nz

ALED507-14B (NET) – Second Language Learners and Learning in Mainstream Classrooms

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

Weeks taught: 29-45

Lecturer: Dr Margaret Franken *extn* 6360

Email: franken@waikato.ac.nz

ALED508-14B (NET) – Adult Literacy at Work

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

Weeks taught: 29-45

Lecturer: Dr Judy Hunter extn 7712

Email: jmhunter@waikato.ac.nz

ALED509-14A (NET) – Literacy and Technology: Implications for Education

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

Weeks taught: 10-26

Co-ordinator: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

Lecturer: Wendy Carss extn 7862

Email: wcarss@waikato.ac.nz

Lecturer: Marilyn Blakeney-Williams extn 7867

Email: marilynbl@waikato.ac.nz

ALED510-14C (BLK) – Contemporary Themes in Arts Education

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

Weeks taught: 11-28

Lecturer: Graham Price extn 7925

Email: grahamp@waikato.ac.nz

ALED512-14C (BLK) – Orff Music Education: Theory and Practice 1

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

Weeks taught: 17-27

Lecturer: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

Lecturer: Christoph Maubach extn 4620

Email: cmaubach@waikato.ac.nz

ALED513-14C (BLK) – 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: 17-27

Lecturer: Christoph Maubach extn 4620

Email: cmaubach@waikato.ac.nz

ALED514 – Orff Music Education: Theory and Practice 3 (Not offered in 2014)

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.

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

ALED515-14S (HAM) – Drama as Pedagogy: The Mantle of the Expert

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.

Weeks taught: 4-9

Lecturer: Dr Viv Aitken extn 7751

Email: vmck@waikato.ac.nz

ALED516 – Family and Community Literacies: Theories, Practices and Programmes (Not offered in 2014)

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.

ALED520-14B (NET) – Literacy, Cognition and Neuroscience

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

Weeks taught: 29-45

Lecturer: Dr David Whitehead extn 7868

Email: davidw@waikato.ac.nz

ALED521-14A (HAM) – Approaches to Academic Literacy

Understanding academic literacy demands at a tertiary level is critical for academic success. This paper looks at selected aspects of academic literacy from a theoretical and research point of view. It analyses the nature of practices and skills required in the tertiary learning context, and builds students' awareness of social practices, texts and academic conventions. The paper has been found to be useful and interesting for domestic as well as international students.

Weeks taught: 10-26

Lecturer: Dr Margaret Franken extn 6360

Email: franken@waikato.ac.nz

ALED522-14B (NET) – Best Practice in the Writing Classroom

In this paper students explore writing discourses; analysing and critiquing a range of theoretical perspectives and teaching practices. Participants are required to reflect on their discursive practices and how these position them as teachers of writing. Current pedagogical research in terms of effective teaching and assessment practices are discussed and teachers transfer these understandings to a small research project in a practical teaching situation. This paper extends students' knowledge regarding the teaching of writing and enables teachers to reflect on their own practices.

Weeks taught: 29-45

Lecturer: Stephanie Dix extn 7853

Email: stephd@waikato.ac.nz

ALED523 – Developing the Literature Teacher (Not offered in 2014)

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. The course builds on undergraduate offerings in children's literature and explores a number of topics related to the use of literary texts in classrooms.

ALED524-14A (BLK) – 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: 10-26

Lecturer: Dr Nicola Daly extn 4298

Email: nicolad@waikato.ac.nz

ALED525-14A (NET) – The Context of Adult Literacy and Numeracy Learning

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

Weeks taught: 10-26

Lecturer: Dr Judy Hunter extn 7959

Email: jmhunter@waikato.ac.nz

ALED551-14C (HAM) – Special Topic**ALED590-14A (HAM); 14A(TGA); 14B (TGA); 14C (NET); 14S (HAM); 14S (NET) – Directed Study (30 points)****ALED592-14A (HAM); 14B (TGA); 14C (NET); 14C (HAM); 14C (NET); 14Y (NET) – Dissertation (60 points)**

Please refer to Research Papers Section, page 95.

DSOE556-14A (HAM) – Research Methods for Teachers (BTchg(Hons) only)**DSOE557-14A (HAM); 14B (NET); 14S (HAM) – Research Methods****DSOE590-14D (HAM); 14D (NET); 14D (TGA) – Directed Study (30 points)****DSOE592-14C (HAM); 14C (NET); 14C (TGA) – Dissertation (60 points)****DSOE593-14C (HAM); 14C (TGA) – Education Thesis (90 points)****DSOE594-14C (HAM); 14C (TGA) – Education Thesis (120 points)**

Please refer to Research Papers section, page 95.

GEOG504-14A (NET) (FO) – Geographies of Education

This paper deals with issues in geographical education across the curriculum, from primary to tertiary levels. It explores the changes that have occurred in Aotearoa/New Zealand, and maps these against international commentaries on the evolution and status of geography as an area of applied and theoretical endeavour.

Note(s): For further information, please contact the Geography Department at the Faculty of Arts & Social Sciences.

Weeks taught: 10-26

Lecturer: Associate Professor Lex Chalmers extn 4436

Email: geog7061@waikato.ac.nz

HDCO501 – Ageing and Society (Not offered in 2014)

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

HDCO502-14A (BLK) – Educational Transitions: Changing Roles and Changing Contexts

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

Weeks taught: 10-26

Lecturer: Associate Professor Sally Peters extn 8386

Email: speters@waikato.ac.nz

HDCO503-14B (HAM) – 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: 29-45

Lecturer: Associate Professor Monica Payne extn 8289

Email: monicap@waikato.ac.nz

HDCO504-14B (HAM) – Difference and Diversity in Human Development

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

Weeks taught: 29-45

Lecturer: Associate Professor Lise Claiborne extn 4901

Email: l.claiborne@waikato.ac.nz

HDCO510-14A (HAM) – Innovations in Teaching

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

Weeks taught: 10-26

Lecturer: Associate Professor Deborah Fraser extn 7726

Email: deborah@waikato.ac.nz

HDCO521-14A (HAM) – 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.

Required text: Shakespeare, T. 2006. **Disability Rights and Wrongs**. London: Routledge

Weeks taught: 10-26

Lecturer: Dr Carol Hamilton extn 8578

Email: hamiltca@waikato.ac.nz

HDCO522-14B (HAM) – Project in Disability and Inclusion Studies (Disability and Inclusion Studies students only)

This paper explores in practice, many of the concepts, principles, and practices that have been examined in HDCO521. This paper is available only to students completing the PGDip or Masters in Disability and Inclusion Studies.

Prerequisite(s): HDCO521

Weeks taught: 29-45

Contact: Dr Carol Hamilton extn 8578

Email: hamiltca@waikato.ac.nz

HDCO524-14S (HAM)– Intelligence, Creativity and the Development of Talent

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.

Weeks taught: 2-8

Contact: Nadine Ballam extn 7518

Email: nballam@waikato.ac.nz

HDCO540 – Working with Groups (Not offered in 2014)

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(s): 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 programme and is also open to other masters students who demonstrate relevant background and experience. For further information.

Email: counsellor.ed@waikato.ac.nz

HDCO541-14C (BLK) – Counselling Skills (MCouns students 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(s): This paper is taught partially online. It is a compulsory paper for the MCouns programme and is available only to students enrolled in this programme. Students must arrange their own practicum placement in order to meet course requirements. The arrangements must be approved by the Director of Counsellor Education.

Weeks taught: 8-47

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO542-14C (HAM) – Counselling Practicum (MCouns students only)

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

Note(s): This paper is taught partially online. It is a compulsory paper for the MCouns programme 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.

Prerequisite(s): HDCO541 and HDCO544

Corequisite(s): HDCO545

Weeks taught: 7-44

Lecturer: Associate Professor Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO543-14B (BLK) – 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(s): This paper is taught partially online. It is an optional paper for the MCouns programme.

Prerequisite(s): HDCO541 and HDCO544

Corequisite(s): HDCO541

Weeks taught: 29-45

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO544-14C (BLK) – 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(s): 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 programme and is also open to other masters students who demonstrate relevant background and experience. For further information email: counsellor.ed@waikato.ac.nz

Weeks taught: 8-26

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO545-14C (BLK) – Professional Practice of Counselling (MCouns students 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(s): This paper is taught partially online. It is a compulsory paper for the MCouns programme and is available only to students enrolled in this programme.

Prerequisite(s): HDCO541 and HDCO544

Corequisite(s): HDCO542

Weeks taught: 7-44

Lecturer: Associate Professor Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO546-14B (BLK) – 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(s): 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 programme and a required paper for the PG Cert Ed and PG Dip Ed with a specialisation in Restorative Practices programmes.

Weeks taught: 29-45

Lecturer: Dr Maria Kecskemeti extn 6446

Email: hun@waikato.ac.nz

HDCO547 – Counselling Supervision (Not offered in 2014) (PG Cert Couns students only)

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 2014) (PG Cert Couns students only)

This paper is an introduction to the practices of counselling supervision from a narrative stance, including reflecting team supervision.

Note(s): For further information email: counsellor.ed@waikato.ac.nz

HDCO549-14S (BLK) – 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(s): This paper is taught partially online and includes a compulsory five-day block period on campus in Hamilton. MCouns students may be advised or required to complete this paper before enrolling in HDCO541. This paper is an optional paper for the MCouns programme and is also open to other masters students who demonstrate relevant background and experience. For further information email: counsellor.ed@waikato.ac.nz

Weeks taught: 2-8

Lecturer: Associate Professor Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO551-14C (BLK) – Special Topic: Whānau and Narrative Practices

The emphasis of this new paper is growing mātauranga Māori for and in social service practice with whānau. Intended to support practice pathways for Māori practitioners, the paper explores narrative therapy as mana-enhancing practice. The teaching team's focus is on lived experiences and learned experiences as Māori.

Note(s): This paper may be undertaken as part of the PG Cert Couns (Family Counselling) or as a stand alone paper (Independent Paper Credit). As a PG Cert Couns paper, this paper may be available to experienced practitioners who do not meet the full requirements for entry to postgraduate study. For further information email: counsellor.ed@waikato.ac.nz

Weeks taught: 9-44

Lecturer: Associate Professor Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO560 – Advanced Relationship and Family Counselling I (Not offered in 2014) (PGCertCouns students only)

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

HDCO561 – Advanced Relationship and Family Counselling II (Not offered in 2014) (PGCertCouns students only)

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

HDCO565-14A (NET) – Restorative Practices in Education

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

Weeks taught: 10-26

Lecturer: Associate Professor Wendy Drewery extn 8465

Email: w.drewery@waikato.ac.nz

HDCO590-14A (HAM); 14B (TGA); 14C (HAM); 14C (NET); 14S (NET) Directed Study (30 points)

HDCO591-14C (HAM) (NO) Dissertation (30 points)

HDCO592-14C (HAM) (NO) Dissertation (60 points)

HDCO593-14C (HAM) (NO) Human Development Thesis (90 points)

HDCO594-14C (HAM) (NO) Human Development Thesis (120 points)

These papers are also available for students taking Human Development as a subject for BSocSc(Hons) or MSocSc degrees. Please refer to the *Faculty of Arts & Social Sciences' Graduate Handbook* or see the online *Catalogue of Papers*.

Please also refer to Research Papers Section, page 95.

MBED501-14A (HAM) – Mātauranga Reo Māori

Ka arohaehaehia ngā ariā ako, whakaako rānei i te reo Māori hei reo tuatahi, tuarua rānei, ngā momo aromatawai i te reo me te whakawhitinga ki te whakaako i te reo Māori hei reo tuatahi, tuarua ranei. Ka whakauruhia te huhua o ngā take ā iwi.

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.

Note(s): Competency in te reo Māori is required. This paper is taught partially online.

Weeks taught: 10-26

Lecturer: Karaitiana Tamatea extn 7814

Email: mtamatea@waikato.ac.nz

MBED502-14B (HAM) – Tirohanga Whakahaere

This paper explores the influence of social, cultural and political factors, nationally and internationally on leadership in Māori medium contexts. It provides participants with the opportunity to examine and inform their own practice of leadership. This paper is suitable for those who currently lead or aspire to lead in Māori medium contexts.

Note(s): This paper is taught partially online.

Weeks taught: 29-45

Lecturer: Karaitiana Tamatea extn 7814

Email: mtamatea@waikato.ac.nz

MBED503-14A (HAM) – 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.

Note(s): This paper is taught partially online.

Weeks taught: 10-26

Lecturer: Dr Korohere Ngapo extn 7558

Email: ngapok@waikato.ac.nz

MKTG556 – Marketing through the Sports Media (Not offered in 2014)

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

MSTE501-14B (NET) – Mathematics Education

This paper is designed to enable teachers to develop their mathematics teaching with learners of all ages. Teachers will be encouraged to engage critically with theory and research in mathematics education, focusing on issues such as communication, assessment, and catering for diverse learners.

Note(s): This paper is an approved course for the fee subsidy offered by the Ministry of Education to practising primary and intermediary teachers.

Weeks taught: 29-45

Lecturer: Dr Brenda Bicknell extn 6971

Email: bicknell@waikato.ac.nz

Lecturer: Dr Sashi Sharma extn 6298

Email: sashi@waikato.ac.nz

MSTE502-14A (HAM); 14A (TGA) – Acquiring Numeracy: How 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.

