



# Postgraduate Studies in Education Handbook



# Welcome to Waikato

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*In 2014, the University of Waikato celebrated 50 years of teaching and research excellence. From very modest beginnings in 1964, the University of Waikato is now one of the world's leading universities, and the university of choice for more than 12,000 students annually.*

In 2015, the University enters a new era with the appointment of our fifth Vice-Chancellor following the retirement of Professor Roy Crawford who held the position for 10 years.

Moving forward, we are constantly developing our campus to further enhance the learning environment of our students. This is evident with the construction of the new multi-million dollar Law and Management building, which will create a trio of iconic campus facilities including the Gallagher Academy of Performing Arts and the Student Centre.

Research is our lifeblood at the University and we punch above our weight in research commercialisation. The University is one of New Zealand's major research organisations, playing a key role in the local economy and making a significant contribution to the national innovation system. We have six research institutes, and postgraduate students who are continually contributing to regional, national and global research.

Businesses and organisations today need innovative people and the University of Waikato is dedicated to graduating outstanding students who are committed to "making a difference".

To prepare students for the job market we provide work experience while they study, and many courses have components that mirror real-life situations so they are prepared for the challenges they face in the workplace.

The University of Waikato provides a dynamic, culturally diverse and inspiring environment for our student population so that when you leave this university you will be well prepared for the challenges that lie ahead.



## Welcome to the Faculty of Education

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*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

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*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 Handbook 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 (Deborah) 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. A three of four paper thesis prepares students well for a doctorate.

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 **2015 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 (2014).

## Who Can Help?

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### 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 contact their Departmental Chairperson, or the Faculty of Education Postgraduate Office, or 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.

## Faculty of Education Postgraduate Office

The Faculty of Education Postgraduate Office provides administrative services and advice for prospective and current postgraduate students. The office staff can help you with the following:

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

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### Dr Charlotte Matheson

Manager – Postgraduate Office

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## Becoming a Teacher

If you would like to train to become a teacher (regardless of whether you would like to study at undergraduate, graduate or postgraduate level), please contact the Centre for Teacher Education by email ([teach@waikato.ac.nz](mailto:teach@waikato.ac.nz)) or phone 0800 832 242. For more information about teaching qualifications, please visit: <http://education.waikato.ac.nz/teach>

## 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.

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### Dr Nigel Calder

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## About Postgraduate Study

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### Eligibility

To be eligible for most of our postgraduate programmes you will need the following:

- » A completed relevant degree or equivalent with a minimum grade average of B or higher 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.

Eligible candidates with a bachelors degree and/or graduate diploma will be granted entry into a 180-point masters degree.

Eligible candidates with an honours degree or PGDip will be granted entry into a 120-point masters degree.

Candidates with a degree in a different subject may qualify for entry by completing a Graduate Diploma in Education.

### Additional Entry Requirements for Specific Masters degrees

Master of Education (MEd) and Master of Educational Leadership (MEdLeadership).

- » Teaching or Education qualification.

Master of Disability and Inclusion Studies (MDInS).

- » Bachelor of Social Science or equivalent degree and relevant professional experience.

Master of Sport and Leisure Studies (MSPLS).

- » Bachelor of Sport and Leisure Studies or equivalent qualification.

Master of Counselling (MCouns).

- » Please see Counsellor Education Handbook eligibility criteria and entry requirements.

Entry into any postgraduate qualification offered by the Faculty of Education is at the discretion of the relevant programme adviser and/or department chairperson. We strongly encourage you to contact your programme adviser early in the application process to discuss possible study options and appropriate papers to help you focus your study.

### 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.

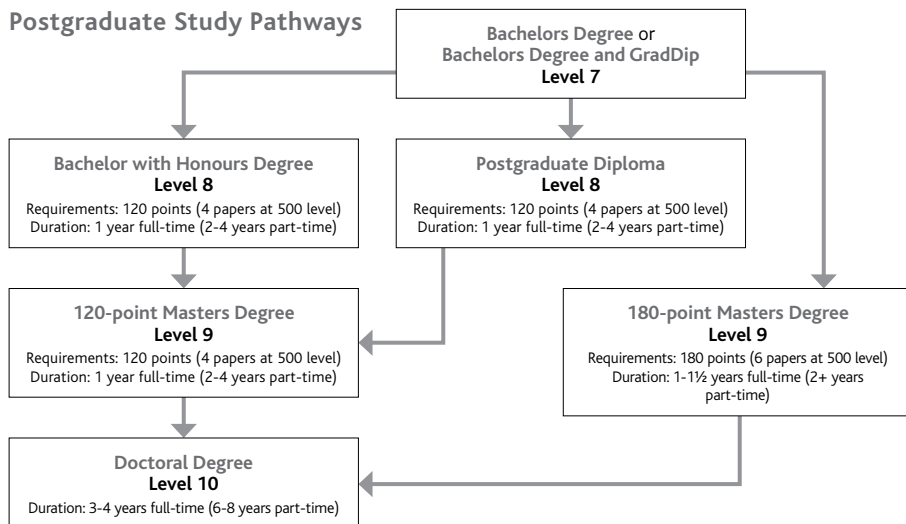
For further information please contact the Faculty of Education Postgraduate Office.

### Entry from Other Qualifications

We recommend students complete a bridging programme of undergraduate papers (eg a graduate diploma) in an area of their intended programme of study to ensure they are well prepared for postgraduate study. See page 68 for details of our graduate diplomas.



## Postgraduate Study Pathways



## Entry to Higher Degrees – MPhil, PhD and EdD

Admission to higher degrees (Master of Philosophy, Doctor of Philosophy and Doctor of Education) is at the discretion of the Associate Dean – Postgraduate Research and the Postgraduate Research Committee.

Normally, the following is required:

- » Successful completion of a relevant masters degree with at least a B+ average, or
  - » A bachelor with honours degree with first class honours in a relevant subject
- AND
- » The student's postgraduate qualification must have included relevant research experience (normally a minimum 60-point dissertation in a masters degree)
  - » Appropriate supervision is available
  - » (for EdD only) A strong record of professional experience in Education.

Please refer to the *2015 University of Waikato Calendar* online at <http://calendar.waikato.ac.nz> for programme and degree regulations.

## Planning Your Programme

Students starting postgraduate study in the Faculty of Education will typically enrol in a masters degree requiring 180 points at 500 level. These degrees include a mix of taught content papers and supervised, independent research papers. See individual programmes for more details.

Each programme of study has an associated programme adviser. These are academic staff members who can help students to find papers to suit their interests and needs.

Faculty of Education Postgraduate Office staff can help students to plan the structure of their degree and assist with enrolment and regulatory advice.

## Tips for planning your study

- » Postgraduate study is about becoming an expert in a field of knowledge. Students should work with their relevant programme adviser to plan a programme of study with a coherent focus.
- » Generally, students should start a masters degree with a research methods paper and focus/required papers for the chosen programme of study. This can then be followed with option papers (if applicable) then the student's choice of supervised research paper.
- » Entry into a thesis requires a B+ or higher average across your other papers. Entry into a dissertation requires a B average.
- » Research papers have individual start and end dates and can begin at any time of the year. Enrolling in a research paper requires a few extra steps, so student should read the guidelines on pages 97-136 carefully before applying to enrol.
- » It is possible to complete a 180-point masters degree within 12 calendar months if you are prepared to work hard. Students who wish to do this should talk to their programme adviser and/or the Faculty of Education Postgraduate Office before enrolling for planning advice and support.

## 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

For the majority of our postgraduate programmes we offer intakes for:

- » A Semester (March-June)
- » B Semester (July-November)
- » S Semester (January-February).

For the 2015 Teaching and Assessment Periods please refer to page 69.

## 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

Most postgraduate papers are 30 points. 120 points over a year (60 points per semester) is considered a full-time workload.

Students taking 90 points or fewer over a year are considered to be studying part-time.

The expected total study time for a 30-point 500-level paper is 300 hours, or approximately 20 hours per week for 15 weeks.

Students who complete their masters degree within two years of full-time study or four years of part-time study are eligible to graduate with a class of honours.

## 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

Papers are taught in a variety of formats, including NET (fully online) and BLK (partially online with some on-campus attendance). Please see the paper code key on page 70 for more details.

Find out times and dates of classes using the online timetable website: <http://timetable.waikato.ac.nz>

Visit the library website for information about support services for distance students:  
[www.waikato.ac.nz/library/](http://www.waikato.ac.nz/library/)

## Tuition Fees and Costs of Qualifications

Tuition fees for each paper can be found in the online *Catalogue of Papers*: <http://papers.waikato.ac.nz/>  
In 2014, a typical 30-point 500-level paper cost around \$1,700 (domestic) or \$6,430 (international).

In addition to tuition costs, all students are required to pay an annual fee for a number of university services including the Building Levy and Student Services Levy. Further charges apply to late enrolment or late payment of fees.

A full list of fees and charges is available here:

<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 Faculty of Education Postgraduate Office if you wish to inquire about credit transfer or refer to the Credit Office's website: [www.waikato.ac.nz/sasd/enrolment/credit/](http://www.waikato.ac.nz/sasd/enrolment/credit/)

## Enrolment

To enrol you should apply online at [www.waikato.ac.nz/enrol/](http://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](mailto: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 *2015 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

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## Application Process

All new international students must submit their applications through the University's International Students website: [www.waikato.ac.nz/students/international/](http://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](http://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
- » A paper-based TOEFL score of 600 overall including a TWE (Test of Written English) of 5.0
- » A computer-based TOEFL score of 250 including a TWE of 5.0
- » An internet-based TOEFL score of 90 with a writing score of 22
- » 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](http://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 30-point 500 level taught paper for international students in 2014 were approximately \$6,500. Tuition fees for research papers can vary.

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/> To find out a paper cost, please search for the paper at <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.

To find out a paper cost, please search for the paper at <http://papers.waikato.ac.nz>

## 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 Office to complete your enrolment.

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**Dr Sue Dymock**

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## International Student Support

Please refer to pages 21-22.

# How to Enrol

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To complete an application:

- » Visit the University of Waikato website. An application to enrol may be completed online at: [www.waikato.ac.nz/enrol/](http://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 the Faculty of Education Postgraduate Office 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](mailto: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/](http://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 the Faculty of Education Postgraduate Office 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	16 February	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 98.



## Frequently Asked Questions

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### 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 will need to send in either your verified\* birth certificate or passport when you apply. 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.