Note(s): *This paper is an approved course for the fee subsidy offered by the Ministry of Education to practising primary and intermediary teachers.*

Weeks taught: 10-26

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

Email: educ2233@waikato.ac.nz

Lecturer: Dr Nigel Calder 07 377 512 (Tauranga)

Email: ncalder@waikato.ac.nz

MSTE503-14C (BLK); 14D (BLK) – 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.

Note(s): *The 14C(BLK) occurrence is for practising teachers or students who have completed the TEMS324 paper. Students who are not practising teachers or have not completed the TEMS324 paper would be required to enrol in the 14D(BLK) occurrence.*

Weeks taught: 14C – weeks: 11-40; 14D – weeks: 10-42

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

Email: educ2233@waikato.ac.nz

Lecturer: Judith Mills extn 7872

Email: judith@waikato.ac.nz

MSTE504-14C (BLK) – 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.

Note(s): *This paper is an approved course for the fee subsidy offered by the Ministry of Education to practising primary and intermediary teachers.*

Weeks taught: 27-45

Lecturer: Associate Professor Jenny Young-Loveridge extn 4353

Email: educ2233@waikato.ac.nz

MSTE590-14A (HAM); 14B (TGA); 14C (HAM); 14C (NET); 14S (NET) – Directed Study (30 points)**MSTE592-14A (HAM); 14B (TGA); 14C (NET); 14C (HAM); 14C (NET); 14Y (BLK) – Dissertation (60 points)**

Please refer to Research Papers Section, page 95.

PCSS502-14C (HAM); 14C (BLK) – Kaupapa Māori Research

Please refer to Research Papers Section, page 95.

PCSS503-14A (NET) – Indigenous and Post-Colonial Perspectives in Education

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

Weeks taught: 10-26

Lecturer: Carl Mika extn 6151

Email: mika@waikato.ac.nz

PCSS506 – Contemporary Perspectives in Social Sciences Education (Not offered in 2014)

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

PCSS507 – International Development Education (Not offered in 2014)

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.

PCSS508-14B (HAM) – Educational Policy

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

Weeks taught: 29-45

Lecturer: Professor Martin Thrupp extn 4907

Email: thrupp@waikato.ac.nz

PCSS511-14S (NET) – Curriculum Policy and Possibilities

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

Weeks taught: 2-8
Lecturer: Dr Philippa Hunter *extn 7817*
Email: phunter@waikato.ac.nz

PCSS513-14B (NET) – Philosophy of Education

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

Weeks taught: 29-45
Lecturer: Carl Mika *extn 6151*
Email: mika@waikato.ac.nz
Lecturer: Dr Jayne White
Email: whiteej@waikato.ac.nz *extn 6696*

PCSS514-14B (HAM) – Foucault, Education and the Self

This course introduces students to the works of Michel Foucault and considers the application and development of his works in educational studies with an accent on research methodologies including discourse analysis.

Required Text: Besley, Tina (A.C.) and Peters, M.A. (2008) *Subjectivity and Truth: Foucault, Education and the Culture of the Self*. New York, Peter Lang.
Weeks taught: 29-45
Lecturer: Professor Michael Peters *extn 7871*
Email: mpeters@waikato.ac.nz

PCSS530- 14A (HAM)– Issues in Adult and Tertiary Education

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

Weeks taught: 10-26
Lecturer: Professor Brian Findsen *extn 5613*
Email: bfindsen@waikato.ac.nz

PCSS551 – Special Topic: The Future of Education (Not offered in 2014)

This paper looks at how and why Education needs to be different in the 'knowledge societies' of the 21st century and explores what this might look like in practice. There is a focus on knowledge; on student (and teacher) learning; and on student-teacher relationships. Drawing on thinking from a range of sources (some in educational history, philosophy and sociology, and others from outside the education disciplines) it will be of interest to teachers and students interested in changing configurations of knowledge, including school curricula, in the digital age.

PCSS587-14A (NET) – Globalisation, Cultures, Identities and Education

Globalisation challenges many assumptions about identities and cultures that impact on education. Focusing on narrative research methods, the course critically examines power relations and subjectivity as it considers multiple narratives of identity (eg personal, gender, ethnic, national immigration).

Weeks taught: 10-26
Lecturer: Professor Tina Besley *extn 6246*
Email: t.besley@waikato.ac.nz

PCSS588-14A (NET) – Globalisation and Open Education

This course will introduce course participants to the emergent paradigm of Open Education through an examination of the development of new learning technologies associated with open education.

Required book: Peters, M.A. and Brtiez, R. (2008) *Open Education and Education for openness* (Rotterdam & NY, Sense)
Weeks taught: 10-26
Lecturer: Professor Michael Peters *extn 7871*
Email: mpeters@waikato.ac.nz

PCSS589-14B (NET) – Global Processes: Critical Pedagogy and New Media Cultures

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

Weeks taught: 29-45
Lecturer: Professor Tina Besley *extn 6246*
Email: t.besley@waikato.ac.nz

PCSS591-14C (HAM) (NO) – Dissertation (30 points)**PCSS592-14C (HAM) (NO) – Dissertation (60 points)****PCSS593-14C (HAM) (NO) – Education Studies Thesis (90 points)****PCSS594-14C (HAM) (NO) – Education Studies Thesis (120 points)**

These papers are available for students taking Education Studies as a subject for BA(Hons), BSocSc(Hons), MA or MSocSc degrees. Please refer to the *Faculty of Arts & Social Sciences' Graduate Handbook* or see the online *Catalogue of Papers*.

Please also refer to Research Papers Section, page 95.

PROF500-14B (BLK); 14B (NET); 14B (BTG) – 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.

Note(s): 14B BTG occurrence is taught partially online and includes compulsory block periods on campus in Tauranga.

Weeks taught: 29-45

Lecturer: Jeremy Kedian extn 6192

Email: kedian@waikato.ac.nz

Lecturer: Professor Chris Branson extn 7904

Email: cbranson@waikato.ac.nz

PCSS502-14A (BTG); 14A (HAM); 14A (NET) – Educational Leadership: Issues and Perspectives

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

Weeks taught: 10-26

Lecturer: Michele Morrison extn 7875

Email: mmorris@waikato.ac.nz

Lecturer: Professor Chris Branson extn 7904

Email: cbranson@waikato.ac.nz

PROF503-14A (NET) – Theorising Teaching

This paper is designed for practising 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.

Required book: Bell, B. (2011) *Theorising Teaching in Secondary Classrooms: Understanding our practice from a sociocultural perspective* (Routledge, London)

Weeks taught: 10-26

Lecturer: Associate Professor Beverley Bell extn 4101

Email: beebell@waikato.ac.nz

PROF504-14B (BLK) – Educational Leadership and Community

This paper critically examines the contextual and relational nature of educational leadership in learning organisations. Through examining and employing fundamental principles of Appreciative Inquiry (AI) – a positive and engaging approach to purposeful organisational change, and Action Research (AR), a process of self-reflective inquiry, participants will examine and develop their theoretical and practical understandings of their professional and leadership practice in their learning community. This paper seeks to enhance the participant's ability to work with their community in terms of the development of individuals and the relationships that exist collectively.

Weeks taught: 29-45

Lecturer: Dr Rachel McNae extn 7731

Email: rachs@waikato.ac.nz

PROF505-14B (NET) – Educational Leadership for Social Justice

This paper draws on research and theory from New Zealand and global contexts to critically examine leadership practices related to issues of social justice in education. This paper provides opportunities to engage in current debates related to access, fairness, agency and success in education and offers a framework for raising socially just consciousness for action. Through the critical reflection on personal leadership contexts, participants will examine the core principles of social justice with the intention of engaging in broader social action to transform their educative and leadership practices.

Weeks taught: 29-45

Lecturer: Dr Rachel McNae extn 7731

Email: rachs@waikato.ac.nz

PROF506-14B (NET) – Educational Assessment

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

Weeks taught: 29-45

Lecturer: Frances Edwards extn 6170

Email: frances@waikato.ac.nz

PROF507-14A (BLK) – Developing Educational Leadership: Coaching and Mentoring

This paper critically examines theories and models of continuing leadership development through mentoring and coaching. It focuses on the importance of critical reflection on practice, the change process through adult learning theory, and the leadership capacity building that is so important in educational settings. Participants will study the interpersonal skills and knowledge necessary for developing leaders and leadership. They will examine their practice in a coaching and mentoring context and articulate developing understandings. The conceptual, theoretical and practical understanding of coaching and mentoring introduced in this paper is advanced in PROF509 Educational Leadership: Advanced Coaching and Mentoring.

Weeks taught: 10-26

Lecturer: Jenny Ferrier-Kerr extn 6665

Email: jfk@waikato.ac.nz

Lecturer: Michele Morrison extn 7875

Email: mmorris@waikato.ac.nz

PROF508-14B (NET) (FO) – Developing Effective Principalship

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

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

PROF509-14B (BLK) – Developing Educational Leadership: Advanced Coaching and Mentoring

This paper advances the conceptual, theoretical and practical understanding of coaching and mentoring introduced in PROF507. It expands the interpersonal skills and knowledge essential for effective coaching/mentoring in educational contexts and continues the emphasis on critical reflection on practice. Participants will be in an active coaching/mentoring role for the duration of the paper and develop an evidence-based personal practice portfolio. The paper will be of interest to practitioners who are currently coaching or mentoring colleagues; for example, tutor and associate teachers, middle and senior leaders in schools and tertiary institutions, and professionals in wider education contexts.

Prerequisite(s): PROF507
Weeks taught: 29-45
Lecturer: Jenny Ferrier-Kerr extn 6665
Email: jfk@waikato.ac.nz
Lecturer: Michele Morrison extn 7875
Email: mmorris@waikato.ac.nz

PROF510-14B (BLK) – Assessment as Pedagogy in the Early Years: Narrative Approaches

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

Note(s): This paper will be taught partially online with compulsory block periods on campus in Hamilton.

Weeks taught: 29-45
Lecturer: Jeanette Clarkin-Phillips extn 7845
Email: jgcp@waikato.ac.nz

PROF513-14A (NET) – 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: 10-26
Lecturer: Toia Caulcutt extn 7706
Email: caulcutt@waikato.ac.nz

PROF516-14B (NET) – ICT and Multi Literacies in the Early Years

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.

Weeks taught: 29-45
Lecturer: Sara Archard extn 7777
Email: sarchard@waikato.ac.nz

PROF521-14A (NET) – Digital Technologies in the Classroom: New Pedagogies, New Practices

The paper focuses on school and classroom practice with digital technologies, and explores theoretical, curriculum, pedagogical and assessment issues relevant to teaching and learning using existing and emerging technologies. The course is built around individual participant projects, focused on and relevant to their specific teaching contexts.

Weeks taught: 10-26
Lecturer: Associate Professor Garry Falloon extn 6553
Email: falloong@waikato.ac.nz

PROF522-14B (NET) – The Professional Practice of E-Teaching

This paper integrates e-education research and development while exploring the role of e-teachers, and the planning, preparation, use, and evaluation of a range of online learning environments.

Weeks taught: 29-45
Lecturer: Associate Professor Garry Falloon extn 6553
Email: falloong@waikato.ac.nz

PROF523-14A (BLK) – 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.

Note(s): Students enrolling in this paper must be prepared to attend 2 days of classes on campus in Hamilton at the beginning of A Semester.

Required text: Bishop, R., O'Sullivan, D and Berryman, M. (2008 in press). *Sustaining and Extending Education Reform*. Wellington: NZCER Press.
Weeks taught: 10-26
Lecturer: Associate Professor Mere Berryman extn 4632
Email: mere@waikato.ac.nz

PROF524-14B (NET) – 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.

Required text: J. Gilbert *Catching the Knowledge Wave: the Knowledge Society and the Future of Education* (NZCER)

Weeks taught: 29-45

Lecturer: Dianne Forbes extn 7844

Email: dforbes@waikato.ac.nz

PROF525-14A (NET) – E-Learning Policy to Practice in the New Zealand Context

This paper critically reviews arguments for the inclusion of e-learning 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 e-learning technologies in their school or other educational context.

Weeks taught: 10-26

Lecturer: Associate Professor Garry Falloon extn 6553

Email: falloong@waikato.ac.nz

PROF531-14B (HAM) – Tertiary Teaching: Research and Development

This paper focuses on the development of portfolios for summative purposes and for professional development.

Prerequisite(s): PROF532

Weeks taught: 29-45

Lecturer: Dorothy Spiller extn 8697

Email: dorothy@waikato.ac.nz

Lecturer: Dr Pip Bruce Ferguson extn 4116

Email: pip@waikato.ac.nz

PROF532-14C (HAM) – The Professional Practice of Tertiary Teaching

This paper is best suited to teachers who have one to three years of tertiary teaching experience. However, it is also open to tertiary teachers at any stage of their career. Participants need to be currently engaged in tertiary teaching. The paper aims to develop participants' ability to use research and reflection tools to inform and improve their teaching. The paper is taught through workshops and individual supervision, and includes observation of practice.

Weeks taught: 6-46

Lecturer: Dorothy Spiller extn 8697

Email: dorothy@waikato.ac.nz

Lecturer: Dr Pip Bruce Ferguson extn 4116

Email: pip@waikato.ac.nz

PROF533-14A (NET) – Engaging Families and Communities in Early Years Programmes: Collaborative and Cultural Inquiry Approaches

The paper offers theoretical understandings of working in early years settings that aim to integrate educational opportunities and holistic support for children and families. It offers opportunity to undertake a small research project using a collaborative and cultural inquiry approach to find out about the funds of knowledge residing in families and communities.

Weeks taught: 10-26

Lecturer: Associate Professor Linda Mitchell extn 7734

Email: lindamit@waikato.ac.nz

PROF540-14A (BLK) – Professional Learning and Development

This paper explores in depth professional learning and development as a practice of professional leadership that has transformative potential in a range of learning contexts seen as complex adaptive systems. A strong emphasis is placed on working in communities of inquiry and participants are expected to join respectfully with others in a learning community. A stance of critical inquiry into the assumptions and beliefs that are incorporated into facilitation and other leadership practices, and professional development provision, is expected.

Note(s): This paper is suitable for professionals with practical experience in a relevant learning context.

Weeks taught: 10-26

Contact: Dr Bill Ussher extn 4534

Email: bussher@waikato.ac.nz

PROF541 – 14B (BLK) Using Evidence for Effective Practice (subject to approval)

This paper aims to enable students to read, interpret, evaluate and use evidence to improve their own pedagogical practice, and the practice of others.

Note(s): This paper is suitable for professionals with practical experience in a relevant learning context.

Weeks taught: 10-26

Contact: Frances Edwards extn 6170

Email: frances@waikato.ac.nz

Lecturer: Anthony Fisher extn 7836

Email: afish@waikato.ac.nz

PROF551-14A (HAM); 14A (TGA) – Special Topic

PROF580-14B (BLK); 14C (BLK) – Professional Education Seminar

This paper provides a collegial forum for education professionals who are enrolled for the MEdLeadership or MEd degrees that 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.

Weeks taught: 14B (BLK) – weeks: 29-45; 14C (BLK) – weeks: 7-18
Lecturer: Jeremy Kedian *extn* 6192
Email: kedian@waikato.ac.nz

PROF590-14A (HAM), 14B (TGA); 14C (BLK); 14C (HAM); 14C (NET); 14D (HAM); 14 D (NET); 14S (NET) – Directed Study (30 points)**PROF592-14A (HAM), 14B (TGA); 14C (HAM); 14C (NET); 14Y (BLK) – Dissertation (60 points)**

Please refer to Research Papers Section, page 95.

SPLS502-14A (NET) – Sport, Fitness and Health: Science in Practice

This paper involves an advanced analysis of contemporary scientific research on sport performance, fitness and health.

Weeks taught: 10-26
Lecturer: Dr Brett Smith *extn* 7863
Email: brett@waikato.ac.nz

SPLS503-14B (NET) – Education Outdoors

This paper involves an examination of the theories that have influenced the practice of education in outdoor environments. Students will engage with emerging trends in the provision of outdoor learning experiences with a strong emphasis on place-responsive approaches to teaching and learning in the outdoors.

Weeks taught: 29-45
Lecturer: Dr Mike Brown *extn* 6527
Email: michaelb@waikato.ac.nz

SPLS504-14A (NET) – Sport and Communities

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

Weeks taught: 10-26
Lecturer: Associate Professor Robert Rinehart *extn* 7957
Email: rinehart@waikato.ac.nz

SPLS505-14B (NET) – Youth Culture and Sport

This paper offers a critical examination of youth culture, sport and leisure in both school and community settings. A focus will be given to youth lifestyles including; what experiences they seek from sport and leisure, how such experiences can be represented, and how youth explore their identities in contemporary sporting society.

Weeks taught: 29-45
Lecturer: Dr Clive Pope *extn* 7838
Email: cpope@waikato.ac.nz

SPLS507-14B (NET) – Sporting Bodies and Movement Culture

This paper provides students with an opportunity to critically examine a variety of theoretical perspectives and research approaches to understand, explain and enhance the socio-cultural and psychological experiences of individuals and groups in sport and movement cultures.

Weeks taught: 29-45
Lecturer: Dr Holly Thorpe *extn* 6528
Email: hthorpe@waikato.ac.nz

SPLS508-14A (NET) – Health and Physical Education in Schools

This paper draws on national and international research in exploring curriculum, pedagogy and assessment in Health and Physical Education (HPE) in New Zealand. It is designed to extend understanding of the political and social construction of HPE and to encourage innovative thinking about future practice.

Weeks taught: 10-26
Lecturer: Dr Kirsten Petrie *extn* 6544
Email: kpetrie@waikato.ac.nz

SPLS520 – Special Topic (Not offered in 2014)**SPLS590-14C (NET) – Directed Study (30 points)****SPLS592-14C (NET) – Dissertation (60 points)****SPLS593-14C (NET) – Sport and Leisure Studies Thesis (90 points)****SPLS594-14C (NET) – Sport and Leisure Studies Thesis (120 points)**

These papers are normally available for students taking Sport and Leisure Studies as a subject for BSpLS(Hons) or MSpLS degrees.

For further information please refer to Research Papers section, page 95 or the *Sport and Leisure Studies Handbook*.

STER508-14A (NET) – Science Education

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

Weeks taught: 10-26
Lecturer: Dr Kathy Saunders *extn* 7733
Email: kathy@waikato.ac.nz

STER511-14A (NET) – Technology Education

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

Weeks taught: 10-26

Lecturer: Associate Professor John Williams extn 4769

Email: pj.williams@waikato.ac.nz

STER512-14B (NET) – Innovations in Science, Technology or Environmental Education

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

Weeks taught: 29-45

Lecturer: Associate Professor John Williams extn 4769

Email: pj.williams@waikato.ac.nz

STER513-14C (HAM) – 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(s): *This paper is limited to 20 students.*

Weeks taught: 2-25

Lecturer: Dr Chris Eames extn 4357

Email: eames@waikato.ac.nz

STER590-14C (HAM); 14C (NET); 14D (HAM) – Directed Study (30 points)

STER592-14C (HAM); 14C (NET) – Dissertation (60 points)

STER593-14C (HAM) – Science and Technology Education Thesis (90 points)

STER594-14C (HAM) – Science and Technology Education Thesis (120 points)

Please refer to Research Papers section, page 95.

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Research Methods Taught Papers

DSOE556-14A (HAM) – Research Methods for Teachers (BTchg(Hons) students 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 focused for BTchg(Hons) students but is available for others by arrangement. It is taught in a cohort format.

Weeks taught: 10-26

Lecturer: Associate Professor Jenny Young-Loveridge extn 4353

Email: educ2233@waikato.ac.nz

DSOE557-14A (HAM); 14A (BTG); 14B (NET); 14S (HAM) – Research Methods

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

Required Text: Menter, I., Elliott, D., Hulme, M., Lewin, I. and Lowden, K. (2011). *A Guide to Practitioner Research in Education*, London, Sage.

Weeks taught: 14A – weeks: 10-26; 14B – weeks: 29-45; 14S – weeks: 2-8

Co-ordinator: Associate Professor Linda Mitchell extn 7734 (A Semester)

Email: lindamit@waikato.ac.nz

Co-ordinator: Dr Nigel Calder 07 377 512 (A Semester – Tauranga)

Email: ncalder@waikato.ac.nz

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

Email: beebell@waikato.ac.nz

Co-ordinator: Associate Professor Garry Falloon extn 6553 (S Summer School)

Email: falloong@waikato.ac.nz

PCSS502-14B (HAM); 14C (BLK) – Kaupapa Māori Research

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

Note(s): The 14B(HAM) occurrence is taught through the medium of te reo Māori and is mainly for the PGDipEd (Te Rōpū Tohu Paerua) students.

Weeks taught: 14B(HAM) – weeks: 29-45; 14C(BLK) – weeks: 27-39

Co-ordinator: Professor Russell Bishop extn 4991 (C Semester)

Email: rbishop@waikato.ac.nz

Co-ordinator: Associate Professor Margie Hohepa extn 7874 (B Semester)

Email: mkhohepa@waikato.ac.nz

Supervised Research Papers

Research at the Faculty of Education at the University of Waikato

The Faculty of Education at the University of Waikato is one of the largest Faculties of Education in New Zealand. We have over 40 academic staff with doctorates teaching a variety of topics and supervising research work across a range of methodological approaches. The Faculty of Education has a long established reputation for high quality, innovative research in a diverse range of educational and family contexts.

Our research vision is to make a difference to teaching, learning and living for people of all ages, including students and teachers from early years through to tertiary settings. Our research strengths are reflected in our research networks.

Our Faculty staff is involved in national and international collaborative projects with educators and researchers. Our staff have particular strengths in curriculum development and processes: for example in science, mathematics, environmental and technology education (TEMS); social studies and geographic education; physical education and leisure studies; arts and language education; counselling; human development; disability and inclusion studies; educational leadership; early childhood education; Māori and bilingual education; policy studies; learning and teaching and assessment; equality, equity and social justice; and feminist post-structuralism.

For further details of current research in the Faculty and staff research interests, please refer to the Faculty of Education website: www.waikato.ac.nz/education

Research Definition

According to the University's regulations "research means an inquiry of an investigative, experimental or critical nature which is driven by a question, hypothesis, or intellectual position capable of rigorous assessment, and the findings of which are open to scrutiny and formal evaluation; it includes any intellectual or creative work published, exhibited, presented, or performed in a written, spoken, electronic, broadcasting, visual, performance, or other medium".

If you are proceeding to do such research, we strongly recommend that you familiarise yourself with the Student Research Regulations outlined in the *2014 University of Waikato Calendar*:

<http://calendar.waikato.ac.nz/assessment/studentresearch.html>

Research papers offered by the Faculty of Education are outlined below.

Supervised Research Papers Overview

	Directed Study (30 points)	Dissertation (60 points)	Masters Thesis (90 points)	Masters Thesis (120 points)
Numerical Code	590	592	593	594
Departmental Codes Available	ALED, DSOE, HDCO, MSTE, PCSS, PROF, SPLS, STER	ALED, DSOE, HDCO, MSTE, PCSS, PROF, SPLS, STER	DSOE, HDCO, PCSS, SPLS, STER	DSOE, HDCO, PCSS, SPLS, STER
Application and Start Date	Enrolments in supervised research papers can commence at any time during the academic year and these papers usually have individual start and finish dates (with exception of Summer School and cohort-based directed study papers). There is no application deadline for enrolments in these papers, but we strongly recommend that formal applications are submitted at least 2-4 weeks prior to the intended start date.			
Enrolment Duration	1 semester (17 weeks) or 6 months (26 weeks)	Full-time: 6 months (26 weeks) Part-time: 12 months (52 weeks)	Full-time: 39 or 52 weeks Part-time: 18 months or 24 months	Full-time: 12 months Part-time: 24 months
Word Limit	7,000 – 10,000	15,000 – 20,000	Approx. 30,000	Approx. 40,000
Nature of Research	A small scale piece of research	A small scale original piece of research	A larger scale original piece of research	A larger scale original piece of research
Research Ethics Approval	Not usually required	Usually required	Usually required	Usually required
Format for Submission	Electronic and soft-bound	Electronic and soft-bound	Electronic and hard-bound	Electronic and hard-bound
Examination	Supervisor and moderator	Internal examiner and supervisor's report	Internal examiner and external examiner	Internal examiner and external examiner

Directed Study Overview

The Nature and Scope of a Directed Study

The Directed Study provides an opportunity for students to pursue a specific interest under the guidance of a suitable supervisor. Because of the limited time and focused nature of a Directed Study it is strongly recommended that it does not involve research that would require ethical approval. Thus, students are advised to engage in a theoretical project or one that examines data /material already in the public domain. A Directed Study would normally be between 7,000 – 10,000 words.

Cohort-Based Directed Study

Generally students work independently but the possibility exists for a directed study to be taught in a cohort format. A cohort-based directed study is offered in B semester. For more information about the cohort-based directed study please contact the paper co-ordinator (name and contact details on page 103).

Initial Discussions

Students may make an initial approach to the appropriate department's Programme Adviser or the departmental Chairperson. However, the application process is dependent on the student having identified and having received the agreement from a potential supervisor. Academic staff employed in an ongoing position are eligible to supervise a Directed Study. If a student is unable to locate a supervisor they should approach the Postgraduate Administrator in the first instance. Proposed projects should derive from the student's taught papers, and supervision would normally be found from within that teaching team.

Application and Enrolment

Entry into this paper is by a special arrangement with the supervisor, the Department Chairperson or the Programme Adviser. Students may commence the Directed Study enrolment at any time during the year. Unless specified otherwise, the Directed Study paper has individual start and finish dates and there is no application deadline for enrolment in this paper. However, we strongly recommend that your Directed Study application should be submitted to the Faculty of Education's Postgraduate Studies Administrator (educ_grad@waikato.ac.nz) at least two weeks before the intended start date for your Directed Study enrolment to ensure timely enrolment.

The Directed Study is a 30-point paper and therefore it should normally be completed within 6 months or one semester (17 weeks) or in certain cases within 12 months.

The Proposal (one page)

The proposal should contain:

- » A working title
- » Statement providing the reason why a Directed Study is appropriate
- » Statement of issue, problem, or topic area
- » Brief list of literature consulted to indicate some familiarity with the topic
- » Brief description of the scope of the Directed Study
- » Directed Studies involving a performance will still require a brief proposal to indicate to a potential supervisor how the study will be undertaken.

Enrolment Process

- » The potential supervisor and student correspond or meet.
- » The student indicates an intention to enrol and completes the *Faculty of Education Dissertation/ Directed Study Application Form*.
- » The student submits a one page proposal to the potential supervisor (see above).
- » The supervisor makes the decision as to whether or not they are able to supervise the student and signs the Dissertation/Directed Study Application Form. This form is handed to the departmental Programme Adviser or Chairperson.
- » Both the supervisor and student will be advised when formal approval for enrolment has been granted.