### 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](http://www.studylink.govt.nz)

### How do I pay and complete my enrolment?

You can accept the Enrolment Agreement online at [www.waikato.ac.nz](http://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](mailto: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](mailto: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	
<b>Grade range %</b>		<b>Grade range %</b>	
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

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).

Students who fail a paper will not be eligible for the award of honours.

### 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 *2015 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 *2015 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/](http://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. 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/](http://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](http://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:

[www.waikato.ac.nz/sasd/graduation/](http://www.waikato.ac.nz/sasd/graduation/)

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](http://www.waikato.ac.nz/sasd/enrolment/records/replacement.shtml)

## Financial Support

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### 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.

### 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.

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#### Scholarships Office

Phone: +64 7 838 4489

Email: [scholarships@waikato.ac.nz](mailto:scholarships@waikato.ac.nz)

Website: [www.waikato.ac.nz/research/scholarships/](http://www.waikato.ac.nz/research/scholarships/)

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### 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/](http://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](http://www.maorieducation.org.nz)

### John Allan Scholarship in Education

The scholarship is available to qualified teachers who are New Zealand citizens or permanent residents and who qualify for entry into a masters degree in the Faculty of Education at the University of Waikato in the year of tenure of the Scholarship. Selection is based on the basis of applicants academic achievement and their (proposed) research topics. Preference will be given to applicants intending to conduct research related to professional practice in education.

### **University of Waikato Wilf Malcolm Institute of Educational Research (WMIER) Masters Research Scholarship**

This Scholarship is designed to encourage research in line with the major research programmes of the Wilf Malcolm Institute of Educational Research (WMIER). The Scholarship principally assists with course related costs, and includes a contribution towards enrolment fees.

### **University of Waikato Wilf Malcolm Institute of Educational Research (WMIER) Doctoral Scholarship**

This scholarship is designed to encourage research in line with the major research programmes of the Wilf Malcolm Institute of Educational Research (WMIER). The Scholarship provides a living allowance, fees equivalent to domestic tuition fees and a thesis preparation allowance.

### **University of Waikato Masters Research Scholarships**

These scholarships aim to encourage research at the University of Waikato by assisting with course-related costs. The scholarships also contain a contribution towards the cost of fees.

### **University of Waikato Doctoral Research Scholarships**

These scholarships, open to domestic and international students, are intended to assist full-time candidates to complete a Doctoral degree at the University of Waikato.

### **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 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](http://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/](http://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>

# Student Support and Services

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## 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.

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### The Disability Support Service

Phone: +64 7 838 4719

Email: [disability@waikato.ac.nz](mailto:disability@waikato.ac.nz)

Website: [www.waikato.ac.nz/disability](http://www.waikato.ac.nz/disability)

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## Waikato 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](http://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](http://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](http://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](http://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 more information contact the Waikato International Services Office.

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**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](mailto:international@waikato.ac.nz)

Website: [www.waikato.ac.nz/international/](http://www.waikato.ac.nz/international/)

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## Faculty International Student Support

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:

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Dr Sue Dymock  
International Students Adviser  
Room: TL.2.05  
Phone: extn 7717  
Email: [sdymock@waikato.ac.nz](mailto:sdymock@waikato.ac.nz)

Hongwei Di  
International Student Administrator  
Room: TC.2.65  
Phone: extn 4165  
Email: [hongwei@waikato.ac.nz](mailto:hongwei@waikato.ac.nz)

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## Māori/Pacific Student Support

The 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.

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

Email: [maorimmentor@waikato.ac.nz](mailto:maorimmentor@waikato.ac.nz)

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

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## 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. 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.

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### The Library

Phone: 07 838 4051

Email: [library@waikato.ac.nz](mailto:library@waikato.ac.nz)

Website: [www.waikato.ac.nz/library/](http://www.waikato.ac.nz/library/)

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## 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.

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

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

Phone: 07 838 4657

Email: [slsadmin@waikato.ac.nz](mailto:slsadmin@waikato.ac.nz)

Website: [www.waikato.ac.nz/students/student-learning](http://www.waikato.ac.nz/students/student-learning)

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## 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.

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### The PGSA

Email: [pgsa@waikato.ac.nz](mailto:pgsa@waikato.ac.nz)

Website: [www.waikato.ac.nz/pgsa](http://www.waikato.ac.nz/pgsa)

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## 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 Faculty of Education Postgraduate Office 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 Faculty of Education Postgraduate Office.

## 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.

# Qualifications

## 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	

## Higher Degrees

Doctoral qualifications are known as higher degrees and are the highest possible qualification available. Higher degree students are expected to make an original contribution to knowledge while extending their research skills. Academic supervision is provided.

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

- » Master of Philosophy (MPhil) – one year of full-time supervised research  
Thesis length: up to 50,000 words
- » Doctor of Philosophy (PhD) – minimum three years of full-time supervised research  
Thesis length: up to 100,000 words
- » Doctor of Education (EdD) – minimum three years of full-time study  
Research Portfolio followed by 60,000 word thesis.

For more information contact the Faculty of Education Postgraduate Office, Associate Dean Postgraduate Research or visit: [www.waikato.ac.nz/sasd/postgraduate](http://www.waikato.ac.nz/sasd/postgraduate)

## 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](http://www.waikato.ac.nz/education)

## Qualifications

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Master of Education with a Specialisation in Global Studies in Education	48
Master of Education with a Specialisation in Professional Learning	49
Master of Educational Leadership	50
Master of Sport and Leisure Studies	51
Master of Teaching and Learning	53

<b>HONOURS DEGREES</b>	<b>54</b>
Bachelor of Sport and Leisure Studies with Honours	54
Bachelor of Teaching with Honours	54
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Postgraduate Diploma in Disability and Inclusion Studies	55
Postgraduate Diploma in Education	56
Postgraduate Diploma in Educational Leadership	60
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## Masters Degrees

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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
- » Master of Educational Leadership
- » Master of Sport and Leisure Studies
- » Master of Teaching and Learning\*

*\* This 180-point masters programme has specific requirements, please refer to page 53.*

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.

**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 (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 Handbook*, available from the Department Administrator or at [www.waikato.ac.nz/education](http://www.waikato.ac.nz/education)

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Associate Professor Kathie Crocket Programme Adviser (Director of Counsellor Education)	Karen Harris, Department Administrator (Human Development and Counselling)
Room: TT.5.10a	Room: TT.5.01a
Phone: extn 8462	Phone: extn 4031
Email: <a href="mailto:kcrocket@waikato.ac.nz">kcrocket@waikato.ac.nz</a>	Email: <a href="mailto:counsellor.ed@waikato.ac.nz">counsellor.ed@waikato.ac.nz</a>

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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)

Dr Carol Hamilton  
Programme Adviser

Room: TT.5.03b

Phone: extn 8578

Email: hamiltca@waikato.ac.nz

Karen Harris, Department Administrator  
(Human Development and Counselling)

Room: TT.5.01a

Phone: extn 4031

Email: hum.devvcg@waikato.ac.nz

## 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 70.

## 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

For more information about the above specialisations please see page 48 and page 49.



## Programmes of Study (Master of Education)

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### 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 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
- » ALED524 Language Knowledge for Teachers and Learners
- » ALED551 Special Topic: Children's Literature and Educational Contexts
- » 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
- » ALED523 Developing the Literature Teacher
- » HDCO510 Innovations in Teaching
- » 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 70, for further information about all our postgraduate papers.

### Focus papers

- » HDCO510 Innovations in Teaching
- » 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 Education and Global Development
- » 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
- » PCSS587 Globalisation, Cultures, Identities and Education
- » PCSS588 Globalisation and Open Education
- » PCSS589 Globalisation, Education 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 *FASS Postgraduate Handbook 2015* or visit: [www.waikato.ac.nz/wfass/qualifications/](http://www.waikato.ac.nz/wfass/qualifications/)

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## eEducation

This programme is targeted at students, teachers and others involved with digital technologies at all levels of education, who wish to develop their knowledge and practice of using them for teaching and learning purposes. The programme encompasses both online learning and emerging classroom and institution-based eLearning practice, and provides a sound platform for students wishing to progress to dissertation or thesis-level study in either of these areas.

eEducation is defined as "learning and teaching that is facilitated by or supported through the appropriate use of information and communication technologies (ICTs). It can cover a spectrum of activities from supporting learning to blended learning (the combination of traditional and eLearning practices), to learning that is delivered entirely online" (Ministry of Education, 2014).

This programme is fully online and combines contemporary asynchronous and synchronous online learning technologies. All papers are thematically-based and offer participants opportunities to explore areas of personal and professional interest and relevance.

### 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 Innovations in Teaching
- » 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 2015* or visit: [www.waikato.ac.nz/wfass/qualifications/](http://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
- » 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
- » 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
- » 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 Education: Research and Policy Issues

### 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.

### Focus paper

PROF518 Teaching and Learning Years 7-10

### Option papers

- » ALED504 Reading Difficulties
- » HDCO503 Young People in Contemporary New Zealand Society
- » 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
- » HDCO510 Innovations in Teaching
- » 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

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

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## Master of Education with a Specialisation in Global Studies in Education (MEd(GSE))

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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 Education and Global Development
- » PCSS588 Globalisation and Open Education
- » PCSS589 Globalisation, Education 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. 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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Professor Tina Besley

Programme Adviser

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## Master of Education with a Specialisation in Professional Learning (MEd(ProfLearning))

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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)

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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
- » PROF502 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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## 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 paper

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, GEOG519, HDCO503, HDCO521, HIST508, HRMG574, MKTG556, MCOM507, POLS503, SOCY514, SOCY576, SOCY578, TIKAS60, WGST505, WGST507. We invite you to check these papers in the online *Catalogue of Papers*:  
<http://papers.waikato.ac.nz/>

#### Required research papers

- » SPLS501 Researching Sport and Leisure or  
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 paper

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**

- » SPLS501 Researching Sport and Leisure or 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
- » PROF502 Educational Leadership: Issues and Perspectives
- » PROF506 Educational Assessment
- » SPLS507 Sporting Bodies and Movement Culture

**Required research papers**

- » SPLS501 Researching Sport and Leisure or 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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## Master of Teaching and Learning (MTchgLn)

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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 2014

### Programme dates

6 January – 19 December 2015

### Location

Hamilton campus

### Required papers

- » TEDE531 Teaching in the New Zealand Context (Summer School)
- » TEDE532 Diversity and Inclusion (Y paper)
- » TEDE513 New Zealand Curriculum 1 (A Semester)
- » TEDE514 New Zealand Curriculum 2 (B Semester)
- » TEDE515 Evidence Based Inquiry (A Semester)
- » TEDE516 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

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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

- » SPLS501 Researching Sport and Leisure or  
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

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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. Students who take out their PGDip must complete a further 120 points to gain a masters degree.