The Form of a Directed Study

The Directed Study provides an opportunity for students to pursue a specific interest under the guidance of a suitable supervisor. The recommended text forms for a Directed Study could include, but are not restricted to:

- » A literature review
- » A report
- » A reflective journal
- » A position paper
- » An oral presentation (note for some departments this is a requirement)
- » A performance.

The Directed Study can also be a combination of the above, as long as it falls within guidelines for time and/or length.

Submission for Marking

Students should submit the final version of the Directed Study to their supervisor for marking within the time allocated.

Oral presentation

Investigations in Sport and Leisure Studies student require an oral presentation in addition to written assignments. This would normally consist of a 20-25 minute presentation with the requirement to respond to questions raised during the presentation. The supervisor must include this oral presentation as a part of the marking schedule for the paper. The oral presentation should be marked by the supervisor and one other Sport and Leisure Studies staff member. The presentation should account for between 20-30% of the final mark.

Marking of a Directed Study

Directed Studies are marked by the supervisor and are moderated by a member of staff with appropriate expertise. Marking criteria should be clearly articulated to the student at the commencement of the paper and should be included in the Directed Study Paper Outline.

The moderator's role is to ensure that the supervisor has marked fairly and that the grade awarded is reasonable. If there is a significant disagreement between the supervisor's grade and the moderator's assessment, the moderator will provide a report to the Associate Dean Academic, whose decision is final.

A hard copy of the Directed Study will be retained by the supervisor. An electronic copy should also be submitted to the supervisor. With the permission of the student and the supervisor, a Directed Study may be published online if it is of excellent quality.

Advice for Supervisors and Students

Starting Out

Beginning researchers often have only a vague idea of their research topic. Therefore, it is important that the supervisor emphasises the creation of a realistic timeline and scope for a Directed Study and thus helps the student to finish a good quality project in the required time.

In the beginning of the semester the supervisor and the postgraduate student should negotiate a timetable and assessment schedule for the semester. The supervisor may require a number of different outcomes for assessment, or may require drafts to be presented. In most cases the assessment is based on written submissions, and in addition, for Sports and Leisure Studies, an oral presentation. Students pursuing a Directed Study in dance should consult their supervisor to determine the format for assessment, which will differ from that described above. It is expected that assessment will include some aspect of performance or practical activity.

The supervisor should include the Policy on Assessment in the course information given to the student as soon as practicable after this meeting.

Meetings Between the Supervisor and the Student

It is important that the supervisor and the student keep in contact regularly to ensure the progression of the Directed Study. Early in the process it might be helpful to establish a detailed timeline. Because people have different working habits, it is difficult to determine the frequency, duration or content of the meetings. While some prefer weekly meetings, others like to report on their progress in longer intervals.

It is suggested that the student keeps a written summary of these meetings and emails them to the supervisor to ensure that the student has understood the supervisor's guidance, and that the student and supervisor are both monitoring progress.

For more information about establishing a successful supervision relationship and maintaining contact please refer to pages 123-124.

Reading Drafts

An important part of any research process is writing. Often undergraduate students write their assignments only once before handing them in. At the postgraduate level, however, it is important to emphasise that part of any research process is to write several drafts before the research is ready to be presented.

While a supervisor should guide students and assist them to structure their research in a coherent manner, it is not the supervisor's responsibility to write it for them. Supervising postgraduate students is only one part of a supervisor's workload and therefore, students should provide, as far as possible, well organised, grammatically correct written drafts, with correct referencing. This way, supervisors can comment on content which is their major area of expertise.

It is important for students to be aware of how much time is required to comment on a draft, and to take this into account when submitting drafts and waiting for feedback. Students may point out specific aspects that they would like supervisors to comment on with their drafts. Drafts should normally be presented at least 7 days before a meeting.

Writing Drafts

Students may find it demanding to write a longer and more sustained argument than in their previous papers. They may also find that the Directed Study requires a greater level of information literacy skills. Supervisors should direct students to the support of subject librarians and to Student Learning Support for additional help.

Socialisation into the Research Culture

The Directed Study is very much a bridge into the research environment. Students are encouraged to take every opportunity to participate in the wider intellectual life of the university. Supervisors will encourage you to attend seminars and conferences, present aspects of your work if there is an opportunity, attend workshops that help you to develop necessary research skills, introduce you to visiting scholars, and where applicable encourage you to publish in appropriate journals.

For further details including application forms please see the Directed Study Guidelines available from the Faculty of Education's website: <https://education.waikato.ac.nz/postgraduate>

Directed Study Paper Codes

ALED590-14A (HAM); 14A(TGA); 14B (TGA); 14C (NET); 14S (HAM); 14S (NET)
– Directed Study (30 points)

This paper is an Arts, Music and Language Education directed study paper available to BTchg(Hons) and MEd students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or the ALED Chairperson

DSOE590-14D (HAM); 14D (NET); 14D (TGA) – Directed Study (30 points)

This paper is a generic directed study paper available to the BTchg(Hons), MCouns, MEd, MEdLeadership and MDInS students.

Weeks taught: Self-paced

Contact: Your Programme Adviser

HDCO590-14A (HAM); 14B (TGA); 14C (HAM); 14C (NET); 14S (NET)
– Directed Study (30 points)

This paper is a Human Development directed study paper available to MCouns, MDInS, MEd and MSocSci students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or HDCO Chairperson

DSOE590-14C(HAM) – Cohort-Based Directed Study (30 points)

Weeks taught: 29-47

Co-ordinator: Associate Professor Jenny Young-Loveridge extrn 4353

Email: educ2233@waikato.ac.nz

MSTE590-14A (HAM); 14B (TGA); 14C (HAM); 14C (NET); 14S (NET)
– Directed Study (30 points)

This paper is a Mathematics Education directed study paper available to BTchg(Hons) and MEd students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or MSTE Chairperson

PROF590-14A (HAM), 14B (TGA); 14C (BLK); 14C (HAM); 14C (NET); 14D (HAM); 14D (NET); 14S (NET) – Directed Study (30 points)

This paper is a Professional Studies in Education directed study paper available to MEd and MEdLeadership (Education, Professional Learning and Educational Leadership) students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or PROF Chairperson

SPLS590-14C (NET) (FO) – Directed Study (30 points)

This paper is a directed study paper for the BSpLS(Hons) and MSpLS students only.

Weeks taught: Self-paced

Contact: Dr Mike Brown extn 6527

Email: michaelb@waikato.ac.nz

STER590-14C (HAM); 14C (NET); 14D (HAM) – Directed Study (30 points)

This paper is a Science, Technology and Environmental Education directed study paper for MEd students.

This paper is a small independent study conducted with supervision. It may take one of several forms, including an extended essay, a small research project, or development and evaluation of a small educational intervention.

Weeks taught: Self-paced

Lecturer: Associate Professor John Williams extn 4769

Email: pj.williams@waikato.ac.nz

Dissertation Overview

The Nature and Scope of a Dissertation

Dissertations consist of an original piece of research, completed under the guidance of a suitable academic supervisor. The purpose of a dissertation is for the student to conduct a small research project that displays the student's grasp of a particular research question and the competent application of an appropriate research methodology, and research methods. The two-paper dissertation (60 points) would normally be between 15,000–20,000 words (approximately 50 pages). Full-time study enrolment would normally be for a period of one semester or 6 months, while part-time study would usually be for a period of two semesters or 12 months.

The Processes for Enrolment and the Requirements to Complete a Dissertation

First Steps

Entry into this paper is by a special arrangement with the supervisor, the Department Chairperson and the Programme Adviser. Students may make an initial approach to their departmental Programme Adviser or the appropriate Departmental Chairperson. However the application process is dependent on the student having identified and having received the agreement from a potential supervisor. If a student is unable to locate a supervisor they should approach the Postgraduate Administrator in the first instance. Proposed projects should derive from the student's taught papers and supervision and would normally be found within that teaching team (lecturers on your papers).

Process for Enrolling

- » The potential supervisor and student correspond or meet.
- » The student indicates an intention to enrol and completes the *Faculty of Education Dissertation/ Directed Study Application Form* available on the Faculty of Education website: education.waikato.ac.nz/postgraduate
- » The student submits a two page proposal to the potential supervisor (see below).
- » The supervisor makes the decision as to whether or not they are able to supervise the student and signs the Application Form. This form is handed to the departmental Programme Adviser or Chairperson.
- » Both the supervisor and student will be advised when formal approval for enrolment has been granted.

Unless specified otherwise, the dissertation paper has individual start and finish dates and there is no application deadline for enrolment in this paper. However, we strongly recommend that your Dissertation application should be submitted to the Faculty of Education's Postgraduate Studies Administrator (educ_grad@waikato.ac.nz) at least two weeks before the intended start date for your dissertation enrolment to ensure timely enrolment.

The Proposal (two pages)

The proposal should contain:

- » A working title
- » Research question(s)
- » Brief overview of literature regarding the topic
- » Brief description of the methodology and methods
- » Consideration of ethical issues
- » Timeline
- » Reference List

Submission for Marking

Students should submit two copies of their dissertation to the Postgraduate Studies Administrator. The administrator will distribute the dissertation to the examiner and the supervisor, whose availability will be established and arranged by the supervisor. The Postgraduate Studies Administrator will return one copy of the dissertation to the student with the report when marking is completed.

Marking of a Dissertation

Dissertations are marked by the examiner who shall be an internal staff member (within the Faculty of Education if possible). The name of the examiner will be given to the Postgraduate Administrator who will ensure that the dissertation is sent out and returned in good time. Supervisors will submit a brief report and recommended grade to the Faculty of Education's Postgraduate Studies Administrator. The examiner will submit their report to the Postgraduate Studies Administrator. The relevant Chairperson of Department, or their nominee, will consider the reports and make a grade recommendation to the Associate Dean Academic. Where there is a discrepancy between the two reports, the examiner's grade will take priority. The Postgraduate Studies Administrator will advise the student and supervisor of the outcome of the examination.

Upon completion of marking, feedback will be made available to the student by the Postgraduate Studies Administrator. The examiner's report will generally comment on the following areas (where appropriate):

- » Abstract
- » Introduction and literature review
- » Exposition of the research goals or questions, and significance of the research
- » Methodology and appropriate use of methods
- » Presentation of findings
- » Discussion, interpretation of findings, and implications
- » Academic conventions of the dissertation: referencing, grammar, clarity of writing.

Submission of Final Copy of the Dissertation

One final hard copy should be submitted to the Postgraduate Studies Administrator after any required changes have been made. Spiral or soft bound copies are acceptable. An electronic copy should also be submitted to the supervisor. With the permission of the student and the supervisor a dissertation may also be published online if it is of excellent quality.

Extensions

Students should follow the time line for completing the dissertation. However, if the student needs an extension, s/he should write to the Faculty of Education's Postgraduate Administrator stating the reasons for an extension. The Administrator can approve a three-week extension. A longer extension will require the student to re-enrol.

Advice for Supervisors and Students

Starting Out

When designing the research project it is important keep in mind the time and length limitations. For example, it might not be appropriate for a student to design her/his own questionnaire or other instrument or interview more than two or three people.

This is a small-scale research project and the student should be required to display competence in conceiving and conducting a clearly defined study. It is important that both the supervisor and student do not become overly ambitious and exceed the boundaries of the dissertation. For example, this study may replicate an existing study in a new context rather than being new or innovative.

Research Ethics Approval

Research projects that involve human participants need to have ethical approval. This means that if the student intends to send out questionnaires, interview, observe or otherwise obtain personal information about other people, they need to obtain ethical approval. To obtain approval for their research projects, the student needs to fill out an application for ethical approval of supervised postgraduate research projects. With the support of their supervisor, a student should complete the application and submit it to the Faculty's Ethics Committee.

Please also see pages 118-119.

Supervision

A dissertation requires one supervisor. Staff from the Faculty of Education who have a masters level degree can act as supervisors to students. Supervisors are not obligated to accommodate any student who requests supervision. A supervisor is entitled to determine/assess whether a student is adequately prepared for independent research before agreeing to supervise. A student should be thinking about their independent research during their focus papers, and the supervisor will normally be approached from among the teaching staff met during the student's taught papers.

The supervisor is not responsible for providing readings, finding references, filling out ethics applications or providing interview questions or questionnaires. A supervisor's responsibility is to provide guidance for the student to conduct the research work her/himself.

Meetings Between the Supervisor and the Student

It is important that the supervisor and the student keep in contact regularly to ensure the progression of the dissertation. Early in the process it might be helpful to establish a detailed timeline. Meetings are an important context in which to give formative feedback on progress. Because people have different working habits, it is difficult to determine the frequency, duration or content of the meetings. While some prefer weekly meetings, others like to report on their progress in longer intervals.

It is suggested that the student keeps a written summary of these meetings and emails them to the supervisor to ensure that the student has understood the supervisor's guidance, and that the student and supervisor are both monitoring progress.

For more information about establishing a successful supervision relationship and maintaining contact please refer to pages 123-124.

Weekly Workload

The anticipated workload for a full-time postgraduate student is 40 hours a week and a part-time postgraduate student 20 hours a week. This means that students can be expected to devote a considerable amount of time for their dissertation.

Reading Drafts

An important part of any research process is writing. Often undergraduate students write their assignments only once before handing them in. At the postgraduate level, however, it is important to emphasise that part of any research process is to write several drafts before the research is ready to be presented.