### 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

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## 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

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### 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

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*Please see Adult Literacy Educator Grant information on page 20.*

## 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

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## 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

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## 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

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## 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

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*Please see Māori Medium/Bilingual Teaching Study Award information on page 21.*

## 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):** Please consult the Programme Adviser.

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Please see *Middle Schooling Fees Subsidies information on page 20*.

## 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 and ALED511 or another approved 500 level paper

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## 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

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## 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

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## 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.*

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Michele Morrison

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## 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

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Wendy Carss

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## 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

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## 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

John Williams

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## 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, SPLS505, SPLS507, SPLS508, SPLS520, SPLS590, SPLS592, DSOE557 or PCSS502

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## 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

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## Postgraduate Certificates

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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 2015)

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

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### 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

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---

## 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

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## 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

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Associate Professor Wendy Drewery

Programme Adviser

Room: TC.2.44A

Phone: extn 4699

Email: wdrewery@waikato.ac.nz

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## 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.*

Jenny Ferrier-Kerr  
Programme Adviser

Room: TT.2.13

Phone: extn 6665

Email: [jfk@waikato.ac.nz](mailto:jfk@waikato.ac.nz)

Michele Morrison

Programme Adviser

Room TL.3.02

Phone: extn 7875

Email: [mmorris@waikato.ac.nz](mailto:mmorris@waikato.ac.nz)

## Postgraduate Certificate in School Principalship

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

### Required papers

Include PROF502 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.*

Jenny Ferrier-Kerr  
Programme Adviser

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Jeremy Kedian

Programme Adviser

Room TC.1.04B

Phone: extn 6192

Email: [kedian@waikato.ac.nz](mailto:kedian@waikato.ac.nz)

## 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

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Dr Mike Brown

Programme Adviser

Room: TT.7.05

Phone: extn 6527

Email: michaelb@waikato.ac.nz

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## 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

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Dorothy Spiller

Programme Adviser

Room: A.B.09

Phone: extn 8697

Email: dorothy@waikato.ac.nz

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## Bridging Qualifications

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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

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. 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).

#### 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

Graduate Certificates are 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 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	29 Dec 14		1-2 January	New Year's Day Observed
	2	5 Jan 15	<b>Summer School 1 (Semester S) starts</b>	5 January	University reopens (TBC)
	3	12 Jan 15			
	4	19 Jan 15			
	5	26 Jan 15		26 January	Auckland Anniversary Day
<b>Term 1 starts</b>	6	2 Feb 15		6 February	Waitangi Day
	7	9 Feb 15			
	8	16 Feb 15	Examinations begin		
	9	23 Feb 15	Enrolment		
	10	2 Mar 15	<b>A Semester starts</b>		
	11	9 Mar 15			
	12	16 Mar 15			
	13	23 Mar 15			
<b>Term 1 ends</b>	14	30 Mar 15		3 April	Good Friday
	15	6 Apr 15	Teaching Recess	6 April	Easter Monday & Tuesday
	16	13 Apr 15	Teaching Recess		
<b>Term 2 starts</b>	17	20 Apr 15	<b>A Semester cont.</b>		
	18	27 Apr 15		27 April	ANZAC Day (observed)
	19	4 May 15			
	20	11 May 15			
	21	18 May 15			
	22	25 May 15			
	23	1 Jun 15	<b>A Semester ends</b>	1 June	Queen's Birthday
	24	8 Jun 15	Study Week		
	25	15 Jun 15	Examinations		
	26	22 Jun 15	Examinations		
<b>Term 2 ends</b>	27	29 Jun 15	Teaching Recess		
	28	6 Jul 15	Teaching Recess		
	29	13 Jul 15	<b>B Semester starts</b>		
<b>Term 3 starts</b>	30	20 Jul 15			
	31	27 Jul 15			
	32	3 Aug 15			
	33	10 Aug 15			
	34	17 Aug 15			
	35	24 Aug 15	Teaching Recess		
	36	31 Aug 15	Teaching Recess		
	37	7 Sep 15	<b>B Semester cont.</b>		
	38	14 Sep 15		17 Sep	Kīngitanga Day
<b>Term 3 ends</b>	39	21 Sep 15			
	40	28 Sep 15			
	41	5 Oct 15			
<b>Term 4 starts</b>	42	12 Oct 15			
	43	19 Oct 15	Study Week		
	44	26 Oct 15	Examinations	26 October	Labour Day
	45	2 Nov 15	Examinations		
	46	9 Nov 15	<b>Summer School 2 (Semester T) starts</b>		
	47	16 Nov 15			
	48	23 Nov 15			
	49	30 Nov 15			
	50	7 Dec 15			
<b>Term 4 ends</b>	51	14 Dec 15			
	52	21 Dec 15		25 December	Christmas Day
	53	28 Dec 15		26 December	Boxing Day

## Postgraduate Papers

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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: PROF500-15B (HAM)

Subject	Level	Year	Semester	Location
PROF	500	2015	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	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 69.

## 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

**ALED501-15A (NET) – Literacy Education: Approaches and Perspectives**

This paper offers an introductory, critical examination of some theories, research, practices, policy and resources in literacy education in a range of settings. Students are expected to reflect on a range of approaches to literacy education and to draw on these reflections to investigate aspects of literacy of particular interest or concern to them. They are also expected to contribute regularly to class dialogue on literacy education.

*Weeks taught:* 10-26

*Lecturer:* Professor Terry Locke      *extn* 7780

*Email:* [locketj@waikato.ac.nz](mailto:locketj@waikato.ac.nz)

**ALED502 – Critical Literacy in Curriculum (Not offered in 2015)**

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.

**ALED503-15B (NET) – Bilingual and Multilingual Education: Classroom Practice and Policy Directions**

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

**ALED504-15C (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:* 9-26

*Lecturer:* Dr Sue Dymock      *extn* 7717

*Email:* [sdymock@waikato.ac.nz](mailto:sdymock@waikato.ac.nz)

**ALED507 – Second Language Learners and Learning in Mainstream Classrooms (Not offered in 2015)**

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.

**ALED508 – Adult Literacy at Work (Not offered in 2015)**

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.

**ALED509 – Literacy and Technology: Implications for Education (Not offered in 2015)**

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

**ALED510-15C (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:* 9-26

*Lecturer:* Graham Price *extn* 7925

*Email:* [grahamp@waikato.ac.nz](mailto:grahamp@waikato.ac.nz)

**ALED512-15C (BLK) – Orff Music Education: Theory and Practice 1**

This paper offers students 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 students develop a range of competencies in Orff-Schulwerk.

*Weeks taught:* 17-27

*Lecturer:* Professor Terry Locke *extn* 7780

*Email:* [locketj@waikato.ac.nz](mailto:locketj@waikato.ac.nz)

*Lecturer:* Christoph Maubach *extn* 4620

*Email:* [cmaubach@waikato.ac.nz](mailto:cmaubach@waikato.ac.nz)

**ALED513-15C (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:* 16-26

*Lecturer:* Christoph Maubach *extn* 4620

*Email:* [cmaubach@waikato.ac.nz](mailto:cmaubach@waikato.ac.nz)

**ALED515-15C (HAM) – Drama as Pedagogy: The Mantle of the Expert**

This paper gives students, including practising teachers with a specialism in drama education, the opportunity to research, critique and plan programmes for learners using the drama-based inquiry learning system 'Mantle of the Expert'.

*Weeks taught:* 4-9

*Lecturer:* Dr Viv Aitken *extn* 7751

*Email:* [vmck@waikato.ac.nz](mailto:vmck@waikato.ac.nz)

**ALED516-15B (NET) – Family and Community Literacies: Theories, Practices and Programmes**

This paper critically explores perspectives on adult literacy through the constructs of the community, the family, intergenerational learning, well-being and social inclusion. The varying conceptions of literacy and theories of learning, community, and family that underpin international and Aotearoa New Zealand's approaches to policy and programmes are examined. Interpretations of the community, family/whānau, and literacy in Aotearoa New Zealand are explored from a cross-cultural perspective, as well as their implications for programme design, assessment, and evaluation. While the focus is on adult literacy practices and learning, some consideration is also given to children and youth in the context of the family and community.

*Weeks taught:* 29-45

*Lecturer:* Judy Hunter

*Email:* [jmhunter@waikato.ac.nz](mailto:jmhunter@waikato.ac.nz)

**ALED520 – Literacy, Cognition and Neuroscience (Not offered in 2015)**

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

**ALED521-15A (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 *extrn 6360*

*Email:* [franken@waikato.ac.nz](mailto:franken@waikato.ac.nz)

**ALED522-15B (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 *extrn 7853*

*Email:* [stephd@waikato.ac.nz](mailto:stephd@waikato.ac.nz)

**ALED523-15A (BLK) – Approaches to Teaching Literature in the Primary and Secondary Classroom**

This paper offers participants a range of theoretical perspectives to critically examine the way literacy 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 literacy texts in classrooms.

*Weeks taught:* 10-26

*Lecturer:* Terry Locke

*Email:* [locketj@waikato.ac.nz](mailto:locketj@waikato.ac.nz)

**ALED524-15A (BLK) – Language Knowledge for Teachers and Learners**

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

*Weeks taught:* 10-26

*Lecturer:* Dr Nicola Daly *extrn* 4298

*Email:* nicolad@waikato.ac.nz

**ALED525-15A (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 *extrn* 7959

*Email:* jmhunter@waikato.ac.nz

**ALED551-15B (BLK) – Special Topic: Children's Literature and Educational Contexts**

This paper offers an overview of the shifts and changes in children's literature. These will be considered in relation to notions of childhood, the emergence of technologies and educational contexts.

*Contact:* Christine Stewart *extrn* 4640

*Email:* tcolsec9@waikato.ac.nz

**ALED590-15A (HAM); 15B (HAM); 15C (NET); 15S(HAM) & 15S (NET) – Directed Study (30 points)****ALED592-15C (HAM) – Dissertation (60 points)**

Please refer to Research Papers Section, page 97.

DSOE556-15A (HAM) – Research Methods for Teachers (BTchg(Hons) only)

DSOE557-15A (HAM); 15A (TGA); 15B (NET) & 15S (HAM) – Research Methods

DSOE590-15D (HAM) & 15D (NET) – Directed Study (30 points)

DSOE592-15C (HAM) – Dissertation (60 points)

DSOE593-15C (HAM) – Education Thesis (90 points)

DSOE594-15C (HAM) – Education Thesis (120 points)

Please refer to Research Papers section, page 97.

### GEOG504-15A (NET) – 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 extrn 4436

Email: [geog7061@waikato.ac.nz](mailto:geog7061@waikato.ac.nz)

### HDCO501 – Ageing and Society (Not offered in 2015)

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.

### HDCO502-15A (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 extrn 8386

Email: [speters@waikato.ac.nz](mailto:speters@waikato.ac.nz)

**HDCO503-15B (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

**HDCO504-15B (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 – Innovations in Teaching (Not offered in 2015)**

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.

**HDCO515-15B (BLK) – Developmental Issues in Early Adolescence**

This paper offers an opportunity to examine some of the key theoretical concepts, research findings and cultural beliefs that contribute to contemporary Western understandings of development in early adolescence.

*Weeks taught:* 29-45

*Contact:* Karen Harris extn 4031

*Email:* kharris@waikato.ac.nz

**HDCO521-15A (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 – Project in Disability and Inclusion Studies (Disability and Inclusion Studies students only) (Not offered in 2015)**

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.

**HDCO524-15B (NET) – 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:* 29-45

*Contact:* Nadine Ballam extn 7518

*Email:* nballam@waikato.ac.nz

**HDCO540-15B (BLK) – Working with Groups**

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

**Note(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.*

*Weeks taught:* 29-45

*Contact:* Paul Flanagan extn 7518

*Email:* paulf@waikato.ac.nz

**HDCO541-15C (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



**HDCO542-15C (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                      extrn 8462

*Email:*                      krocket@waikato.ac.nz

**HDCO543-15B (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    extrn 7961

*Email:*                      elmariek@waikato.ac.nz

**HDCO544-15C (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    extrn 7961

*Email:*                      elmariek@waikato.ac.nz

**HDCO545-15C (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                      extrn 8462

*Email:*                      krocket@waikato.ac.nz

**HDCO546-15B (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 PGCertEd and PGDipEd with a specialisation in Restorative Practices programmes.*

Weeks taught: 29-45

Lecturer: Dr Maria Kecskemeti extrn 6446

Email: hun@waikato.ac.nz

**HDCO547 – Counselling Supervision (Not offered in 2015) (PGCertCouns 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 2015) (PGCertCouns 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*

**HDCO549-15S (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 extrn 8462

Email: kcrocket@waikato.ac.nz

**HDCO551 – Special Topic: Whānau and Narrative Practices (Not offered in 2015)**

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.

**HDCO560 – Advanced Relationship and Family Counselling I (Not offered in 2015) (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.

### HDCO561-15C (BLK) – Advanced Relationship and Family Counselling II (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.

*Weeks taught:* 10-45

*Lecturer:* Kathie Crocket extn 8465

*Email:* [kcrocket@waikato.ac.nz](mailto:kcrocket@waikato.ac.nz)

### HDCO565-15A (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](mailto:w.drewery@waikato.ac.nz)

### HDCO590-15A (HAM); 15B (TGA); 15C (HAM); 15C (NET) & 15S (NET) Directed Study (30 points)

HDCO592-15C (HAM) Dissertation (60 points)

HDCO593-15C (HAM) Human Development Thesis (90 points)

HDCO594-15C (HAM) 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*: <http://papers.waikato.ac.nz/>

Please also refer to Research Papers Section, page 97.

### MBED501-15A (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.

**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](mailto:mtamatea@waikato.ac.nz)

**MBED502-15B (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](mailto:mtamatea@waikato.ac.nz)

**MBED503-15A (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 activities 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](mailto:ngapok@waikato.ac.nz)

**MKTG556 – Marketing through the Sports Media (Not offered in 2015)**

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.

**MSTE501-15B (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](mailto:bicknell@waikato.ac.nz)

Lecturer: Dr Sashi Sharma extn 6298

Email: [sashi@waikato.ac.nz](mailto:sashi@waikato.ac.nz)

**MSTE502-15A (HAM) & 15A (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

**MSTE503-15C (BLK) & 15D (BLK) – Numeracy in the Classroom: Issues and Practice**

This paper complements the Numeracy Development Project. It provides a critical analysis of theoretical issues underpinning the teaching and learning of mathematics.

**Weeks taught:** 15C – weeks: 11-40; 15D – 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

**MSTE504-15C (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.

**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

**MSTE590-15A (HAM); 15B (TGA); 15C (HAM); 15C (NET) & 15S (BLK)  
– Directed Study (30 points)****MSTE592-15A (HAM); 15B (TGA); 15C (HAM); 15C (NET) & 15Y (BLK)  
– Dissertation (60 points)**

Please refer to Research Papers Section, page 97.

**PCSS502-15B (HAM) & 15B (BTG) – Kaupapa Māori Research**

Please refer to Research Papers Section, page 97.

**PCSS503-15A (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 2015)**

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.

**PCSS507-15B (NET) Global Citizenship and International Development Education**

This paper aims to provide a critical history of international development and education by reference to modernisation, development theory, post-developmentalism and sustainability. It will focus on recent theories of economic development within the context of globalisation that highlight the role of education such as human capital theory, and it will examine the ideology of neoliberalism in relation to education policy. It will also introduce students to the recent paradigms of the knowledge, creative and innovation economies, and examine alternative development possibilities of open education, open science and open development.

*Weeks taught:* 29-45

*Lecturer:* Tina Besley *extn* 6246

*Email:* tbesley@waikato.ac.nz

**PCSS508-15B (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

**PCSS511-15B (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:* 29-45

*Lecturer:* Dr Philippa Hunter *extn* 7817

*Email:* phunter@waikato.ac.nz

**PCSS513-15B (NET) – Philosophy of Education**

This paper aims to interrogate 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](mailto:mika@waikato.ac.nz)

*Lecturer:* Dr Jayne White

*Email:* [whiteej@waikato.ac.nz](mailto:whiteej@waikato.ac.nz) extn 6696

**PCSS514-15B (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](mailto:mpeters@waikato.ac.nz)

**PCSS530-15B (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:* 29-45

*Lecturer:* Professor Brian Findsen extn 8257

*Email:* [bfindsen@waikato.ac.nz](mailto:bfindsen@waikato.ac.nz)

**PCSS587-15A (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](mailto:t.besley@waikato.ac.nz)

**PCSS588-15A (NET) – Global and the Openness Revolution**

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

**PCSS589-15B (NET) – Global Processes, Education 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

**PCSS592-15C (HAM) – Dissertation (60 points)**

**PCSS593-15C (HAM) – Education Studies Thesis (90 points)**

**PCSS594-15C (HAM) – 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*: <http://papers.waikato.ac.nz/>

Please also refer to Research Papers Section, page 97.

**PROF500-15C (BLK); 15C (BTG) & 15B (NET) – 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):** 15C BTG occurrence is taught partially online and includes compulsory block periods on campus in Tauranga.

*Weeks taught:* 15C (BLK) – weeks: 27-43      15C (BTG) – weeks: 28-44      15B (NET) – weeks: 29-45

*Lecturer:* Jeremy Kedian extn 6192

*Email:* kedian@waikato.ac.nz

*Lecturer:* Professor Chris Branson extn 7904

*Email:* cbranson@waikato.ac.nz



**PROF502-15A (BTG); 15A (HAM) & 15A (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

**PROF503-15A (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

**PROF504-15B (BLK) & 15B (BTG) – Educational Leadership: Inquiry in Organisations and Communities**

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

**PROF505-15A (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:* 10-26

*Lecturer:* Dr Rachel McNae extn 7731

*Email:* rachs@waikato.ac.nz

**PROF506-15B (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

**PROF507-15A (BLK) & 15A (BTG) – 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

**PROF508-15B (NET) – Developing Effective Principals**

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

**PROF509-15B (BLK) – 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](mailto:jfk@waikato.ac.nz)

*Lecturer:* Michele Morrison                      extn 7875

*Email:*                      [mmorris@waikato.ac.nz](mailto:mmorris@waikato.ac.nz)

**PROF510-15B (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](mailto:jgcp@waikato.ac.nz)

**PROF513-15A (HAM) – Early Intervention for 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:* Rosina Merry                                      extn 7807

*Email:*                      [rosinam@waikato.ac.nz](mailto:rosinam@waikato.ac.nz)

**PROF516-15B (NET) – ICT and Multi Literacies in the Early Years**

This 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

**PROF518-15B (BLK) – Teaching and Learning Years 7-10**

This paper considers key concepts, theories and practices related to teaching and learning with early adolescent students in years 7 to 10 school contexts.

*Weeks taught:* 29-45

*Lecturer:* Kerry Earl extn 4506

*Email:* kearl@waikato.ac.nz

**PROF521-15A (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

**PROF522-15B (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

**PROF523-15C (BTG) – The Development of Te Kotahitanga**

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

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

*Weeks taught:* 5-16

*Lecturer:* Associate Professor Mere Berryman extn 4632

*Email:* mere@waikato.ac.nz

**PROF524-15B (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 extrn 7844

*Email:* [diforbes@waikato.ac.nz](mailto:diforbes@waikato.ac.nz)

**PROF525-15A (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 extrn 6553

*Email:* [falloong@waikato.ac.nz](mailto:falloong@waikato.ac.nz)

**PROF531-15B (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 extrn 8697

*Email:* [dorothy@waikato.ac.nz](mailto:dorothy@waikato.ac.nz)

*Lecturer:* Dr Pip Bruce Ferguson extrn 4116

*Email:* [pip@waikato.ac.nz](mailto:pip@waikato.ac.nz)

**PROF532-15C (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 extrn 8697

*Email:* [dorothy@waikato.ac.nz](mailto:dorothy@waikato.ac.nz)

*Lecturer:* Dr Pip Bruce Ferguson extrn 4116

*Email:* [pip@waikato.ac.nz](mailto:pip@waikato.ac.nz)

**PROF533-15A (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](mailto:lindamit@waikato.ac.nz)

**PROF540-15A (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](mailto:bussher@waikato.ac.nz)

**PROF541-15B (BLK) – Using Evidence for Effective Practice**

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:* 29-45

*Contact:* Frances Edwards      *extn* 6170

*Email:* [francese@waikato.ac.nz](mailto:francese@waikato.ac.nz)

*Lecturer:* Anthony Fisher      *extn* 7836

*Email:* [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz)

**PROF580-15C (HAM); 15C (TGA) & 15Y (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:* 15C (HAM) & 15C (TGA) – weeks: 10-26      15Y(BLK) – weeks: 10-45  
*Lecturer:* Jeremy Kedian      extn 6192  
*Email:* kedian@waikato.ac.nz

**PROF590-15C (HAM) & 15C (TGA) – Directed Study (30 points)****PROF592-15A (HAM), 15B (TGA); 15C (HAM); 15C (NET) & 15Y (BLK)  
– Dissertation (60 points)**

Please refer to Research Papers Section, page 97.