While a supervisor should guide students and assist them to structure their research in a coherent manner, it is not the supervisor's responsibility to write it for them. Supervising postgraduate students is only one part of a supervisor's workload and therefore, students should provide, as far as possible, well organised, grammatically correct written drafts, with correct referencing. This way, supervisors can comment on content which is their major area of expertise.

It is important for students to be aware of how much time is required to comment on a draft, and for students to take this into account when submitting drafts and waiting for feedback. Students may point out specific aspects that they would like supervisors to comment on with their drafts.

Writing Drafts

Students may find it demanding writing a longer and more sustained argument than in their previous papers.

They may also find that the dissertation requires a greater level of information literacy skills. Supervisors should direct students to the support of subject librarians in the Education Library, and to Student Learning for additional help.

The dissertation is very much a bridge into the research environment. Students are encouraged to take every opportunity to participate in the wider intellectual life of the university. Supervisors will encourage you to attend seminars and conferences, present aspects of your work if there is an opportunity, attend workshops that help you to develop necessary research skills, introduce you to visiting scholars, and where applicable encourage you to publish in appropriate journals.

For further details including application forms please see the Directed Study Guidelines available from the Faculty of Education's website: <https://education.waikato.ac.nz/postgraduate>

Dissertation Paper Codes

ALED592-14A (HAM); 14B (TGA); 14C (NET); 14C (HAM); 14C (NET); 14Y (NET) – Dissertation (60 points)

This paper is an Arts, Music and Language Education dissertation paper available to BTchg(Hons) and MEd students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or ALED Chairperson

DSOE592-14C (HAM); 14C (NET); 14C (TGA) – Dissertation (60 points)

This paper is a generic Education dissertation paper available to the MCouns, MDInS, MEd and MEdLeadership students.

Weeks taught: Self-paced

Contact: Your Programme Adviser

HDCO591-14C (HAM) (NO) Dissertation (30 points)

HDCO592-14C (HAM) (NO) Dissertation (60 points)

These papers are Human Development dissertation paper available to MCouns, MDInS, MEd and MSocSci students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or HDCO Chairperson

MSTE592-14A (HAM); 14B (TGA); 14C (NET); 14C (HAM); 14C (NET); 14Y (BLK) – Dissertation (60 points)

This paper is a Mathematics Education directed study paper available to BTchg(Hons) and MEd students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or MSTE Chairperson

PCSS591-14C (HAM) (NO) – Dissertation (30 points)

PCSS592-14C (HAM) (NO) – Dissertation (60 points)

These papers are Education Studies dissertation papers available to MA and MSocSci students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or PCSS Chairperson

**PROF592-14A (HAM), 14B (TGA); 14C (HAM); 14C (NET); 14Y (BLK)
– Dissertation (60 points)**

This paper is a Professional Studies in Education dissertation paper available to MEd and MEdLeadership students.

Weeks taught: Self-paced

Contact: Your Programme Adviser or PROF Chairperson

SPLS592-14C (NET) (FO) – Dissertation (60 points)

This paper is a two-paper dissertation paper for the BSPLS(Hons) and MSpLS students only.

Weeks taught: Self-paced

Contact: Dr Mike Brown extn 6527

Email: michaelb@waikato.ac.nz

STER592-14C (HAM); 14C (NET) – Dissertation (60 points)

This paper is a Science, Technology and Environmental Education dissertation paper for MEd students. This paper is an independent study conducted with supervision.

Weeks taught: Self-paced

Contact: Associate Professor John Williams extn 7969

Email: pj.williams@waikato.ac.nz

Masters Thesis Overview

A thesis is a report of research undertaken by the student under the guidance of a suitable academic supervisor. A masters thesis will provide you with the opportunity to develop and undertake a significant research project. You will be responsible for defining a research topic or problem, planning the research programme, selecting and using appropriate methodologies of investigation to collect and analyse information and data. In the process you will learn much about the research process, including how to undertake research in your area of study, how to deal with the information collected, and how to write this up. Your research and findings will be presented in the form of a thesis that reports on the research results and sets out a thesis or argument based on these findings.

The difference between a four-paper thesis (120 points) and a three-paper thesis (90 points) is solely in the size and scope of the research. A four-paper thesis is the equivalent of one year of full-time study's work and it would normally be no more than 40,000 words. A three-paper thesis is the equivalent of three-quarters of a year's full-time study work and it would normally be no more than 30,000 words.

Entry into a masters thesis is by a special arrangement with the supervisor, the Department Chairperson and the Associate Dean – Postgraduate Research. Students may commence their masters thesis enrolment at any time during the year and the paper has individual start and finish dates and there is no application deadline for enrolment in this paper. However, we strongly recommend that your masters thesis application should be submitted to the Faculty of Education's Postgraduate Studies Administrator (educ_grad@waikato.ac.nz) at least one month before the intended start date for your thesis enrolment to ensure timely enrolment.

The normal minimum period of enrolment in the masters thesis is one year. Full-time study enrolment in a four-paper thesis would be usually for a period of 12 months, while part-time study would usually be for a period of 24 months or more. A three-paper thesis may be completed on a full-time study basis over 39 or 52 weeks or part-time over 18 months or 24 months. It is essential that students intending to take a thesis discuss this with their Adviser at the earliest possible time.

Eligibility

To be eligible for admission into a masters thesis, you usually need to have completed a relevant postgraduate paper(s) in the subject area of the proposed research project. Admission into a masters thesis generally requires a B/B+ or higher average in 500 level taught paper(s).

If you have not completed an approved paper in research methodology and you wish to enrol in masters thesis, you will be required to enrol in one of our research methods papers (DSOE557 or PCSS502) prior to being admitted into a masters thesis or enrol in a research methods paper concurrently.

Note(s): Enrolment in a masters thesis paper is subject to our ability to provide appropriate supervision for your proposed research project.

Masters Thesis Paper Codes

DSOE593-14C (HAM); 14C (TGA) – Education Thesis (90 points)

This paper is a 90-point Education masters thesis paper available to the MCouns, MEd, MEdLeadership and MDInS students.

DSOE594-14C (HAM); 14C (TGA) – Education Thesis (120 points)

This paper is a 120-point Education masters thesis paper available to the MCouns, MEd, MEdLeadership and MDInS students.

Weeks taught: Self-paced

Contact: Your Programme Adviser

HDCO593-14C (HAM) Human Development Thesis (90 points)

This paper is a 90-point Human Development masters thesis paper available to the MSocSci students.

HDCO594-14C (HAM) Human Development Thesis (120 points)

This paper is a 120-point Human Development masters thesis paper available to the MSocSci students.

Weeks taught: Self-paced

Contact: Associate Professor Monica Payne extn 8289

Email: monicap@waikato.ac.nz

PCSS593-14C (HAM) – Education Studies Thesis (90 points)

This paper is a 90-point Education Studies masters thesis paper available to the MA and MSocSci students.

PCSS594-14C (HAM) – Education Studies Thesis (120 points)

This paper is a 120-point Education Studies masters thesis paper available to the MA and MSocSci students.

Weeks taught: Self-paced

Contact: Dr Philippa Hunter extn 7817

Email: phunter@waikato.ac.nz

SPLS593-14C (NET) – Sport and Leisure Studies Thesis (90 points)

This paper is a 90-point masters thesis paper for the MSpLS students only.

SPLS594-14C (NET) – Sport and Leisure Studies Thesis (120 points)

This paper is a 120-point masters thesis paper for the MSpLS students only.

Weeks taught: Self-paced

Contact: Dr Mike Brown extn 6527

Email: michaelb@waikato.ac.nz

STER593-14C (HAM) – Science and Technology Education Thesis (90 points)

This paper is a 90-point masters thesis paper for the MEd students whose focus is Science, Environmental or Technology Education.

STER594-14C (HAM) – Science and Technology Education Thesis (120 points)

This paper is a 120-point masters thesis paper for the MEd students whose focus is Science, Environmental or Technology Education.

Weeks taught: Self-paced

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Summary of Steps for Masters Thesis Enrolment

APPLICATION

- » Student initiates discussions with a potential supervisor or the Programme Adviser
- » Student draws up an initial draft proposal
- » Student submits online application to enrol (ATE)
- » Student submits the completed *Masters Thesis Application Form* to the Centre for Postgraduate Studies
- » Application forwarded to the Associate Dean – Postgraduate Research for consideration
- » Applicant notified via email about the decision and receives Enrolment Agreement letter.

ENROLMENT

- » Student completes the Enrolment Agreement letter and returns it to the Fees Office
- » Student meets with the supervisor to discuss the research plan and timeline for completion
- » Student submits an Ethics Application
- » Student starts collecting data and writes his/her thesis
- » If studying part-time, student submits re-enrolment one month prior to his/her enrolment end date.

SUBMISSION OF THESIS

- » Student arranges printing and binding of the thesis
- » Student submits digital copies of his/her thesis with the University's Research Commons
- » Student submits to the Student Centre:
 - Three hard-bound copies of the thesis
 - *Masters Thesis Submission Form*
 - *Library Deposit Form*
- » Student applies to graduate 'In Anticipation' (optional).

EXAMINATION

- » Supervisor nominates external and internal examiners
- » Nomination is approved by the Associate Dean – Postgraduate Research
- » Thesis is forwarded to the internal and external examiners for marking
- » Examiners write examination reports and make grade recommendations
- » Associate Dean – Postgraduate Research makes final grade recommendation.

COMPLETION AND GRADUATION

- » Student is officially informed about the final grade and masters degree completion
- » Student is eligible to graduate at the next available graduation ceremony.

Masters Thesis Application and Enrolment

Preliminary Considerations Before Applying

Undertaking research for submission in a thesis is a demanding activity, requiring high-level academic skills, commitment and stamina. As a potential masters thesis student, you should be certain that you are interested in your proposed research topic. You should have the necessary knowledge and skills to do so or you should consider undertaking further coursework or study that will be necessary to provide you with the required knowledge and skills.

You may want to start thinking about the area you would like to research while completing your first postgraduate papers. As a way of ensuring that you will have the required background and skills to carry out your research project, focus your coursework towards your research interests. It would give you a good opportunity to have preliminary discussions with your lecturers regarding your proposed research project. When thinking about your topic, consider who would be the most suitable supervisor because their knowledge and expertise can help in the process of refining your topic. They may also be able to suggest projects that might interest you and useful resources to inform your work. You may also search the University's Experts' File for staff research interests:

www.waikato.ac.nz/research/expertise

It is also a good idea to discuss your possible areas of your masters thesis research and study options with your Programme Adviser or the Associate Dean – Postgraduate Research who can direct you to the relevant department or a potential supervisor.

Getting Underway

Once you have found a suitable supervisor, you can start work as soon as you and your supervisor are ready. It is usual to begin work before formal enrolment has been completed, although it is not usual to do more than meet once with your supervisor to discuss the focus of the literature search and reading to begin on. Contact the Library for support with accessing library databases. Typically you would then work independently until the formal enrolment process is completed. During this time you can begin work on the structure of your thesis and read relevant literature.

Draft Research Proposal

Before submitting your formal application for admission into a masters thesis paper, you will be required to carry out a preliminary literature review and prepare a draft proposal for your thesis. A research proposal is a document that helps the Faculty or your department to decide whether or not they can provide appropriate supervision and support for your research project. A draft proposal can be developed in collaboration with your supervisor and you should discuss the plan for the research with the supervisor prior to enrolling. Writing a proposal helps you to:

- » Reflect on the project and predict any difficulties that might arise,
- » Think about what can be realistically achieved in a particular timeframe,
- » Focus the research once it is started although unforeseen challenges and findings may mean you
- » Deviate from the original as the research progresses.

Search the literature to see what has been written about your topic and how it has been researched in the past. Identify your research question. Avoid questions that you already know the answer to or ones that are trivial. Your research proposal should include the following components:

- » Working title of your proposed study
- » Abstract/Summary (A general overview of the research topic or area you would like to investigate)

- » Research questions (What is the issue you wish to investigate?)
- » Methodology (How would you propose to do this study?)
- » Forms of analysis proposed
- » Significance of the research (Who would be interested in the outcome of your study?)
- » References or bibliography (A list of literature referred to in the proposal).

Formal Application Process

Once you have finalised your draft research proposal and have found a suitable supervisor willing to supervise your research project, you will need to submit your online application either via your iWaikato student account (under 'Change of Enrolment' section if you are currently enrolled) or an online application to enrol (ATE) through the University's website (if you are a new student or returning after a break in your studies): www.waikato.ac.nz/study/enrol

You must also complete and submit the *Masters Thesis Application Form* available from the Faculty of Education's website: www.waikato.ac.nz/education (search Masters Degrees). Or contact the Faculty of Education's Postgraduate Studies Administrators to obtain a copy of the form. Submit your application form before or at the same time you complete the online application process with the University.

Note(s): *You may commence your masters thesis enrolment at any point during the academic year. The masters thesis papers have individual start and finish dates and there is no application deadline for students wishing to enrol in a masters thesis. However, your masters thesis application should be submitted to the Faculty of Education's Centre for Postgraduate Studies at least one month before the intended start date for you thesis enrolment to ensure timely enrolment.*

Enrolment

Once you have submitted all of the required documents, your application will be assessed by the relevant department and the Associate Dean – Postgraduate Research. Once your academic qualifications and results have been assessed and the availability of suitable supervision is established, your application to enrol will be formally approved and you will receive an Enrolment Agreement letter with fees invoice for your masters thesis enrolment.