**PROF593-15C (HAM) & 15C (TGA) – Thesis (90 points)****PROF594-15C (HAM) & 15C (TGA) – Thesis (120 points)****SPLS501-15A (HAM) – Researching Sport and Leisure**

Please refer to Research Papers Section, page 97.

**SPLS502-15A (NET) & 15A (HAM) – 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

**SPLS503-15B (NET) & 15B (HAM) – 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

**SPLS504-15A (NET) & 15A (HAM) – 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

**SPLS505-15B (NET) & 15B (HAM) – 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](mailto:cpope@waikato.ac.nz)

**SPLS507-15B (NET) & 15B (HAM) – 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](mailto:hthorpe@waikato.ac.nz)

**SPLS508-15A (NET) & 15A (HAM) – 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](mailto:kpetrie@waikato.ac.nz)

**SPLS520-15C (HAM) – Special Topic****SPLS590-15C (NET) – Directed Study (30 points)****SPLS592-15C (NET) – Dissertation (60 points)****SPLS593-15C (NET) – Sport and Leisure Studies Thesis (90 points)****SPLS594-15C (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 97 or the *Sport and Leisure Studies Handbook*.

**STER508-15A (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](mailto:kathy@waikato.ac.nz)



**STER511-15A (NET) – Technology Education**

This paper aims to provide an understanding of current issues in technology education research and development.

*Weeks taught:* 10-26

*Lecturer:* Professor John Williams      *extn* 4769

*Email:* pj.williams@waikato.ac.nz

**STER512-15B (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:* Professor John Williams      *extn* 4769

*Email:* pj.williams@waikato.ac.nz

**STER513-15C (HAM) – Environmental and Sustainability Education**

This paper aims to provide an opportunity for in-service and pre-service teachers, and community educators to enhance their knowledge and skills in environmental/sustainability education.

*Weeks taught:* 2-25

*Lecturer:* Dr Chris Eames      *extn* 4357

*Email:* biol2120@waikato.ac.nz

**STER590-15C (HAM); 15C (NET) & 15D (HAM) – Directed Study (30 points)**

**STER592-15C (HAM) & 15C (NET) – Dissertation (60 points)**

**STER593-15C (HAM) – Science and Technology Education Thesis (90 points)**

**STER594-15C (HAM) – Science and Technology Education Thesis (120 points)**

Please refer to Research Papers section, page 97.

# Research Papers

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## Research Methods Taught Papers

### DSOE556-15A (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 *extrn* 4353

*Email:* educ2233@waikato.ac.nz

### DSOE557-15A (HAM); 15A (TGA); 15B (NET) & 15S (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.

*Weeks taught:* 15A(HAM) & 15A(TGA) – weeks: 10-26 *15B(NET) – weeks: 29-45;*  
15S(HAM) – weeks: 2-8

*Co-ordinator:* Associate Professor Linda Mitchell *extrn* 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 *extrn* 4101 (B Semester)  
*Email:* bebell@waikato.ac.nz

*Co-ordinator:* Associate Professor Garry Falloon *extrn* 6553 (S Summer School)  
*Email:* falloong@waikato.ac.nz

### PCSS502-15B (HAM) & 15B (BTG) – 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 15B(HAM) occurrence is taught through the medium of te reo Māori and is mainly for the PGDipEd (Te Rōpū Tohu Paerua) students. The 15B(BTG) occurrence is taught in English.

*Weeks taught:* 15B(HAM) & 15B(BTG) – weeks: 29-45

*Co-ordinator:* Associate Professor Margie Hohepa *extrn* 7874

*Email:* mkhohepa@waikato.ac.nz

### SPLS501-15A (HAM) – Researching Sport and Leisure

This paper will develop knowledge of research paradigms, designs and methodologies in preparation for postgraduate research studies in sport and leisure. Students will develop qualitative or quantitative research methods knowledge, skills and experience.

*Weeks taught:* 10-26

*Co-ordinator:* Dr Karen Barbour *extrn* 7738

*Email:* karenb@waikato.ac.nz

## Supervised Research Papers

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### 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](http://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 *2015 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, HDKO, MSTE, PCSS, PROF, SPLS, STER	ALED, DSOE, HDKO, MSTE, PCSS, PROF, SPLS, STER	DSOE, HDKO, PCSS, SPLS, STER	DSOE, HDKO, 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

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### Outline

A directed study allows students to pursue a specific interest under the guidance of a supervisor. Because of the limited time of a directed study, we strongly recommended that it does not involve research that requires ethical approval.

Students are advised to engage in:

- » A theoretical project, or
- » A project that examines data/material already in the public domain.

A directed study is normally 7,000 – 10,000 words and takes six months or one semester of study.

### Cohort – Based Directed Study

Generally students work independently, but a cohort-based directed study is offered in B semester. For more information about this please contact the paper co-ordinator (see page 104 for contact details).

### First Steps

Students should begin by contacting a proposed supervisor – normally a lecturer from one of their taught postgraduate papers. Academic staff employed in an ongoing position are eligible to supervise a directed study.

If a student is unable to find a supervisor they can approach the department's Programme Adviser, Chairperson, or the staff in the Faculty of Education Postgraduate Office. Finding a supervisor can take time, so students are encouraged to start this process at least a month before their intended directed study start date.

### Enrolment

Entry into a directed study paper requires approval by:

- » The proposed supervisor
- » The department Chairperson or Programme Adviser.

A Directed Study paper has individual start and finish dates and students may enrol at any time during the year. It is a 30-point paper and should normally be completed within one semester (17 weeks) or six months.

**Note(s):** A Faculty of Education Directed Study/Dissertation Application Form and proposal need to be submitted to the Faculty of Education Postgraduate Office ([educ\\_grad@waikato.ac.nz](mailto:educ_grad@waikato.ac.nz)) at least two weeks before the intended start date for the Directed Study to allow time for processing.

## Enrolment Process

The potential supervisor and student correspond or meet:

- » The student submits a one page proposal (see below) to the potential supervisor AND completes the Faculty of Education Dissertation/Directed Study Application Form
- » The supervisor agrees to supervise the student and signs the Dissertation/Directed Study Application Form
- » This form and a copy of the proposal are given to the departmental Programme Adviser or Chairperson
- » The form and proposal are given to the Faculty of Education Postgraduate Office for processing
- » Both the supervisor and student are 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.

## 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.

## 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 only have a vague idea of their research topic. It is important that a supervisor:

- » Emphasises the creation of a realistic time line and scope for the directed study
- » Clearly articulates marking criteria to the student at the commencement of the paper
- » Help the student to finish a good quality project in the required time.

At the start of the directed study, the student and supervisor should:

- » Work together to negotiate a timetable and assessment schedule. The supervisor may require a number of different outcomes for assessment, or may require drafts to be presented
- » Establish expectations around the frequency, mode, duration and content of meetings.

### Meetings Between the Supervisor and the Student

It is important that the supervisor and student keep in contact regularly to ensure the progression of the directed study. Students should aim to keep a written summary of these meetings and email a copy to the supervisor. This ensures that:

- » The student has understood the supervisor's guidance
- » 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>

## 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.

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

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### ALED590-15A (HAM); 15B (HAM); 15C (NET); 15S (HAM) & 15S (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

### DSOE590-15D (HAM) & 15D (NET) – 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

### HDCO590-15A (HAM); 15B (TGA); 15C (HAM); 15C (NET) & 15S (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

### DSOE590-15D (HAM) & 15D (NET) – Directed Study (30 points)

*Weeks taught:* Self-paced

*Co-ordinator:* Associate Professor Jenny Young-Loveridge                      extn 4353

*Email:* educ2233@waikato.ac.nz

### MSTE590-15A (HAM); 15B (TGA); 15C (HAM); 15C (NET) & 15S (BLK) – 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

**PROF590-15C (HAM) & 15C (TGA) – 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*

**SPLS590-15C (NET) – 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*

**STER590-15C (HAM); 15C (NET) & 15D (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: Professor John Williams extn 4769*

*Email: pj.williams@waikato.ac.nz*

## Dissertation Overview

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### Outline

A dissertation consists of a small piece of original research completed under the guidance of an academic supervisor. The purpose is for the student to display

- » Understanding of a particular research question
- » The competent application of an appropriate research methodology.

A two-paper dissertation is normally 15,000-20,000 words (approximately 50 pages).

### The Processes for Enrolment and the Requirements to Complete a Dissertation

#### First Steps

Students should begin by contacting a proposed supervisor – normally a lecturer from one of their taught postgraduate papers. Academic staff with a masters degree are eligible to supervise a dissertation. A supervisor is entitled to establish whether a student is adequately prepared for independent research before agreeing to supervise.

If a student is unable to find a supervisor they can approach the department's Programme Adviser, Chairperson, or the staff in the Faculty of Education Postgraduate Office. Finding a supervisor can take time, so students are encouraged to start this process a few months before their intended dissertation start date.

#### Enrolment

Entry into the dissertation normally requires:

- » A B average or higher across a student's taught postgraduate focus and option papers
- » Completion of a research methods paper (typically DSOE557 or PCSS502)
- » Approval by the proposed supervisor
- » Approval by the department Chairperson or Programme Adviser.

A dissertation paper has individual start and finish dates and students may enrol at any time during the year. It is a 60-point paper and should normally be completed within six months full-time, or 12 months part-time.