Moodle and E-Group

Moodle is the University's online learning and content management system. You will be given access to the Faculty of Education's Moodle site for masters thesis students with resources and support available for masters thesis students.

You will also be subscribed to our mailing group for masters thesis student so that you can be informed of any upcoming events or other activities that may interest you.

Re-Enrolment

If you are enrolled in a masters thesis paper on a part-time basis, you can only be enrolled for a 12-month (52 weeks) period at the time and you must re-enrol for each study year and the remaining number of points. Your re-enrolment must be submitted at least one month before your official enrolment end date for the given year of enrolment. You can submit your re-enrolment either via your iWaikato account (under 'Change of Enrolment' section) or via the University's online application to enrol website: www.waikato.ac.nz/study/enrol

Note(s): *Masters thesis students are required to be enrolled continuously for the entire period of their masters degree up to the submission of their thesis, unless approval has been granted for a suspension.*

Changes of Enrolment and Withdrawals

Changing from Full-Time to Part-Time or Vice-Versa

If you are enrolled full-time in a thesis paper and wish to change your enrolment to part-time, you will need to complete the *Application for Change of Conditions (Masters) Form* available from the Faculty of Education's website: www.waikato.ac.nz/education

Suspension of Thesis Enrolment

Enrolment in a thesis-based masters degree is normally continuous, which means you must be enrolled in consecutive years until you have completed. However, in special circumstances you may be granted a suspension of your masters thesis enrolment for a period of up to 12 months. This period of suspension will not count towards the time limit of the degree. To apply for a suspension, you will need to complete the *Application for Change of Conditions (Masters) Form* available from the Faculty of Education's website: www.waikato.ac.nz/education

Retrospective suspensions are not viewed favourably by the Centre for Postgraduate Studies. These will only be approved in cases of extreme adversity. Once your suspension period is finished, you will be required to re-enrol in the masters degree. For further details about re-enrolment please see page 116.

Thesis Enrolment Extensions

For either academic or personal reasons, you may request a period of extension which will be considered on its merits. If you expect that your thesis will not be ready for submission by the due date, you need to apply for an extension of the submission time.

A 21-day extension (without a requirement for re-enrolment and payment of additional fees) beyond your thesis submission dates can be requested, provided that you have lodged your application for extension at least one month before the deadline for submission by writing to one of the Postgraduate Studies Administrators. The reason for the extension must be given and the supervisor should indicate their support for the request either in a separate memo or by endorsing your application for the extension. In exceptional circumstances an extension beyond 21 days can be granted. If you need to apply for an extension period longer than 21 days, you will be required to re-enrol for a minimum period which will be determined by your supervisor in consultation with you and you will be liable for further payment of tuition fees for the period of re-enrolment. To apply for this extension, please complete the *Application for Change of Conditions Form* available from the Faculty of Education website: www.waikato.ac.nz/education For further details regarding thesis enrolment extensions, please refer to the *2014 University of Waikato Calendar*.

Withdrawals and Termination of Thesis Enrolment

If for any reason, you wish to withdraw from your thesis paper, you may do so by making a formal request in writing to the Associate Dean – Postgraduate Research. Such request must include the grounds for the request. Please discuss your withdrawal with your supervisor before submitting your formal withdrawal request. Unless, you have medical or compassionate grounds for your withdrawal, you will not be eligible for a refund of your fees. You are responsible for ensuring that your withdrawal from a thesis paper is registered. Failure to do so may lead to termination of your enrolment and an 'Incomplete' grade (IC = fail) to be recorded on your academic record. This means that you will not be permitted to re-enrol in the degree. For more information about the regulations governing withdrawals and failed papers, please refer to the *2014 University of Waikato Calendar*.

Undertaking Research and Ethics Review Process

Research

According to the University's regulations "research means an inquiry of an investigative, experimental or critical nature which is driven by a question, hypothesis, or intellectual position capable of rigorous assessment, and the findings of which are open to scrutiny and formal evaluation; it includes any intellectual or creative work published, exhibited, presented, or performed in a written, spoken, electronic, broadcasting, visual, performance, or other medium".

We strongly recommend that you familiarise yourself with the Student Research Regulations outlined in the *2014 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/assessment/studentresearch.html>

Preparation of a Research Plan

At the outset, you may need to refine your topic and focus of your research in consultation with your supervisor. You should also discuss and prepare your research plan (including your timeline for completion) with your supervisor. Both you and your supervisor will keep a copy of this plan and refer to it often. It is your blueprint for both your application for ethical review and for how you proceed with your research. It is important to try to conceptualise your whole project and establish parameters that will allow for its completion within the 12-month enrolment if you are enrolled on a full-time basis or the 18- or 24-month enrolment if studying part-time. A full project for a 90-point thesis will necessarily be smaller than that for a 120-point thesis.

For a masters thesis, this plan usually includes the following components:

- » Title of the study
- » Statement of the research topic/problem and the overarching question that will guide your research
- » Explanation of the significance of the study
- » Proposed aims/objectives of the study
- » Review of selected literature, including research activity in the field, in order to situate your research question within a context
- » The methods you plan to use to investigate the research question
- » A statement of any ethical issues that you can identify
- » A timeline for completion.

When you and your supervisor have finalised your research plan, you are then in a position to apply to the Faculty of Education's Research Ethics Committee for research ethics review of your project.

Research Ethics Review Process

All research must be carried out in a way that both respects the rights of those people it involves directly and protects the integrity of the research enterprise in broad terms and the scholarly pursuit of knowledge. The University requires that formal ethics review procedures are followed before any research involving people as participants may begin. If your project involves collecting data from people it will require prior approval from the Faculty of Education Research Ethics Committee. Proceeding ethically is an integral component of research design, so you need to keep ethical considerations in mind from the very start of project planning.

Ethics Application Forms

It is your responsibility to complete the formal application for ethical review of your project, in consultation with your supervisor, and to forward it to the Research Ethics Committee.

The Ethics Application Form is available for downloading from the Faculty of Education's website: www.waikato.ac.nz/education (search Ethics).

Applications are considered by the full Committee, in the first instance, and then followed up by individual Committee members. You will receive written confirmation of the Committee's decision.

Ethics Application Dates

The Faculty of Education Ethics Committee meets every month. Keep this in mind when planning your research plan with your supervisor. You will need to post or deliver six hard copies of your ethics application to the Faculty of Education Academic Administrator. Applications should be submitted nine days in advance of the date of a meeting. Late submissions may have to be held over to the next meeting. For dates of Ethics Committee meetings go to the Faculty's website: www.waikato.ac.nz/education (search Ethics).

In preparing your ethics application consult the *2014 University of Waikato Calendar*, which details the University of Waikato Human Research Ethics Regulations: <http://calendar.waikato.ac.nz/assessment/ethicalConduct.html>

Code of Conduct for Research

It is a basic assumption that researchers are committed to the highest standards of professional conduct in undertaking and supervising research. Researchers in this context are University staff members and research students. They all have a duty to maintain the highest standards of probity in research applicable to their discipline and to the good standing of the University. These standards include:

- » Rigorous opposition to all forms of fraud, including misrepresentation and falsification of results;
- » The observance of the highest standards of safety in relation to themselves, their co-workers and research participants;
- » The maintenance of confidentiality and the full attribution and acknowledgement of authorship of all published material.

You should participate only in work which conforms to agreed ethical standards and which you are competent to perform. Where research, which has an ethical component, is conducted overseas, ethical approval must be sought both in New Zealand and overseas to ensure that any potential differences in cultural values are fully considered. Research involving human subjects and personal information (including any personal records) must be approved by the Faculty of Education's Research Ethics Committee (see also Student Research Regulations in the *2014 University of Waikato Calendar*).

Misconduct in Research

Misconduct in research includes:

- » The fabrication of data by claiming results where none have been obtained;
- » The falsification of data, by changing records or falsely claiming the use of techniques, methods or levels of precision;
- » Plagiarism, including the direct copying of hand-written, typed, printed or published text or notation; the use of other people's data, arguments or literature reviews without appropriate acknowledgement, or permission; and the deliberate use of published or unpublished ideas from other people without adequate attribution, or permission for such use;
- » Misleading ascription of authorship, including listing of authors without their permission where this is relevant, attributing work to others who have not contributed to the research, and failing to acknowledge work primarily produced by a postgraduate student, trainee or associate;
- » Other practices that deviate from those accepted within the research community for proposing, conducting or reporting research, such as intentional infringement of the University's code of ethical behaviour.

Misconduct does not include honest error or honest differences in the interpretation or judgement of data. Procedures for dealing with misconduct in research are set out in detail in the *Handbook for Research and Outside Professional Activities* available from the UNILink Office's website: www.waikato.ac.nz/research/unilink

Data Storage

If data or materials of a confidential nature are obtained by you in the course of your research, full confidentiality must be observed. The data or material must not be used for personal or commercial advantage or given to a third party for that person's commercial advantage except with the specific consent of the person or agency providing the data or material. If research is undertaken by the University under contract to an outside body, the obligations of the contract governing that research must be fully observed.

You should consult your supervisor about any specific requirements on data storage for research involving humans. You are required to retain your field and laboratory notebooks and other records of your research.

Practices in this regard must conform to the principles of the Privacy Act 1993. The University of Waikato requirements on archiving of data and privacy and storage of personal information are set out in paragraph ten of the Human Research Ethics Regulations in the *2014 University of Waikato Calendar*.

In addition to these regulations, when the research is the basis of an assessed piece of work such as a thesis, then:

- » You should store data on individuals and data sets in the original form as set out in the thesis until the University officially advises you about the outcome of the examination of your thesis;
- » You should continue to store data on individuals and data sets in the original form as set out in the thesis for the duration of any appeal procedure against your examination results;
- » Your supervisor is responsible for checking that you are aware of these requirements.

Supervision

The Faculty of Education and the Centre for Postgraduate Studies are responsible for providing suitable supervision for student research. Supervisors should be competent in the field and have time to supervise their students adequately. The majority of academic staff members at our Faculty are available to supervise masters theses. To undertake supervision, the staff member should have a qualification at least equivalent to that which is being examined, not be enrolled in that degree, and have had research experience in the general field of the thesis. In special circumstances, you may have more than one supervisor. They may work together as a team (co-supervision) or there may be a panel including a first supervisor and one secondary supervisor.

You can make your initial enquiry about supervision available in a number of ways. You can make an appointment with your Programme Adviser or the Postgraduate Studies Administrators and/or Associate Dean – Postgraduate Research to discuss your research interests and they can refer you to the relevant department of a staff member. You can also approach a Chairperson of Department or a potential supervisor directly.

For details of current research in the Faculty of Education and staff research interests search our website: www.waikato.ac.nz/education or visit the University's Experts' File: www.waikato.ac.nz/research/expertise/find-expert.shtml

Note(s): *Although we have research staff who specialise in a wide range of subject areas, sometimes we may be unable to provide supervision for your nominated topic.*

Responsibilities of the Student

The responsibilities of the student include the following:

- » To become familiar with, and abide by, the University's regulations governing the degree and associated procedures as contained in this and other documents such as *2014 University of Waikato Calendar* and Faculty information;
- » To apply for ethical approval for the research once fully enrolled and working with your supervisor;
- » To carry out his/her programme of study to a high standard according to research plans agreed upon with your supervisor and within the prescribed period of study;
- » To agree to, and abide by, a timetable for at least monthly meetings or other formal communication (such as email) with the supervisor;
- » To raise matters discussed informally with supervisors at timetabled meetings in order to confirm a common understanding and to enable recording of agreed action;
- » To keep records appropriate to the standards and conventions of the discipline and to regularly submit these records for examination by the supervisor so that the candidate can be assisted to maintain high standards of recording;
- » To submit written thesis work for comment and discussion in accordance with agreed protocols;
- » To report on their progress regularly to their supervisor;
- » To bring any problems which may be interfering with study or research, including those of a social or medical nature, to the attention of the supervisor or the Chairperson of Department or the Director of the Centre for Postgraduate Studies;
- » To present work or findings from time to time as agreed with the supervisor;
- » To consult in confidence with the Chairperson of Department or the Associate Dean – Postgraduate Research if there are problems with supervision;
- » To decide when to submit the thesis for examination, having taken account of the supervisor's opinion, and to submit the thesis for examination according to the requirements set out in University regulations and within the prescribed period of study.

Responsibilities of the Supervisor

The responsibilities of the supervisor include the following:

- » To assist the student to prepare a plan for research which can be completed and written up within the prescribed period of study;
- » To make sure ethical approval is sought for the research, where appropriate;
- » To arrange for the student to be made familiar with the facilities and research activities of the department and Faculty;
- » To encourage the student to play a full part in the social and intellectual life of the department and Faculty;
- » To check that health and safety requirements are carried out in accordance with University and Faculty procedures and that the student receives any required safety training;
- » To establish a timetable of regular meetings with the student at which all matters relating to the student's work can be discussed. There should be at least a monthly meeting or other formal communication (such as email) of which records are kept to make sure there is a record of the contacts between the supervisor and the student so that the progress of supervision can be reviewed at any stage. In the event of subsequent disagreement the records of the meetings will be an important basis on which to resolve issues;
- » To assist the student by regularly checking the records of data and observations and suggesting improvements where appropriate;
- » To discuss with the student work accomplished and to review, and if necessary revise, the research objectives as the work proceeds in the light of progress made;
- » To submit to the Chairperson of Department or the Associate Dean – Postgraduate Research any reports about the student's progress as required;
- » To advise the student of concern at the earliest opportunity if the student falls behind expected progress and to actively assist the student to improve;
- » To advise the Chairperson of Department or the Associate Dean – Postgraduate Research if the student continues not to meet expected progress and to seek advice on, or assistance with, action to be taken;
- » To provide constructive criticism and advice on submitted written drafts within one month or within time-frames agreed to;
- » To facilitate timely completion of the student's study and ultimate completion of the thesis;
- » To arrange (in consultation with the Chairperson of Department) for a replacement supervisor if a sole supervisor is absent for a period exceeding four weeks;
- » To select and nominate the external examiner of the thesis;
- » To inform the student that s/he may approach the Chairperson of Department or the Director of the Centre for Postgraduate Studies, as appropriate, if the student wishes to discuss any matters related to his/her supervision.