**Note(s):** a Faculty of Education Directed Study/Dissertation Application Form and initial research proposal need to be submitted to the Faculty of Education Postgraduate Office ([educ\\_grad@waikato.ac.nz](mailto:educ_grad@waikato.ac.nz)) at least two weeks before the intended start date for the dissertation.

#### Enrolment Process

- » The potential supervisor and student correspond or meet
- » The student submits a completed Faculty of Education Dissertation/Directed Study Application Form AND a two page proposal (see below) to the potential supervisor
- » The supervisor agrees to supervise the student and signs the Dissertation/Directed Study Application Form

- » This form and a copy of the proposal are given to the departmental Programme Adviser or Chairperson
- » The form and proposal are given to the Faculty of Education Postgraduate Office for processing
- » Both the supervisor and student are advised when formal approval for enrolment has been granted.

### **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.

## **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.

### **Meetings Between the Supervisor and the Student**

It is important that the supervisor and student keep in contact regularly to ensure the progression of the directed study. Students should aim to keep a written summary of these meetings and email a copy to the supervisor. This ensures that

- » The student has understood the supervisor's guidance
- » 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>

## Submission for Marking

Students should submit two copies of their dissertation to the Faculty of Education Postgraduate Office no later than 4pm on their submission due date (or on the preceding Friday, if the due date falls during a weekend). Dissertations can be softbound or spiral bound. An electronic copy of the dissertation should also be submitted to the supervisor.

## Extensions

A student who expects their dissertation will not be ready for submission by the due date needs to apply for an extension of the submission time. Suspensions of enrolment are not possible.

Extensions of 21 days or fewer do not require re-enrolment or payment of additional fees. To request a 21-day extension a student should:

- » Contact the Faculty of Education Postgraduate Office in writing at least one month prior to the submission deadline
- » Provide a reason for their extension request
- » Ask their supervisor to contact the Faculty of Education Postgraduate office in support of the dissertation extension.

The Faculty of Education Postgraduate Office will notify the student when their extension request has been granted.

Extensions of over 21 days require re-enrolment and incur additional fees. To apply for an extension of longer than 21 days, students should complete the Application for Change of Conditions of Enrolment Form available from the Faculty of Education website: [www.waikato.ac.nz/education](http://www.waikato.ac.nz/education)

## Marking of a Dissertation

The Faculty of Education Postgraduate Office oversees administration of the examination process. Dissertations are marked by both the supervisor and an examiner. The examiner is an internal staff member who is nominated by the supervisor. The Faculty of Education Postgraduate Office will send out copies of the dissertation to both the supervisor and examiner and ensure these are returned in a timely manner.

Both the supervisor and examiner submit a report and recommended grade to the Faculty of Education Postgraduate Office. These grade recommendations are then moderated by the relevant Department Chair. Where there is a discrepancy between the two grades, the examiner's grade will take priority.

Markers' reports 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: reference, grammar, clarity of writing.

Once a final mark has been confirmed, the Faculty of Education Postgraduate Office will:

- » Return a copy of the dissertation to the student
- » Inform the student of their final mark and grade
- » Provide the student with copies of the markers' reports (with grade recommendations and identifying comments removed to preserve the anonymity of the markers).

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

## Dissertation Paper Codes

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### ALED592-15C (HAM) – 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*

### DSOE592-15C (HAM) – 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*

### HDCO592-15C (HAM) – 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*

### MSTE592-15A (HAM); 15B (TGA); 15C (HAM); 15C (NET) & 15Y (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*

### PCSS592-15C (HAM) – 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*



**PROF592-15A (HAM), 15B (TGA); 15C (HAM); 15C (NET) & 15Y (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

**SPLS592-15C (NET) – 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 extrn 6527

*Email:* michaelb@waikato.ac.nz

**STER592-15C (HAM) & 15C (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:* Professor John Williams extrn 7969

*Email:* pj.williams@waikato.ac.nz

## Masters Thesis Overview

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A Masters thesis provides students with the opportunity to develop and undertake a significant research project under the guidance of a suitable academic supervisor.

As part of the Masters thesis, students will:

- » Define a research topic or problem
- » Plan a research programme
- » Select and use appropriate methodologies to collect and analyse data.

In the process, students learn much about the research process, including:

- » How to undertake research in a specific area of study
- » How to deal with the information collected, and
- » How to write this up into a final thesis that reports on the results and sets out a thesis or argument based on these results.

### Three-paper vs four-paper theses

The difference between a three-paper thesis and a four-paper thesis is solely in the size and scope of the research.

	Three-paper thesis	Four-paper thesis
<b>Points value</b>	90 Points	120 Points
<b>Duration (part-time)</b>	18 Months or 24 months	24 Months
<b>Duration (full-time)</b>	39 or 52 weeks	52 Weeks
<b>Word limit</b>	30,000 Words	40,000 Words

### Eligibility

Entry into the masters thesis normally requires:

- » A B+ average or higher across a student’s taught postgraduate focus and option papers
- » Completion of a research methods paper (typically DSOE557 or PCSS502)
- » Approval by the proposed supervisor
- » Approval by the department Chairperson or Programme Adviser
- » Approval by the Associate Dean – Postgraduate Research.

Entry is subject to the Faculty’s ability to provide appropriate supervision for the student’s proposed research project.

## Masters Thesis Paper Codes

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### **DSOE593-15C (HAM) – Education Thesis (90 points)**

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

### **DSOE594-15C (HAM) – 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

### **HDCO593-15C (HAM) Human Development Thesis (90 points)**

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

### **HDCO594-15C (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      *extrn 8289*

*Email:* [monicap@waikato.ac.nz](mailto:monicap@waikato.ac.nz)

### **PCSS593-15C (HAM) – Education Studies Thesis (90 points)**

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

### **PCSS594-15C (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      *extrn 7817*

*Email:* [phunter@waikato.ac.nz](mailto:phunter@waikato.ac.nz)

### **SPLS593-15C (NET) – Sport and Leisure Studies Thesis (90 points)**

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

### **SPLS594-15C (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      *extrn 6527*

*Email:* [michaelb@waikato.ac.nz](mailto:michaelb@waikato.ac.nz)

### **STER593-15C (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.

### **STER594-15C (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

*Contact:* Professor John Williams      *extrn 7969*

*Email:* [pj.williams@waikato.ac.nz](mailto:pj.williams@waikato.ac.nz)

## Summary of Steps for Masters Thesis Enrolment

### APPLICATION AND ENROLMENT

- » Student initiates discussions with a potential supervisor or the Programme Adviser (see 'Finding a Supervisor')
  - » Student draws up an initial draft proposal (see 'Draft Research Proposal')
  - » Student submits online application to enrol (ATE) via [i.waikato.ac.nz](http://i.waikato.ac.nz)\*
  - » Student submits the completed Masters Thesis Application Form and a copy of the research proposal to supervisor
  - » Application approved by supervisor, department chair and Associate Dean – Postgraduate Research
  - » Applicant notified by email about the decision by Faculty of Education Postgraduate Office and receives Enrolment Agreement letter
  - » Student completed the Enrolment Agreement letter and returns it to the Fees Office.
- \* If studying part-time, the student will need to repeat this step one month prior to his/her enrolment end date (see 'Re-Enrolment')

### GETTING STARTED

- » Student meets with the the supervisor to discuss the research plan and timeline for completion (see 'Undertaking Research and Ethics Review Process')
- » Student submits an Ethics application (see 'Undertaking Research and Ethics Review Process')
- » Student begins process of data collection, analysis and writing.

### SUBMISSION OF THESIS

- » Student arranges printing and binding of the thesis (see 'Presentation and Binding of the Thesis')
- » Student submits digital copies of his/her thesis to the University's Research Commons (see 'Submission of the Thesis')
- » 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' via [www.waikato.ac.nz/sasd/graduation/apply.shtml](http://www.waikato.ac.nz/sasd/graduation/apply.shtml)

### 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.

### COMPLETIONS AND GRADUATION

- » Student is officially informed about the final grade and masters degree completion
- » Student is eligible to graduate at the next available graduate 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 such, potential research students should ensure they are well-prepared for research and have an interest in their proposed research topic.

Students wishing to undertake a masters thesis should start thinking about potential research topics whilst completing their first postgraduate papers. This gives students the opportunity to have preliminary discussions with their lecturers regarding potential research topics. It is the student's responsibility to find and approach a potential thesis supervisor.

Students should discuss possible areas of masters thesis research and study options with their Programme Adviser or the Associate Dean – Postgraduate Research, who can direct students to the relevant department or a potential supervisor. The university experts file ([www.waikato.ac.nz/research/expertise](http://www.waikato.ac.nz/research/expertise)) lists staff research interests, and is another good starting point for finding a 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 a formal application for admission into a masters thesis paper, students should carry out a preliminary literature review and prepare a draft thesis proposal. Both the draft proposal and research plan for the thesis should be developed in collaboration with the student's supervisor.

Writing a proposal helps students 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.

Students should begin by searching the literature to see what has been written about their topic and how it has been researched in the past. They should then identify a suitably weighty research question, ensuring it is not a question to which the answer is already known.

The research proposal should include:

Component	Explanation
Working title	
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	What type of research methods will you use?
Forms of analysis proposed	
Significance of the research	Who would be interested in the outcome of the study?
References or bibliography	A list of literature referred to in the study

## 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](http://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](http://www.waikato.ac.nz/education) (search Masters Degrees). Or contact the Faculty of Education's Postgraduate Administrator 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 your 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](http://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](http://www.waikato.ac.nz/education)

### Thesis Enrolment Extensions

A student who expect their thesis will not be ready for submission by the due date needs to apply for an extension of the submission time. Suspensions of enrolment are not possible.

Extensions of 21 days or fewer do not require re-enrolment and payment of additional fees. To request a 21-day extension a student should:

- » Contact the Faculty of Education Postgraduate Office in writing at least one month prior to the submission deadline
- » Provide a reason for their extension request
- » Ask their supervisor to contact the Faculty of Education Postgraduate office in support of the thesis extension.

The Faculty of Education Postgraduate Office will notify the student when their extension request has been granted.

Extensions of over 21 days require re-enrolment and incur additional fees. To apply for an extension of longer than 21 days, students should complete the Application for Change of Conditions of Enrolment Form available from the Faculty of Education website: [www.waikato.ac.nz/education](http://www.waikato.ac.nz/education)

For further details regarding thesis enrolment extensions, please refer to the *2015 University of Waikato Calendar*.