Establishing a Successful Relationship

There are various ways to establish an appropriate supervision arrangement. You need to have confidence in your supervisor.

Basically, a successful relationship between supervisor and student rests on professionalism, mutual respect, consideration, courtesy and trust. As a thesis student you can expect to have considerable independence in the way you work. One aspect of studying at this level is to take responsibility for making best use of all the resources you have. Your supervisor is, in fact, a resource. You should take the first step by arranging the first appointment. At the outset, you and your supervisor need to agree about how you will work together. Supervisors have their individual styles and so do students. Here you have a common goal: to complete your research project and thesis in the best way and form possible. Talk about how you will do this, so that you find out what your supervisor's expectations are and make yours known.

You and your supervisor need to reach an understanding very early on about:

- » Availability of the supervisor
- » How and when to contact one another
- » Whether you will normally discuss your progress face-to-face or by email
- » The frequency and length of meetings
- » Whose responsibility it is to call meetings
- » The format of meetings
- » Whether you will record meetings on audio-tape
- » The process for submitting draft writing and receiving feedback
- » Generally, how you will work together.

Supervisory Contract

The most central aspect of being a masters research student is the quality of relationship you and your supervisor build up between you both. It is a good idea to use some kind form of 'a contact' that will cover different aspects of supervision that you and your supervisor should agree upon at the start of your research.

Your supervisor can contact the Centre of Postgraduate Studies' staff to obtain a supervision 'contact' sample.

Maintaining Contact

It is essential that you take responsibility to maintain contact with your supervisor, to be clear about what has to be done and why, and to do your best to meet deadlines. In the event of problems, such as ill-health, which may interfere with progress, it is important to keep your supervisor informed. If you are unable to keep an appointment, or to meet a deadline, make sure to inform your supervisor as early as possible.

Your supervisor may suggest that you write a brief summary of each meeting. You can offer to do this anyway. These notes, which may be shared by email, will provide both you and your supervisor with an ongoing written record of the supervision process.

Distance Students

If you are a distance student without direct supervision and personal contact, then an alternative system of supervision through either telephone contact or email should be established. In many cases, email is the preferred method. If possible, you should try to meet with your supervisor at least once in the early stages of your thesis enrolment so that your research plan can be discussed in detail. You should also report regularly and in detail on work progress. The supervisor should keep a record of important matters and decisions covered during email or telephone exchanges.

The supervisor should be assured that you have access to all the resources required. As a student working at a distance, you may suffer from many disadvantages which are not common to students working on campus or within a large institution. Consequently, the assessment of your suitability and progression in work should be carried out even more carefully than would be the case for students who meet their supervisors regularly face-to-face. Regular checks should be made to ensure that you are following the agreed research plan.

Receiving Feedback

When you get to the writing stage, make sure that material you hand in is as well presented as you can manage at this stage. It is usually best not to hand in very rough material or material in the form of notes. However, it is important not to spend too much time crafting very early writing as you may well change quite a lot of it later. If you have scheduled an appointment to discuss something you have written, make sure your supervisor knows well in advance that you would like feedback on your work. You may wish to give suggestion to the type of feedback you require eg formatting, comments on research design etc.

Concerns/Complaints About Supervision

Occasionally there are problems in a relationship between a supervisor and a student. These may relate to academic issues, for example, a fundamental disagreement over methodology or content. There may be conflicts in teaching and learning styles or personalities. A student may be unhappy over a procedural matter such as the time taken to get feedback on written work or the unavailability of a supervisor.

Ideally, you will be able to work through these matters with your supervisor. If you are unable to do so, you should:

- » Talk to a member of staff whom you feel comfortable approaching in confidence to be your advocate in the first instance
- » Arrange a meeting with the supervisor's Chairperson of Department
- » See the Postgraduate Studies Administrator
- » See the Associate Dean – Postgraduate Research.

Where a concern has not been resolved by initial discussions, or it is too serious to be treated as a concern, then a formal written complaint may be sent to the Associate Dean – Postgraduate Research.

If a complainant remains dissatisfied with the outcome an appeal can be lodged with the Faculty of Education Dean within 28 days of the date of the letter notifying the student of the outcome of the complaint.

The Thesis

A thesis is a piece of written work of the research undertaken by the student under supervision. It should:

- » Critically investigate the topic;
- » Demonstrate an appropriate level of expertise in the methods of research and scholarship;
- » Demonstrate the independent development of ideas relevant to the topic;
- » Present the results clearly in a manner which makes a contribution to the subject area concerned.

It should normally include the following: A clear outline of the research question to be addressed and the theoretical, contextual or disciplinary basis of your research, and provide an overview of the rest of the thesis. Although structures, methods, and formats may differ between and within disciplines, it should normally include discussion of the methodology. It should also develop the arguments in a sustained and coherent manner and these should be brought to a conclusion.

The difference between a 120-point thesis and a 90-point thesis is solely in the size and scope of the research. A 120-point thesis is the equivalent of one year of full-time study's work. A 90-point thesis is the equivalent of three-quarters of a year's full-time study work.

We strongly recommend that you familiarise yourself with the regulations regarding theses, which are outlined in the *2014 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/assessment/dissertations.html>

For further information, please also refer to the University's webpage: www.waikato.ac.nz/sasd/info-current/exams6.shtml

Writing Your Thesis

Perhaps the best way to explore how theses are developed and structured is to read exemplars. Some hard-bound theses copies are available in the University's Libraries and in Departments. Digital copies of University of Waikato's theses are deposited and available for viewing through Research Commons – a service provided by the University of Waikato Library as well as ADT – the Australasian Digital Theses Programme, which the University is a part of: <http://adt.caul.edu.au>

It is important to be discerning when you read these as the grades are not recorded on them. Some will have just got through; others will be A+ quality.

Language

Theses will normally be written in English, but you may request permission to submit a thesis written in te reo Māori. If you wish to submit a thesis written in te reo only, you need to give notice of your intention of doing so in writing to the Associate Dean – Postgraduate Research. This notice of intention will allow the Faculty the time and opportunity to make appropriate arrangements for internal and external examination.

Theses submitted in te reo Māori are expected to conform to the usual standards of presentation (grammar, spelling, style) in this language.

For further details about the use of te reo Māori, please refer to the *2014 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/assessment>

Format of the Thesis

You and your supervisor should agree to the format of the thesis during the early stages of writing. Drafts of all chapters should be submitted to the supervisor for comment. Reasonable and prompt feedback should be provided on substantive issues. Most supervisors also give feedback on style, grammar etc. However, you are encouraged to seek additional feedback from other readers.

The candidate's written thesis will usually contain:

- » Title page
- » Abstract
- » Acknowledgments
- » Table of contents
- » List of diagrams/tables/illustrations (where applicable)
- » Text of the thesis
- » Reference list
- » Glossaries of important words, phrases and keys to symbols (where applicable). Illustrative materials (such as computer disks and CDs) may be submitted with the thesis. Such objects must either be bound with the thesis or placed in a pocket inside the cover.
- » Appendices (if any).

The thesis must be presented in 12 pt type, in 1.5 or double spacing on A4 paper of at least 60gsm. It may be printed on either one or both sides of the page. Margins for all pages (before binding), including those on which photographs or diagrams are mounted, must be as follows: inner 40mm; outer 30mm; top/bottom 20-25mm.

Detailed information concerning the form and style of theses is given in the booklet *Writing and Submitting a Dissertation or Thesis at the University of Waikato* available from the University Library or on its website: www.waikato.ac.nz/library/learning/g_thesis.pdf For successful writers extensive drafting and re-working of text, although time-consuming, is the norm.

Citing References

There are three principal methods of citing references in a text: footnotes, the author-date and the reference-number system. The preferred method of referencing required in the Faculty of Education is that used by the American Psychological Association (APA). Please also consult your supervisor as to the method favoured in your subject area. There are particular rules for each and it is important to be consistent in the application of the method you decide upon.

Bibliographic style is important and considerable time will be saved if all necessary data for each citation are collected at the time of consulting the works concerned. Various styles are acceptable; the important point again to remember is that having decided on a particular style, you should retain this style throughout the bibliography. There may be a preferred method within your subject area; check with your supervisor.

The University of Waikato Library contains various authorities for consultation on styles of footnoting and bibliographies.

Avoiding Plagiarism

Plagiarism is: "... presenting as one's own work 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 research and to assessment (as defined in the Assessment Regulations 2005) presented through a written, spoken, electronic, broadcasting, visual, performance or other medium." (2014 University of Waikato Calendar).

Plagiarism is cheating:

- » It is viewed as serious misconduct, as outlined in the Student Discipline Regulations 2006, and may result in disciplinary action
- » The University prohibits plagiarism, whether it is intentional (you mean to copy without acknowledgment) or unintentional (you are not aware that you are copying without acknowledgment)
- » Unintentional plagiarism is not seen as a defence against plagiarism.

Guidelines for sourcing and referencing styles are available from the University of Waikato Library.

Word Limit

The recommended maximum word lengths for masters theses are:

- » 120-point thesis: approx. 40,000 words
- » 90-point thesis: approx. 30,000 words.

These guidelines exclude the reference list (or bibliography), footnotes and appendices. The Chair of the Department, in which you are enrolled, has the discretion (except where the COD is the supervisor), in consultation with the supervisor, to allow a thesis to exceed these guidelines where it is thought this would be more appropriate for the topic. CODs should confirm in writing to the Director of the Centre for Postgraduate Studies and the Assessment and Graduation Office that such permission has been granted, specifying the maximum word length approved.

Timeframes

A realistic time-line for completion is crucial. Beginning researchers with little experience are much less efficient as researchers than those who have had years of experience. It will take you longer, perhaps much longer, than it would take your supervisor to locate materials, to decide what is relevant, to rank the significance of what is relevant, to develop an appropriate methodology, to organise a division of your research results into effective chapters, and to write, and probably rewrite, the results of your research in an acceptable and accessible form. This will include adequate time to edit and proof-read your thesis. You will also need to allow at least 6-7 working days for binding of your thesis.

Thesis Quality

A good thesis is coherent. This means that all the bits connect and how they connect is spelled out for your readers:

- » The introduction introduces both your research project and the way that you have put the thesis together, and very often it explicitly introduces you as both its writer and the researcher.
- » Your review of the literature locates your research within what has been written about already and what is being written about, and identifies where your particular project fits and how your research question has arisen. All sources are referenced in the most current APA style.
- » You explain what you did, that is, your methods, and account for them in terms of the methodological theory that underpins them and how they are particularly suited to your purpose in this piece of research.
- » You say what you found out and then you discuss this, linking it to what the literature has already told you. You identify and discuss what seem to you to be particularly significant insights and observations that demonstrate that your research makes a contribution. If you are a doctoral student you will have been striving for innovation of some kind and the discussion is where you demonstrate this particularly.
- » You explain how what you have done and what you have found out clearly address the research question with which you began.
- » You pull back from the detail itself and re-establish the purpose, the themes, the fieldwork, the findings, the conclusions you have reached, the parameters and other aspects of the study that presented limitations, and where related research might go in the future.
- » You explicitly tell your readers at the beginnings and ends of chapters, except at the beginning of chapter one and the end of the final chapter, where the connecting argument of the thesis has just been and where it is about to go in the chapter that follows.

A good thesis has a strong critical edge. On the one hand, there is a certain amount of room for descriptive writing as you outline your topic, summarise the research, ideas and theories of others and present your results, for example. However, you will, on the other hand, continually engage in critique, asking questions of yourself, your material and your writing, questions like:

- » Why is this so?
- » Where is the evidence in the literature or my data?
- » How have I supported this assertion?
- » What connections can I claim?

A good thesis is of publishable quality. It will demonstrate the hallmarks of excellent writing and professional presentation, features like:

- » Clear expression of ideas
- » Fluency through its explicit connections within paragraphs, between sections and across chapters
- » Logical organisation made obvious by meaningful section and sub-section headings and focused paragraphs the grammar, syntax, spelling and punctuation of formal academic writing
- » The best words for saying what you want to say
- » Full attention to all relevant academic conventions, usually regarding referencing.

Policy on Intellectual Property

Background

Intellectual property (IP) relates to original works of authorship, technology, products, processes, designs, plant varieties, goodwill and trade marks. Although intangible, the law recognises IP to be just as much a form of property as land, housing or jewellery. Thus, IP can be sold, leased, damaged and trespassed upon. Since IP is intangible, it is important that its scope and ownership is clearly defined to enable the legal rights of the owner to be enforced. This is made possible with patents, design registrations, trademark registrations, plant variety rights, copyright protection, and recognition of authorship.

It is an important principle that theses should be public documents. Requirements associated with IP should not be allowed to restrict public access to theses without a strong case being made.

University Policy

The University's policy with regard to IP, its commercialisation and involvement of students in creating IP is set out in the Handbook on Research and Outside Professional Activities (available from UNILink and departmental offices).

Withholding Access to a Thesis

In keeping with worldwide academic practice, the University of Waikato endorses the principle that research theses are, by their very nature, available for public inspection. In so doing, it helps to ensure that intellectual developments can be appraised, used, and built upon by all interested parties. To this end, theses that have been passed by the examiners are lodged in the University of Waikato Library. It is usually possible to write a thesis that can be made public based on research and data that may be confidential. You and your supervisor should design their research to that end. However, the University also recognises that in unusual situations, theses contain material that, for commercial or security reasons, should be withheld from the public for a period after the thesis has been completed. An embargo of a thesis is an injunction against the release of the thesis for public consultation in the University Library. This may be granted by the Deputy Vice-Chancellor only in response to a request from you and your supervisor and endorsed by your department and the Dean of the Faculty of Education (or nominee). An embargo of a thesis is likely to be approved only under the following circumstances:

- » If it is pending publication
- » If it is pending the filing of a patent
- » To allow for a sponsor to comment
- » To protect pre-existing commercial secrets of a sponsor
- » If there is a pre-existing contractual agreement
- » If restriction is necessary under the Privacy Act 1993 or the Official Information Act 1982.

Approval will not normally be granted for any other reasons. Material that you would not wish to be available to the public on grounds other than those above should not be included in the thesis. An embargo will be approved only for a limited period.

An application for withholding a thesis should normally be made to the Deputy Vice-Chancellor when you apply for enrolment in the masters degree. If you are receiving support from a commercial or government establishment for whom you are carrying out the thesis research, then it will usually be clear at the time of registration whether conditions for an embargo are likely to be fulfilled when the thesis is completed. However, it is recognised that there are circumstances when the confidential/sensitive nature of the thesis research does not become clear until that research is near completion. For that reason, requests for an embargo may be made up to the time of submission of the thesis for examination. Applications will not be accepted after the thesis has been submitted. When the need for an embargo of a thesis has been identified, the Deputy Vice-Chancellor (through the Centre for Postgraduate Studies) and the Manager of the UNILink Office should be consulted immediately so that all options can be explored to minimise the extent of any restrictions.

Getting Published

Publication is a way of contributing to knowledge production and further development in one's discipline area. Publication of teaching-related inquiry is also a way of enriching the profession of teaching and working to ensure that students are supported to optimal achievement.

If you are interested in presenting a paper at a conference or publishing your research in a journal, it is a good idea to discuss it first with your supervisor, who most likely is experienced in presenting and publishing research. You may also visit the University Library which holds a range of books related to academic publishing.

Submission of the Thesis

You should normally agree with your supervisor as to when your thesis is ready for submission and formal examination. If you wish to submit your thesis about which the supervisor still has significant reservations, those reservations should be fully explained to you in writing. You should be asked to respond in writing where the supervisor considers the thesis is not ready for examination. A supervisor cannot prevent submission of a thesis because of reservations about it, but you should heed the supervisor's recommendations.

Proof-Reading

It is important to pay close attention to spelling and grammar. You need to make sure you allow adequate time to edit and proof-read your thesis to get it to a publishable standard, as this is a criterion for writing at this level.

Presentation and Binding of the Thesis

You are required to submit the thesis in a form set out in the Theses and Dissertations Regulations in the *2014 University of Waikato Calendar*. The cover must be fully-bound and must be black buckram, with the binding either sewn or glued. The spine and cover of the binding must be lettered in gold with the initials and name of the author and the title or short title of the thesis. It may be printed on either one or both sides of the page. Each bound copy of the thesis must include an abstract of no more than 500 words, immediately following the title page and written in a form suitable for publication. For a sample of the title page, please refer to the Appendix 1 on page 136.

Please also refer to page 126.

Printing and Binding

To ensure that you meet the submission date, your planning should take into account the time required for your thesis to be bound. You are advised to allow sufficient time (at least 6-7 working days) for binding of your thesis when planning to submit. We advise you to contact Waikato Print or an appropriate binder early to check how much time should be allowed for binding.

Waikato Print offers thesis printing and binding services. The central Waikato Print is located in the basement of the Student Union Building. Waikato Print at the Faculty of Education is located on the ground floor of the TC building next to the student cafeteria. For more information please see: www.waikato-print.co.nz/

Submission of the Thesis

You will be required to submit three fully-bound (hardbound) copies of your thesis. You must submit your thesis to the Student Centre (located in the Central Library, Gate 5, Hillcrest Road, Hamilton) along with your completed *Masters Thesis Submission Form* and the *Library Deposit Form* by 4.00pm on the required thesis submission due date (please refer to your enrolment details via your iWaikato account). After submission takes place, the Assessment and Graduation Office will hold one copy of the thesis for the University of Waikato Library and the other two copies of the thesis will be sent to the Faculty of Education for examination processing.

The Financial Services Division of the University will be contacted to determine if you have any outstanding debts. Please ensure that you have paid any outstanding library fines before you submit your thesis. If you have no outstanding debts, you will be issued a receipt acknowledging your thesis submission.

Full details, including submission forms, are available at:

www.waikato.ac.nz/sasd/info-current/exams6.shtml

Note(s): *The hard-bound copies of your thesis would be the final copies. Once you have submitted your thesis, further editing or re-submission would not be possible. You must be enrolled in the relevant masters thesis paper at the time of submission of your thesis. After the examination of your thesis will be completed, one copy of your thesis will be returned to you along with your thesis result and masters degree completion (if applicable) letter.*

Digital Thesis Submission

Prior to submitting hardbound copies of your thesis, you also need to lodge an electronic (digital) version of your thesis with the University of Waikato Library. Digital copies of theses completed at the University of Waikato must be deposited directly into the University's Research Commons. Instructions on how to deposit your digital thesis can be found on the Research Commons' website: <http://researchcommons.waikato.ac.nz> You should check the Library's booklets and website for specific requirements regarding the digital thesis copies.

Examination of the Thesis

The process of examination of the Faculty of Education's masters theses is overseen by the Centre for Postgraduate Studies. The Assessment and Graduation Office will notify the Centre for Postgraduate Studies that the thesis has been submitted and will send two copies of the thesis to the Postgraduate Studies Administrators for examination processing. Masters theses are examined by two examiners, who examine the thesis independently: an internal examiner and an examiner who is external to the University.

Nomination of Examiners

When your project is nearing completion, your supervisor will nominate one internal and one external examiner for your thesis. The internal examiner will usually be a staff member of our Faculty or other part of the University. The external examiner should usually be associated with an academic institution and teaching and researching in the discipline relevant to the research. The examiners should normally hold at least a masters degree or have equivalent qualification or experience and be actively involved in scholarship and research in a field relevant to the topic of the thesis. Persons nominated as examiners for the thesis should not normally be:

- » Directly connected with you or your research
- » Associated with any organisation contractually involved with the research covered by the thesis
- » Inactive in the field of study covered by the thesis

It is the supervisor's responsibility to make an initial contact with potential examiners to establish whether they will be willing/available to examine your thesis. Once an agreement has been received, the supervisor will be required to complete the *Nomination of Examiners Form* available from the Centre for Postgraduate Studies. The Associate Dean – Postgraduate Research will assess and make the final decision on the nominated examiners' suitability.

Examination Process

Once the nomination of the internal and external examiners is received and approved, one copy of your thesis will be sent to the internal examiner (this copy of the thesis will be retained by your department) and the other one will be mailed to the external examiner (this copy will be returned to you after the examination is completed) along with a letter outlining our marking criteria and the University of Waikato grading scale. The two examiners will be asked to mark the thesis and submit their independent examination reports and provide grade recommendations. The examiners write their reports in the strictest confidence and may not confer with each other.

Approximately three-four months can be expected to elapse between the submission and a decision on thesis examination results. External examiners are given 6-8 weeks to mark a thesis and examination processing and masters degree completion may take additional 2-3 weeks. Often examiners are able to mark a thesis in a much shorter period of time but this should not be relied upon. Examiners are not paid for marking masters theses and their efforts are a courtesy they extend to the University. Consequently, it is inappropriate to expect the examiner to put off everything else he or she is doing to mark a thesis, therefore delays in the examination process might be expected.

Judging the Quality of a Masters Thesis

Masters degree students are expected to demonstrate an ability to undertake an appropriate size research project and to evaluate research critically. Research at this level may involve an original research project, well founded in the relevant literature, or an appropriate replication and extension of other work, also selected on the basis of the relevant literature. For the research to be judged excellent the presentation should be excellent and appropriate for the discipline, sound analyses should have been carried out where appropriate, and there should be good integration of the student's work with that in the literature.

Where appropriate, the thesis should contain a critical review of the literature on the subject that leads clearly into the aims and the objectives of the research. Where relevant, the materials and methods used should be set out in sufficient detail so that the work could be repeated by another person. Tables, graphs and figures should be well presented, accurate and concise and suitable techniques used to evaluate the results. Conclusions should be clear and precise. Where appropriate, a final discussion should be included, covering the present results, their relation to previous work, and future investigations.

The thesis should contain information, which contributes to the sum of knowledge or procedures on the subject studied and provides new understanding of the subject with which it deals.

The thesis should be clear, accurate, cogent, and concise. It is to be free of typographical errors, errors of spelling or language construction. The work should be suitably documented and citations correct in every detail.

Assessing the Thesis

The examiners will assess the thesis based on the following criteria:

- » An assessment of the overall merit of the thesis;
- » The conceptual framing and literature review;
- » The adequacy of the research questions;
- » The research design (eg its suitability vis a vis the research questions);
- » The adequacy of the research methods implemented;
- » The quality of the interpretation of the findings;
- » The conclusion, implications and/or practical significance of the project;
- » The standard of writing, referencing and general presentation;
- » The coherence of the work as a whole.

Examiners, in assessing a thesis, will not give equal weight to each of the criteria specified above. Greatest significance will be given to the quality of the research done, and, where relevant, to the integrity of the methodology used and the student's ability to evaluate his/her own research critically in the context of the relevant literature.

Presentation aspects will be of secondary importance but poor presentation will result in a lower mark. Students presenting theses significantly in excess of the recommended length should note that examiners may give a lower mark if the greater length detracts from the overall quality of the presentation. In exceptional circumstances the Chairperson of Department may give permission for the word limit to be exceeded. When this is done it should be documented and the examiners should be advised.

Examiners' Reports

These reports will address the criteria for judging the thesis and will include recommended grades. The examiner may not read each other's reports until they have submitted their own examination report. In reporting on the thesis it is expected that the examiners will provide written comments as to the research in general. The Faculty and the University consider these reports, particularly those of external examiners, to be very valuable academic and professional feedback for students. The examiners will be asked to give permission for their report to be released to the student after the examination is completed.

The two reports will usually be made available to the student and supervisor after the examination is completed. Following our usual practice the reports will be copied with the examiners' names and recommended grades obscured. The two independent examination reports are returned to the Postgraduate Studies Administrator who then notifies the Associate Dean – Postgraduate Research that the reports have been submitted.

Final Grade and Graduation

Once the examination reports have been received, the Associate Dean – Postgraduate Research will check them and will make a decision on the final grade and class of honours, taking into the account both examiners' reports and suggested grades. In keeping with best international practice, somewhat greater weight may be given to the external examiner's report.

Resolving Grade Discrepancies

In the event of a discrepancy between the internal and external examiner's grade recommendations, in the first instance we may consult the two examiners further in order to reach consensus regarding the grade to be awarded. If the grade cannot be resolved to the satisfaction of the Associate Dean – Postgraduate Research, a third examiner or assessor may be sought.

Review of Grade

If you believe that a mistake has been made in the process of calculating or determining your final thesis grade, you may apply for a review of a grade. You must submit an application for review of grade on the prescribed form, together with the prescribed fee, to the Head of Student and Academic Services not more than 14 days after receiving notification of the grade. The application must be accompanied by all items of assessment for the thesis that have been returned to you. A review of grade involves finding an independent assessor who will assess the thesis and all items of assessment that contribute to the final grade. A review of grade results in a grade either being left unchanged, raised or lowered. The fee for a review of grade is refunded if the review results in a change of grade.

After Examination and Masters Degree Completion

The Associate Dean – Postgraduate Research will notify you of your thesis result and your masters degree completion by letter. If applicable, copies of examiners' reports with the examiners' names and recommended grades obscured, will be enclosed with the letter along with a copy of your thesis. Final result memos will also be sent to your supervisor and the Assessment and Graduation Office. If your masters degree completion will be successful, you will be eligible to graduate at the next graduation ceremony, providing that you have applied to graduate. One fully-bound copy of your thesis will be lodged with the University Library and the digital copy of your thesis may be released to the University's Research Commons.

Graduation

Please refer to page 18.

APPENDIX 1

Title of Thesis:

Subtitle

A thesis
submitted in (partial) fulfilment
of the requirements for the degree

Name of degree

The University of Waikato

NAME OF CANDIDATE



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Year of submission



Note(s): The title page should be formatted to fill the entire page and the page should not be numbered. Use the wording 'partial fulfillment of the requirements for the degree' for masters degrees where the degree is a combination of thesis and taught papers. Use the wording 'fulfillment of the requirements for the degree' where the masters degree comprises of a thesis only.





THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

THINK OUTSIDE THE SQUARE
TIROHIA KI UTA, TIROHIA KI TAI,
WHANAKE TE MAHARA KOIA

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