### Withdrawals and Termination of Thesis Enrolment

A student wishing to withdraw from his/her thesis paper should do so prior to the end of the enrolment period by:

- » Consulting with their supervisor
- » Making a formal request in writing to the Associate Dean – Postgraduate Research, detailing their reasons for wishing to withdraw.
- » Completing a change of enrolment through [i.waikato.ac.nz](http://i.waikato.ac.nz)

Students are responsible for ensuring that their withdrawal from a paper is registered. Failure to do so could result in an 'Incomplete' grade (IC=fail) on the student's academic record once the enrolment period is complete. This would prevent the student from re-enrolling in their degree.

For more information about the regulations governing withdrawals and failed papers, please refer to the *2015 University of Waikato Calendar*.

## Fees Refund Requests

Students who are withdrawing from a paper or extending their enrolment in a paper and who have exceptional compassionate or medical reasons for requesting a fees refund should contact the Faculty of Education Postgraduate Office.

Only the head of Student and Academic Services (SASD) has the authority to authorise fees refunds. The Faculty of Education Postgraduate office can help students to put together a fees refund appeal and forward this to SASD on a student's behalf, but cannot guarantee the success or failure of any refund appeal.

To assist students in putting together a fees refund appeal, the Faculty of Education Postgraduate Office normally requires students to provide:

- » A student statement explaining the exceptional compassionate or medical reasons for which they are requesting a full or partial fees refund
- » Documents (such as a medical certificate) to support the fees refund appeal
- » A statement from the supervisor in support of the student's fees refund appeal.

Statements and documents should be emailed (or scanned and emailed) to [educ\\_grad@waikato.ac.nz](mailto:educ_grad@waikato.ac.nz)

## Undertaking Research and Ethics Review Process

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### 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 students familiarise themselves with the Student Research Regulations outlined in the *2015 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/assessment/studentresearch.html>

### Preparation of a Research Plan

As part of the thesis process, a student may need to refine his/her topic and the focus of his/her research in consultation with their supervisor. The thesis research plan (including timeline for completion) should also be prepared in consultation with the supervisor, as this is a document that both student and supervisor will need to refer to often.

A masters thesis research plan normally includes the following components:

- » Title of the study
- » Statement of the research topic/problem and the over arching question that will guide the 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 the research question within a context
- » The methods that will be used to investigate the research question
- » A statement of any ethical issues that can be identified
- » A timeline for completion.

Once a student has finalised his/her research plan, he/she will be in a position to apply to the Faculty of Education's Research Ethics Committee for a research ethics review.



## 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 a project requires the collection of 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 students must keep ethical considerations in mind from the very start of their project planning.

### Ethics Application Forms

Each masters thesis student is responsible for completing the formal application for ethical review of their project in consultation with their supervisor, then forwarding this to the Research Ethics Committee.

The Ethics Application Form is available for downloading from the Faculty of Education's website:

**<https://education.waikato.ac.nz/qualifications/postgraduate-degrees/ethics-review-process/>**

Applications are considered by the full Committee, in the first instance, and then followed up by individual Committee members. The Committee will send written confirmation of their decision to each student once this has been made.

### Ethics Application Dates

The Faculty of Education Ethics Committee meets every month. Deadlines for each session are listed on the Faculty of Education website: **<https://education.waikato.ac.nz/qualifications/postgraduate-degrees/ethics-review-process/>** Late submissions may need to be held over until the next meeting.

The *2015 University of Waikato Calendar* details the University of Waikato Human Research Ethics Regulations, which students should consult when preparing ethics applications:

**<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.

Students should participate only in work which conforms to agreed ethical standards and which they 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 *2015 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](http://www.waikato.ac.nz/research/unilink)

## Data Storage

If data or materials of a confidential nature are obtained by a student in the course of their 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.

A student should consult his/her supervisor about any specific requirements for data storage for research involving humans. Students are required to retain all records of their research, including field and laboratory notebooks.

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 *2015 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, students should store data on individuals and data sets in the original form as set out in the thesis until the University informs the student about the outcome of the examination of their thesis, and for the duration of any appeal procedure against the student's examination results. Supervisors are responsible for checking that students are aware of these requirements.

## Supervision

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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.

There are a number of ways students can make an initial enquiry about supervision. Students may choose to:

- » Make an appointment with a programme adviser
- » Contact the Faculty of Education Postgraduate Office for advice
- » Contact the Associate Dean – Postgraduate Research or the Associate Dean – Academic
- » Approach a Chairperson of Department or potential supervisor directly.

## 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 *2015 University of Waikato Calendar* and Faculty information
- » To apply for ethical approval for the research once fully enrolled and working with their 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. A successful relationship between supervisor and student rests on professionalism, mutual respect, consideration, courtesy and trust.

Thesis students should expect to work independently and take responsibility for making the best use of available resources, including time with their supervisor. It is important that from the beginning of the thesis, students and their supervisors work together to establish an understanding about:

- » Availability of the supervisor
- » How and when to contact one another
- » Whether the student and supervisor will normally discuss the students 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 an audio or video recording of the meetings will be made
- » The process for submitting draft writing and receiving feedback
- » Generally, how the student and supervisor will work together.

## Supervisory Contract

The most central aspect of being a masters research student is the quality of relationship that is built up between student and supervisor. It is a good idea for both parties to use some form of 'contract' to cover the different aspects of supervision agreed upon at the start of the research.

## Maintaining Contact

It is essential that a student takes responsibility to:

- » Maintain contact with the supervisor
- » Be clear about what has to be done and why
- » Do his or her best to meet deadlines
- » Keep the supervisor informed about problems, such as ill health, which may interfere with progress.

Students may find it useful to write a brief summary of each supervision meeting and share this with their supervisor via email to maintain an ongoing written record of the supervision process.

## Distance Students

Distance students may set up supervision arrangements that do not require face-to-face meetings. These might include the use of:

- » Phone
- » Email
- » Video/voice-over-IP services (such as skype).

Supervisors of distance students should ensure their students have access to all the resources they require, and should monitor student progress carefully. Where possible, it is advantageous for a distance student to meet in person with their supervisor in the early stages of their enrolment to discuss the research plan in detail.

Both supervisor and student should keep a written record of important matters and decisions covered during phone, email or video/voice-over-IP discussions.

## Receiving Feedback

Students should:

- » Avoid, where possible, handing in very rough work, or material in the form of notes
- » Present work in as well-presented a format as possible
- » Bear in mind that too much time crafting very early writing could be counterproductive, given that much of this could change at a later stage of research
- » Ensure the supervisor is given sufficient notice about a request for feedback on written work.

Students may wish to give suggestions about the type of feedback required (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 might relate to:

- » Academic issues (eg a fundamental disagreement over methodology or content)
- » Conflicts in teaching or learning styles
- » Conflicts in personality.

Ideally a student will be able to work through these matters with their supervisor. If the student cannot, they should:

- » Talk to a member of staff they are comfortable approaching in confidence about acting as an advocate for the student
- » Arrange a meeting with the supervisor's Chairperson of Department
- » 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

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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 a clear outline of the research to be addressed and the theoretical, contextual or disciplinary basis of your research
- » Provide an overview of the rest of the thesis
- » Include discussion of the methodology (although structures, methods and formats may differ between and within disciplines).

The thesis should develop arguments in a sustained and coherent manner and bring these arguments 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.

The regulations regarding theses are outlined in the *2015 University of Waikato Calendar* <http://calendar.waikato.ac.nz/assessment/dissertations.html> We recommend students familiarise themselves with these.

For further information, please also refer to the University's webpage:  
[www.waikato.ac.nz/sasd/info-current/exams6.shtml](http://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 students may request permission to submit a thesis written in te reo Māori. Students wishing to do so must give notice of their intention 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.

It is important for students to be discerning when reading these, as the grades are not recorded on them. Some will have just got through, others will be A+ quality.

For further details about the use of te reo Māori, please refer to the *2015 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/assessment>

## Format of the Thesis

Both the student and 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, students 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](http://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). A student should consult their supervisor as to the method favoured in their subject area. There are particular rules for each and it is important to be consistent in the application of the method decided 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, but consistency is key: one style should be used throughout. Students should check with their supervisors regarding any preferred method(s) within the specific subject area.

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." For more information please see the *2015 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, which a student is 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 Associate Dean Postgraduate Research 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 takes time to become an efficient researcher. Thesis students should not be surprised if it takes them more time than their supervisor to:

- » Locate materials
- » Decide what is relevant
- » Rank the significance of what is relevant
- » Develop an appropriate methodology
- » Organise a division of research results into effective chapters
- » Write/rewrite results of the research into an acceptable and accessible form.

Editing and proofreading a thesis can often take more time than expected. Students should also allow at least 6-7 working days for printing and binding of the thesis.

## Thesis Quality

A good thesis is coherent. This means that all the bits connect and how they connect is spelled out for the readers:

- » The introduction gives an overview of both the research project and the structure of the thesis.
- » The literature review demonstrates the student's knowledge of existing research and locates the student's research within the context of this research. All sources must be referenced in the most current APA style.
- » The methodology section explains the method of research and the methodological theory that underpins this choice. This section should also specify why this method of research is suited to the specific piece of research.
- » Results should be explained and linked to existing research. Students should demonstrate how their research makes a contribution to the literature through observations and insights about the significance of their results to existing knowledge in the field of research. Doctoral students should aim to demonstrate innovation in this discussion.
- » Students should demonstrate how their research addresses the research question initially posed.
- » In addition to detail, students should be able to draw back and address wider issues about the context and purpose of the research and where related research might go in the future. The limitations of the study and the implications of these should be acknowledged as part of this process.
- » Throughout the thesis, students should link ideas and arguments across chapters, summarising what has gone before and indicating connections with what is to follow.

A good thesis has a strong critical edge. In addition to description of the relevant literature, research project, method and results, student should continually engage in critique. This requires asking questions of themselves, their material and writing:

- » Why is this so?
- » Where is the evidence in the literature or data to support this?
- » How is this assertion supported?
- » What connections can be claimed?

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 with the grammar, syntax, spelling and punctuation of formal academic writing
- » Full attention to all relevant academic conventions, especially 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. The student and 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 the student and his or her supervisor which is endorsed by the relevant department and the Dean of the Faculty of Education (or nominee):

- » 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 the student 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 a student applies for enrolment in the thesis paper. If a student is receiving support from a commercial or government establishment for whom they 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.

There are circumstances where 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 until the time of submission of the thesis for examination. Applications will not be accepted after the thesis is submitted.

When the need for an embargo of a thesis has been identified, the Deputy Vice-Chancellor (through the Faculty of Education Postgraduate Office) 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.

We recommend that any student interested in presenting a paper at a conference or publishing research in a journal should discuss this with their supervisor, who is likely to be experienced in presenting and publishing research. The University Library holds a range of books related to academic publishing.

## Submission of the Thesis

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A student should normally be in agreement with the supervisor about when their thesis is ready for submission and formal examination. If a supervisor still has significant reservations about the thesis when the student is ready to submit, these reservations should be fully explained to the student in writing. The student 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 students should heed their supervisors recommendations.

### Proof-Reading

It is important to pay close attention to spelling and grammar. It is also important to allow adequate time to edit and proofread a thesis to get it to a publishable standard, as this is a criterion for writing at this level.

### Presentation and Binding of the Thesis

A thesis must be submitted in the form set out in the Theses and Dissertations Regulations in the *2015 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

Students are advised to allow sufficient time (at least 6-7 working days) for thesis binding when planning to submit. To ensure that the submission date is met, students should take this binding time into account when planning ahead. We advise that students 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/](http://www.waikato-print.co.nz/)

## Submission of the Thesis

- » A digital copy of the thesis should be submitted to the University Library prior to the submission due date (see below).
- » Three hardbound copies of the thesis need to be submitted by 4pm on the required thesis submission date. Students who are unsure of their thesis due date should contact the Faculty of Education Postgraduate Office.
- » The *Masters Thesis Submission Form* and the *Library Deposit Form* must be submitted at the same time. These forms can be found at the following website address:  
**[www.waikato.ac.nz/library/study/guides/thesis-writing/5](http://www.waikato.ac.nz/library/study/guides/thesis-writing/5)**
- » Theses need to be submitted to the Student Centre (located at the Central Library, Gate 5, Hillcrest Road, Hamilton).

After a thesis is submitted:

- » The Assessment and Graduation Office will hold one copy of the thesis for the University of Waikato Library
- » The other two copies will be sent to the Faculty of Education for examination processing
- » The Financial Services Division will be contacted to determine whether there are any outstanding debts (such as library fines). Outstanding debts may prevent a student from submitting their thesis. If there are no outstanding debts, the student will be issued a receipt acknowledging thesis submission.

Full details, including submission forms, are available at:

**[www.waikato.ac.nz/sasd/infor-current/exams6.shtml](http://www.waikato.ac.nz/sasd/infor-current/exams6.shtml)**

**Note(s):** *Hard bound copies of the thesis submitted for examination are final copies. No further editing or re-submission of the thesis is possible once it is submitted. A student must be enrolled in the relevant thesis paper at the time of submission of the thesis. After thesis examination is complete, one copy of the thesis is returned to the student.*

## Digital Thesis Submission

Prior to submitting a hard copy of the thesis, students are required to submit an electronic (digital) copy of their thesis to the University of Waikato Library. Digital copies of thesis completed at the University of Waikato must be deposited directly into the University's Research Commons. Instructions on how to deposit a digital thesis can be found on the Research Commons' website: **<http://researchcommons.waikato.ac.nz>** The Library website provides students with specific instructions regarding the digital thesis copies.

## Examination of the Thesis

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The process of examination of the Faculty of Education's masters theses is overseen by the Faculty of Education Postgraduate Office. Once a thesis is submitted, the Assessment and Graduation Office sends two copies to the Faculty of Education Postgraduate Office for examination processing.

Masters these 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

Close to the completion of the thesis, the supervisor will nominate:

- » One internal examiner (a staff member from Faculty of Education or another part of the University)
- » One external examiner (generally a staff member from another academic institution with research expertise in a discipline relevant to the research).

Examiners normally hold at least a masters degree or have equivalent qualifications or experience.

Persons nominated as examiners for a thesis should not normally be:

- » Directly connected with the thesis student or their 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 are willing and available to mark the student's thesis. Once an agreement has been received, the supervisor must fill out a Nomination of Examiners Form, available from the Faculty of Education Postgraduate Office.

The Associate Dean – Postgraduate Research assesses and makes the final decision on the nominated examiner's suitability.

### Examination Process

Once the nomination of examiners is received and approved:

- » Both examiners are sent a copy of the thesis, along with a letter outlining the marking criteria and grading scale
- » The examiners independently mark the thesis
- » The examiners submit their individual examination reports and provide grade recommendations (no conferring between examiners can take place).

Approximately three-four months can be expected to elapse between the submission and a decision on thesis examination results. External examiners are given six to eight weeks to mark a thesis and examination processing and masters degree completion may take additional two to three weeks. Sometimes 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. 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 Faculty of Education Postgraduate Office 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

Students believing that a mistake has been made in the process of calculating their final thesis grade may apply for a review of grade. This must be submitted on the prescribed form, together with the prescribed fee, to the Head of Student and Academic Services within 14 days of receiving notification of the grade. The application must be accompanied by all items of assessment for the thesis that have been returned to the student. 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.

## After Examination and Masters Degree Completion

- » The Associate Dean – Postgraduate Research notifies the student of their thesis result and masters degree completion by letter
- » Copies of examiners' reports with examiners names and recommended grades obscured are returned to the student
- » A copy of the thesis is returned to the student
- » One fully bound copy of the thesis lodged with the University library and the digital copy of the thesis may be released to the University's Research Commons
- » Where masters degree completion is confirmed the student will be eligible to graduate at the next graduation ceremony, provided the student applies to graduate.

## Graduation

Please refer to page 18.

# APPENDIX 1

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**Title of Thesis:**

**Subtitle**

A thesis  
submitted in (partial) fulfilment  
of the requirements for the degree

of

**Name of degree**

at

**The University of Waikato**

by

**NAME OF CANDIDATE**

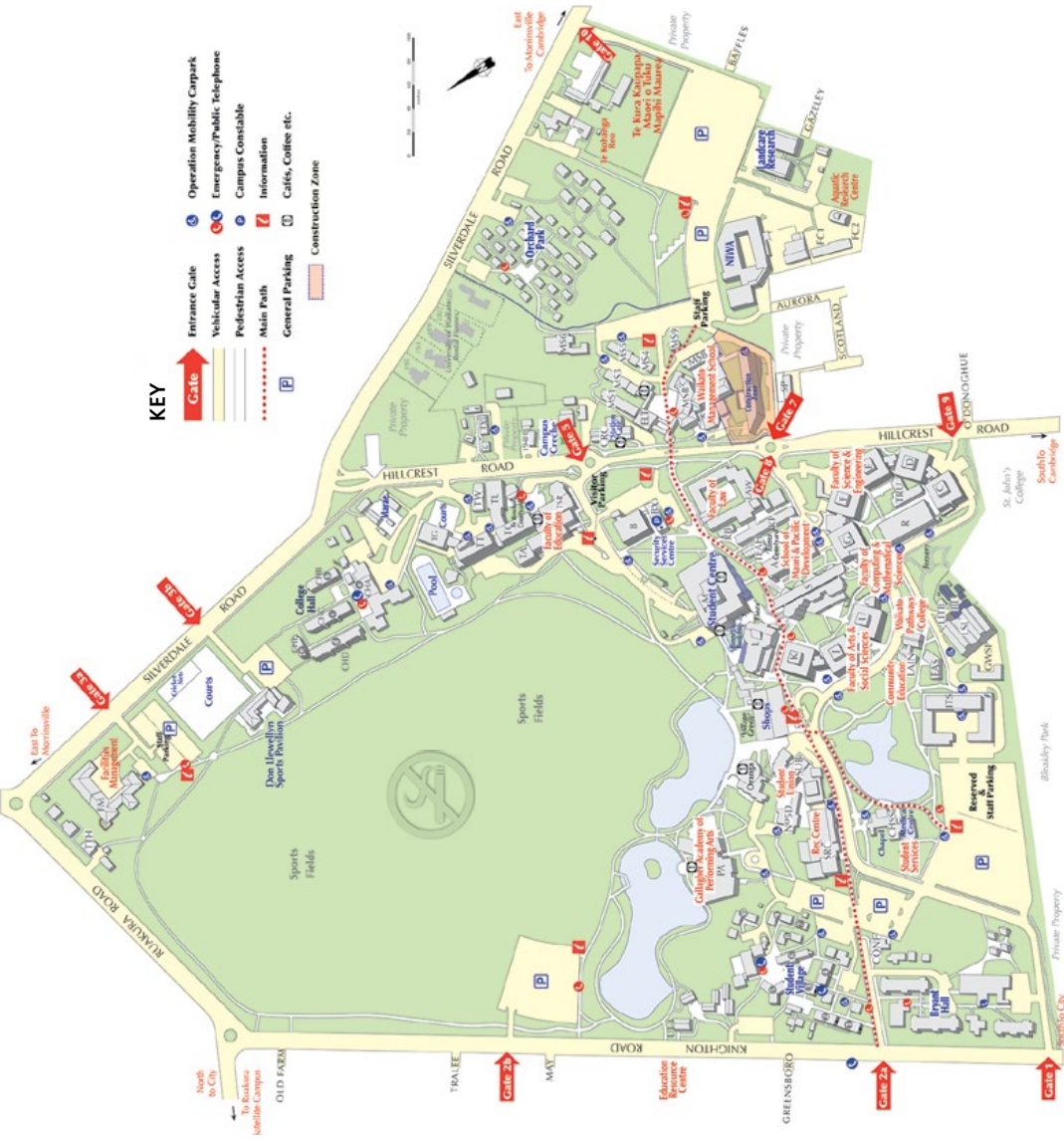


THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

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 'fulfilment of the requirements for the degree' where the masters degree comprises of a thesis only.

- KEY**
- Gate
  - Entrance Gate
  - Operation Mobility Carpark
  - Emergency/Public Telephone
  - Vehicular Access
  - Campus Constable
  - Pedestrian Access
  - Information
  - Main Path
  - General Parking
  - Cafes, Coffee etc.
  - Construction Zone





THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

**AT THE UNIVERSITY OF WAIKATO,  
THE POSSIBILITIES ARE ENDLESS.**  
TŌ TE WHARE WĀNANGA O WAIKATO,  
HE KURA TOI E KORE E MIMITI.

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